

**Alignment to Massachusetts World Languages Curriculum Framework
Voces® Nuestra historia Level 1**

Nuestra historia Level 1 is an interactive Spanish Comprehensible Input (CI) curriculum with 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, customizable format accessible to students and teachers from any device. *Nuestra historia* offers digital learning opportunities for Spanish classes on a data-driven, interactive, and easy-to-use platform.

This document illustrates how *Nuestra historia* Level 1 aligns to the Massachusetts World Languages Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Mi vida escolar			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed 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: Akna tiene suerte</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a student.
<i>Historia larga 3: Akna tiene suerte</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 especial</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Listening	I can understand 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.

2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Section	Title	Mode	Can-Do/Description
<i>Historia larga 4: Un maestro especial</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>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	Writing	I can write a short note about where I live.

3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.

4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.

Section	Title	Can-Do/Description
<i>Historia larga 4: Un maestro especial</i>	Interpersonal Speaking: <i>Compras de material escolar</i>	I can talk about what I need for class.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Benito Juárez</i>	I can talk about my school.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Amigas de Guatemala</i>	I can talk about my friends and what I wear.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Pandillas en Guatemala</i>	I can read an article on a current event about students in Guatemala.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Tania</i>	I can understand some of what a person says about where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Wendy</i>	I can understand some of what a person says about themselves and where they live.
<i>México y Guatemala</i>	<i>Descubre México y Guatemala</i>	I can talk about places, celebrations, and customs in other countries.

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

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
<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

6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.

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 form</i>
<i>Historieta 4: Una escuela nueva</i>	<i>¡Atención!</i>	<i>Yo form</i>
<i>Historia larga 4: Un maestro especial</i>	<i>¡Atención!</i>	<i>No(making sentences negative)</i>
<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>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.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Mexico and Guatemala
<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 the 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

Lifelong Learning Standards

7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.

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 the 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

8. Communities

Section	Title	Can-Do/Description
<i>En mi comunidad</i>		Texting and Key Pals
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

Unidad 2: Mis amigos interesantes

Communication Standards

1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Section	Title	Mode	Can-Do/Description
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<i>Historia larga 1: Una foto «selfie»</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about a man taking selfies.
<i>Historia larga 1: Una foto «selfie»</i>	<i>Actividad 3: ¿Al principio o al final?</i>	Reading	I can understand the events in a story about a man taking selfies.
<i>Historia larga 2: Un artista con pasión</i>	<i>Actividad 1: ¿Cuál es correcto?</i>	Reading	I can read a story about an artist.
<i>Historia larga 2: Un artista con pasión</i>	Interpretive Reading: <i>¿Están listos para bailar?</i>	Reading	I can understand an infographic about fashion.
<i>Historia larga 3: Recuerdos de un baile</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a memory.
<i>Historia larga 3: Recuerdos de un baile</i>	<i>Actividad 2: Escucha y empareja</i>	Listening	I can understand a story about a memory.
<i>Historia larga 3: Recuerdos de un baile</i>	Interpretive Listening: <i>La chica venezolana</i>	Listening	I can understand a video about Venezuelan traditions.
<i>Historia larga 4: Las brujas en los árboles</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about disappearing shoes.
<i>Historia larga 4: Las brujas en los árboles</i>	<i>Actividad 2: ¿Cuál es correcto?</i>	Listening	I can understand a story about disappearing shoes.
<i>Profe Loco</i>	<i>Costa Rica es bonita</i>	Listening	I can understand a video about preferences.
<i>Profe Loco</i>	<i>Trabajo, trabajo, trabajo</i>	Listening	I can understand a video about work.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand when people introduce themselves.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand some information about someone's age, likes, and wishes.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El problema con el pelo bonito</i>	Interpersonal Writing: <i>Mensajes de texto</i>	Writing	I can communicate basic information about myself, including where I live, my age, my personality, and physical characteristics.

