

## Alignment to the District of Columbia Learning Standards for World Languages

### Voces® *Nuestra historia* Level 1 ~ Unit 1

*Nuestra historia* Level 1 is an interactive, online curriculum framework with comprehensible-input and proficiency-based materials for novice-level learners. Level 1 will take your middle or high school students who have no prior experience in Spanish from Novice-Low through Novice-Mid levels 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 1 aligns to the District of Columbia Learning Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Unidad 1: Mi vida escolar</b>			
<b>Communication</b>			
<b>Standard 1.1:</b> Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Historia larga 4: Un maestro no normal</i>	Interpersonal Speaking: <i>Compras de material escolar</i>	Speaking	I can talk about what I need for class.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Benito Juárez</i>	Speaking	I can talk about my school.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Amigas de Guatemala</i>	Speaking	I can talk about my friends and what I wear.
<i>México y Guatemala</i>	<i>Descubre México y Guatemala</i>	Speaking	I can talk about places, celebrations, and customs in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Writing	I can write a short note about where I live.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about which school supplies I need for what classes on what days.
<b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.			

Section	Title	Mode	Can-Do/Description
<i>Historia larga 1: La muchacha fantástica</i>	<i>Actividad 1: ¿Muchacho o muchacha?</i>	Reading	I can read a story about a boy and a girl in class.
<i>Historia larga 1: La muchacha fantástica</i>	<i>Actividad 3: Opción múltiple</i>	Reading	I can understand events in a story about a boy and a girl in class.
<i>Historia larga 1: La muchacha fantástica</i>	Interpretive Reading: <i>Útiles escolares</i>	Reading	I can read a list of school supplies.
<i>Historieta 4: Una escuela nueva</i>	Interpretive Reading: <i>Sistema Educativo Nacional</i>	Reading	I can recognize dates and days of the week.
<i>Historia larga 2: Los maestros en México</i>	<i>Actividad 2: Opción múltiple</i>	Reading	I can read a story about school in Mexico.
<i>Historia larga 2: Los maestros en México</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about school in Mexico.
<i>Historia larga 2: Los maestros en México</i>	Interpretive Reading: <i>3er Grado</i>	Reading	I can identify classes and understand days of the week in a class schedule.
<i>Historia larga 3: Pedro el estudiante</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a student.
<i>Historia larga 3: Pedro el estudiante</i>	<i>Actividad 3: Ordena la historia</i>	Reading	I can understand the order of events in a story about a student.
<i>Historia larga 4: Un maestro no normal</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a teacher.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Pandillas en Guatemala</i>	Reading	I can read an article on a current event about students in Guatemala.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Listening	I can understand some of what a person says about where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Wendy</i>	Listening	I can understand some of what a person says about themselves and where they live.
Integrated Performance Assessment	Interpretive Reading 1	Reading	I can identify classes and instructors in a class

			schedule.
Integrated Performance Assessment	Interpretive Reading 2	Reading	I can read a list of classroom supplies.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a commercial about school supplies.
<b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Historieta 4: Una escuela nueva</i>	Presentational Speaking: <i>Primer día de clases</i>	Speaking	I can say hello to my teacher and introduce myself.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú?</i> <i>¿Quién eres?</i>	Speaking	I can give information about myself, like my name, how old I am, and where I live.
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 Speaking	Speaking	I can describe my class schedule, including what classes I have and what supplies I need for each class.
<b>Cultures</b>			
<b>Standard 2.1:</b> Students demonstrate an understand of the relationship between the practices and perspectives of the culture studied.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las escuelas en México</i>	I can understand the differences between my school and a school in Mexico.	
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: En sus marcas, listos, ¡fuera! Corredores Tarahumara</i>	The art of running for the Tarahumara people	
<b>Standard 2.2:</b> Students demonstrate an understand of the relationship between the products and perspectives of the culture.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	

<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Chichicastenango</i>	Chichicastenango Market in Guatemala
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Una clase en México</i>	Rural classroom in Mexico
<b>Connections</b>		
<b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the target language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Mexico and Guatemala
<b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the target language and culture.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historia larga 2: Los maestros en México</i>	<i>Los maestros en México</i>	Structure of school in Mexico
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Escuela en Guatemala</i>	Building a school in Guatemala
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Huérfanos en LA</i>	Guatemalan teens crossing U.S. border
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Hijos de Estados Unidos en escuelas de mexicanos</i>	U.S. students' lives after parents' deportation to Mexico
<b>Comparisons</b>		
<b>Standard 4.1:</b> Students demonstrate an understand of the nature of language through comparisons of the language studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 2: El maestro furioso</i>	<i>Nota de gramática</i>	<i>Masculino y femenino</i>
<i>Historia larga 1: La muchacha fantástica</i>	<i>Nota de gramática</i>	<i>un/una vs. el/la</i>
<i>Historieta 3: Amigos por teléfono</i>	<i>Nota de gramática</i>	<i>Tú Form</i>
<i>Historieta 4: Una escuela nueva</i>	<i>¡Atención!</i>	<i>Yo Form</i>
<i>Historia larga 4: Un</i>	<i>¡Atención!</i>	<i>No (making sentences</i>

<i>maestro no normal</i>		negative)
<b>Standard 4.2:</b> Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las lenguas de Guatemala</i>	I can compare languages I learn with languages Guatemalans learn.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Escuela de la CDMX</i>	I can compare my school with a school in Mexico.
Integrated Performance Assessment	Intercultural Competencies	I can recognize some similarities and differences between school in Mexico and school in the United States.
<b>Communities</b>		
<b>Standard 5.1:</b> Students use the language both within and beyond the school setting.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>México y Guatemala</i>	<i>En la comunidad</i>	Texting and key pals
<b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Goals		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

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