

## Alignment to Maryland Foreign Language Content 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 Maryland's Foreign Language Content Standards. 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>1.0 Communication</b>   |   |             |  |
| <b>1.1 Interpersonal:</b> Students exchange information orally and in writing in the target language in a culturally appropriate manner to 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:<br><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. |

**1.2 Interpretive:** Students understand and interpret the target language in its spoken and written form 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. |

**1.3 Presentational:** Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

| Section                                | Title   | Mode     | Can-Do/Description   |
|--|---|----------|--|
| <i>Historieta 4: Una escuela nueva</i> | Presentational Speaking:<br><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. |

## 2.0 Culture

**2.1 Practices and Perspectives:** Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

| 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                               |

**2.2 Products and Perspectives:** Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

| 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                                 |
| <b>3.0 Connections</b>  |  |   |
| <b>3.1 Across Disciplines:</b> Students reinforce and further knowledge of other content areas through a language other than English.                             |  |   |
| <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>3.2 Added Perspectives:</b> Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures. |  |   |
| <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>4.0 Comparisons</b>  |  |   |
| <b>4.1 Language:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and English.                        |  |   |
| <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 maestro no normal</i>   | <i>¡Atención!</i>  | <i>No (making sentences negative)</i>                     |
| <b>4.2 Culture:</b> Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.                    |  |   |

| 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. |
| <b>5.0 Communities</b>  |   |   |
| <b>5.1 Practical Applications:</b> Students use the language both within and beyond the school setting. |   |   |
| Section   | Title   | Can-Do/Description  |
| <i>México y Guatemala</i>   | <i>En mi comunidad</i>                            | Texting and key pals  |
| <b>5.2 Personal Enrichment:</b> Students use the language for personal enjoyment and enrichment.        |   |   |
| Section   | Title   | Can-Do/Description  |
| 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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