

Alignment to Maine's Learning Results - World Languages Standards

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 Maine's Learning Results - World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: Mi vida escolar | | | |
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| A. Communication: Students communicate in the target language. | | | |
| A1. Interpersonal: Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. | | | |
| Section | Title | Mode | Can-Do/Description |
| <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. |
| A2. Interpretive: Students comprehend brief conversations, narratives, and recorded material in | | | |

| familiar contexts. | | | |
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| 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. |
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| Integrated Performance Assessment | Interpretive Listening | Listening | I can understand a commercial about school supplies. |
| A3. Presentational: Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics. | | | |
| Section | Title | Mode | Can-Do/Description |
| <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. |
| A4. Language Comparisons: Students compare the target language with English in order to better understand language systems. | | | |
| Section | Title | Can-Do/Description | |
| <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</i> Form | |
| <i>Historieta 4: Una escuela nueva</i> | <i>¡Atención!</i> | <i>Yo</i> Form | |
| <i>Historia larga 4: Un maestro no normal</i> | <i>¡Atención!</i> | <i>No</i> (making sentences negative) | |
| B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken. | | | |
| B1. Practices and Perspectives: Students describe practices of a culture(s) and perspectives of a | | | |

| culture(s) in which the target language is spoken. | | |
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| Section | Title | Can-Do/Description |
| <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 |
| B2. Products and Perspectives: Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken. | | |
| Section | Title | Can-Do/Description |
| <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 |
| B3. Comparisons with Own Culture: Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives. | | |
| Section | Title | Can-Do/Description |
| <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. |
| C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas. | | |
| C1. Knowledge of Other Learning Results Content Areas: Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language. | | |
| Section | Title | Can-Do/Description |
| <i>¡Extra! ¡Extra!</i> | <i>Notas culturales: ¿Quieres ir conmigo?</i> | History and geography of Mexico and |

| | | Guatemala |
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| C2. Distinctive Viewpoints: Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken. | | |
| 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 |
| D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning. | | |
| D1. Communities: Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s). | | |
| Section | Title | Can-Do/Description |
| <i>México y Guatemala</i> | <i>En mi comunidad</i> | Texting and key pals |

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