

Alignment to Georgia Performance Standards for Modern Languages Level II

Voces® *Nuestra historia* Level 2 Digital Courseware ~ Unit 1

Nuestra historia Level 2 is an interactive, online curriculum framework with comprehensible-input (CI) and proficiency-based materials for novice-level learners. Level 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High level of proficiency and beyond.

This standards-based, AP®-aligned program integrates stories, communicative tasks, and culture in a cohesive, all-in-one, and customizable format accessible to students and teachers from any device. *Nuestra historia* offers digital learning opportunities for Spanish classes on a data-driven, interactive, and easy-to-use platform.

This document illustrates how the first unit in level 2 aligns to the Georgia Performance Standards for Modern Languages Level II. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: La aventura empieza</i>			
I. Communication			
Interpersonal Mode of Communication (IP)			
MLI.IP1 - The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.			
MLI.IP2 – The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.			
Section	Title	Mode	Can Do
Communicative Task	<i>Un restaurante dominicano en Nueva York</i>	Speaking	I can order food in a Dominican restaurant.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos La playa</i>	Speaking	I can identify some common practices in Spain and compare them to my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos Los galanes</i>	Speaking	I can identify some aspects of national identity.
Communicative Task	<i>Un nuevo jugador de fútbol</i>	Writing	I can ask and answer questions about places where I live and things I like to do.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about

			biographical information, hobbies, and culture.
Interpretive Mode of Communication (INT)			
MLI.INT1 – The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.			
MLI.INT2 – The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language.			
Section	Title	Mode	Can Do
<i>Historia larga 1: El viaje de escuela</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a school trip.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	Reading	I can read an article about a Twitter controversy.
Communicative Task	<i>¡Ciudades de España!</i>	Reading	I can understand an infographic about Spain.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 1: ¿Posible o imposible?</i>	Listening	I can understand a story about a festival in Spain.
Communicative Task	<i>Una celebración en Valencia</i>	Listening	I can understand the main idea of a video about a cultural celebration.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about sports and culture.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand the main idea of a radio announcement.
Presentational Mode of Communication (P)			
MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.			
MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.			
Section	Title	Mode	Can Do
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Trabajo en un restaurante mexicano local</i>	Speaking	I can give some information about myself when applying for a job.

<i>Historia larga 1: El viaje de escuela</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about a school trip.
<i>Historieta 3: El Parque del Dominó</i>	<i>Mi parque favorito</i>	Writing	I can write a letter about my favorite park.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write a story about a festival in Spain.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing Task	Writing	I can write about a cultural event.

II. Cultural Perspectives, Practices, and Products (CU)

MLI.CU1 – The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

Section	Title	Can Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La playa</i>	I can identify some common practices in Spain and compare them to my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los galanes</i>	I can identify some aspects of national identity.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Puerto Rico Day en Nueva York</i>	Puerto Rico Day in New York City
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Pescador en Puerto Pesquero, San Sebastián, España</i>	Fishermen in San Sebastian, Spain fishing off a pier

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 – The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

MLI.CCC2 – The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

MLI.CCC3 – The students develop a better understanding of the English language through the study of the target language.

MLI.CCC4 – The students identify current events and issues in the target culture(s).

MLI.CCC5 – The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational

purposes.		
Section	Title	Can Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Hispanic and Latino-influences in U.S. and Spain
<i>Historia larga 1: El viaje de escuela</i>	<i>El viaje de escuela</i>	Boy whose family immigrated from Mexico travels to Spain
<i>Historieta 3: El Parque del Dominó</i>	<i>El Parque del Dominó</i>	Domino players and Cuban-American culture in Miami
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	An undocumented immigrant's Tweet and the resulting controversy it caused
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las ciudades de Estados Unidos con más inmigrantes latinos</i>	Immigration of Latinos to the U.S.
<i>Historieta 1: La chica nueva</i>	<i>¡Atención!</i>	Verb Conjugations
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Nota de gramática</i>	Present Progressive
<i>Historia larga 1: El viaje de escuela</i>	<i>Nota de gramática</i>	Present Perfect Tense
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Nota de gramática</i>	The Best
<i>Historia larga 2: Aventura en Valencia</i>	<i>¡Atención!</i>	Telling Time
<i>Extra! ¡Extra!</i>	<i>Artículos La procesión de las Ánimas</i>	I can identify the similarities between festivals.
Integrated Performance Assessment	Intercultural Competency Task	I can explain how a certain practice is important to a cultural identity.
<i>En mi comunidad</i>		I can use the Spanish language both within and beyond my classroom to interact

		and collaborate in my community and the globalized world.
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements