

## Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

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

*Nuestra historia* Level 2 is an interactive Spanish Comprehensible Input (CI) curriculum with 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, online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first unit in level 2 aligns to Texas Essential Knowledge and Skills (TEKS). If you have any questions, call 1-800-848-0256 or email [help@vocesdigital.com](mailto:help@vocesdigital.com).

| <b><i>Unidad 1: La aventura empieza</i></b>   |  |             |   |
|---|--|-------------|---|
| <b>Knowledge and skills</b>   |  |             |   |
| <b>1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</b> |  |             |   |
| <b>(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information</b>  |  |             |   |
| <b>Section</b>  | <b>Title</b>                                   | <b>Mode</b> | <b>Can Do</b>   |
| 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<br/>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<br/>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.   |

| <b>(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics</b> |   |             |   |
|--|---|-------------|---|
| <b>Section</b>   | <b>Title</b>                                    | <b>Mode</b> | <b>Can Do</b>   |
| <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.                 |
| <b>(C) present information using familiar words, phrases, and sentences to listeners and readers</b>   |   |             |   |
| <b>Section</b>   | <b>Title</b>                                    | <b>Mode</b> | <b>Can Do</b>   |
| <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.  |

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|--|--|---|-------------------------------------|
| 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. |
| <b>2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:</b>   |  |   |                                     |
| <b>(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied</b>    |  |   |                                     |
| <b>Section</b>   | <b>Title</b>   | <b>Can Do/Description</b>   |                                     |
| <i>¡Extra! ¡Extra!</i>   | <i>Artículos:<br/>La procesión de las Ánimas</i>                         | I can identify the similarities between festivals.                        |                                     |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos:<br/>La playa</i>                                   | I can identify some common practices in Spain and compare them to my own. |                                     |
| <b>(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied</b> |  |   |                                     |
| <b>Section</b>   | <b>Title</b>   | <b>Can Do/Description</b>   |                                     |
| <i>¡Extra! ¡Extra!</i>   | <i>El mundo en fotos:<br/>Los galanes</i>                                | I can identify some aspects of national identity.                         |                                     |
| <i>¡Extra! ¡Extra!</i>   | <i>Panoramas:<br/>Puerto Rico Day en Nueva York</i>                      | Puerto Rico Day in New York City  |                                     |
| <i>¡Extra! ¡Extra!</i>   | <i>Panoramas:<br/>Pescador en Puerto Pesquero, San Sebastián, España</i> | Fishermen in San Sebastian, Spain fishing off a pier                      |                                     |
| <b>3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</b>                      |  |   |                                     |
| <b>(A) use resources (that may include technology) in the language and cultures being studied to gain access to information</b>  |  |   |                                     |
| <b>Section</b>   | <b>Title</b>   | <b>Can Do/Description</b>   |                                     |
| <i>¡Extra! ¡Extra!</i>   | <i>Notas culturales:<br/>¿Quieres ir conmigo?</i>                        | History and geography of Hispanic and Latino-influences in U.S. and Spain |                                     |
| <b>(B) use the language to obtain, reinforce, or expand knowledge of other subject areas</b>   |  |   |                                     |
| <b>Section</b>   | <b>Title</b>   | <b>Can Do/Description</b>   |                                     |
| <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:<br/>Brillante pero indocumentada</i>                                      | An undocumented immigrant's Tweet and the resulting controversy it caused |
| <i>¡Extra! ¡Extra!</i>                    | <i>Notas culturales:<br/>Las ciudades de Estados Unidos con más inmigrantes latinos</i> | Immigration of Latinos to the U.S.  |

**4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:**

**(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied**

| <b>Section</b>   | <b>Title</b>             | <b>Can Do/Description</b> |
|--|--------------------------|---------------------------|
| <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              |

**(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied**

**(C) demonstrate an understanding of the influence of one language and culture on another**

| <b>Section</b>                    | <b>Title</b>                                    | <b>Can Do/Description</b>   |
|-----------------------------------|---|---|
| <i>Extra! ¡Extra!</i>             | <i>Artículos<br/>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. |

**5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:**

**(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate**

| <b>Title</b> | <b>Can Do/Description</b> |
|--------------|---------------------------|
|--------------|---------------------------|

|  |                        |  |
|--|------------------------|--|
| <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. |
| <b>(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development</b> |                        |  |
| <b>Title</b>   |                        | <b>Can Do/Description</b>  |
| 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   |