

Alignment to Tennessee's Standards for Modern Languages

Year Two (Beginning - Emerging)

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

Nuestra historia Level 2 is an interactive, online curriculum framework with comprehensible-input 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 in Spanish 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-blended 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 Tennessee's Year Two Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: La aventura empieza</i>			
1. Standard Number 1 (Goal One): Communicate in a Language Other Than English			
1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.			
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.
1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
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.
2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures			
2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.			
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.	
2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.			
Section	Title	Can Do/Description	
<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	
3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information			
3.1 Reinforce and further knowledge of other disciplines through the foreign language.			
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	
3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.			
Section	Title	Can Do/Description	
<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.
4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture		
4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
Section	Title	Can Do/Description
<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
4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.		
Section	Title	Can Do/Description
<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.
5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies		
5.1 Use the language both within and beyond the school setting.		
Title		Can Do/Description

<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.
5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.		
Title		Can Do/Description
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