

## Alignment to Louisiana World Language Content Standards for Modern Languages

### Voces® *Nuestra historia* 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 *Nuestra historia* Level 1 aligns to the Louisiana World Language Content Standards for Modern 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>Strand 1: Connections to Language and Literacy</b>			
<b>Standard 1: Interpersonal Communication</b>			
Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures			
<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.

**Standard 2: Interpretive**

Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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	Interpretive Reading 1	Reading	I can identify classes

Assessment			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 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.			
<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? ¿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>Strand 2: Connections to Other Disciplines</b>			
Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.			
<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>Strand 3: Intercultural Competencies</b>			

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

Section	Title	Can-Do/Description
<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
<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.

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