<i>Historia larga 3: Recuerdos de un baile</i>	<i>Actividad 3: Habla con José</i>	Speaking	I can talk about my appearance and what I like.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos:Lo que llevamos</i>	Speaking	I can talk about what I and others wear.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos:Un hombre orquesta</i>	Speaking	I can talk about what music I prefer.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos:La ciudad de Caracas</i>	Speaking	I can compare the place where I live with Caracas, Venezuela. I can talk about where I live.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can compare values in another culture with values in my own. I can message a friend about a show I watched.

3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do/Description
<i>Historia larga 1: Una foto «selfie»</i>	Presentational Speaking: <i>Estudiante nuevo</i>	Speaking	I can communicate basic information about my experiences.
<i>Historieta 3: No llames a la bruja</i>	Presentational Writing: <i>¡Necesito mi merienda!</i>	Writing	I can describe my appearance. I can ask for what I need.
<i>Historieta 4: La bailarina sin zapatos</i>	Presentational Writing: <i>Bailarines venezolanos</i>	Writing	I can write a comment on social media about a photo.
<i>Historia larga 2: Un artista con pasión</i>	<i>Actividad 4: Desde otra perspectiva</i>	Writing	I can write a story about an artist.
<i>Historia larga 4: Las brujas en los árboles</i>	<i>Actividad 6: Cuéntame la historia</i>	Writing	I can write a story about disappearing shoes.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write my name, my age, and other basic information about myself.

4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.

Section	Title	Can-Do/Description
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<i>Historieta 1: El problema con el pelo bonito</i>	Interpersonal Writing: <i>Mensajes de texto</i>	I can communicate basic information about myself, including where I live, my age, my personality, and physical characteristics.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Josué</i>	I can introduce myself and describe my own likes and dislikes. I can understand someone introducing himself and saying what he likes and doesn't like.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Carla</i>	I can write my age, where I'm from, and my likes and dislikes. I can understand someone saying their name, where they are from, and what they like to do.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: María Luisa</i>	I can give my full name, age, and likes and dislikes. I can understand someone's full name, age, and likes and dislikes.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Pablo</i>	I can write my full name, age, hair and eye color, and likes and dislikes. I can understand someone's full name, age, hair and eye color, and likes and dislikes.

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Las escuelas de belleza en Venezuela</i>	I can compare my culture's perspective on beauty with another culture's perspective on beauty.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Ropas típicas indígenas</i>	I can read an article about women in an indigenous group in Bolivia.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El chupacabras</i>	I can read a story about a legendary animal.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La moda de Costa Rica</i>	I can compare what people in my culture wear to special events with what people in another culture wear to special events.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La ciudad de Caracas</i>	I can compare the place where I live with Caracas, Venezuela. I can talk about where I live.
<i>¡Extra! ¡Extra!</i>	<i>Más discusiones de preguntas esenciales</i>	Discuss the essential questions of this unit.

6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.			
Section	Title	Can-Do/Description	
<i>Historieta 1: El problema con el pelo bonito</i>	<i>Nota de gramática</i>	<i>Los pronombres de objeto indirecto</i>	
<i>Historia larga 1: Una foto «selfie»</i>	<i>Nota de gramática</i>	Time of Day	
<i>Historia larga 1: Una foto «selfie»</i>	<i>Nota de gramática</i>	Recognizing the Gerund Form of Verbs	
Lifelong Learning Standards			
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.			
Section	Title	Can-Do/Description	
<i>Venezuela y Costa Rica</i>	<i>Descubre Venezuela y Costa Rica</i>	I can talk about places, people, and animals in other countries.	
<i>Canción de la unidad</i>	<i>Le falta la cumbia</i>	Learn about the cumbia.	
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La moda de Costa Rica</i>	I can compare what people in my culture wear to special events with what people in another culture wear to special events.	
8. Communities			
Section	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.	
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	
Unidad 3: En mi tiempo libre			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Aburrida en Minnesota</i>	Interpretive Reading: <i>El clima</i>	Reading	I can recognize some simple weather expressions and understand some familiar words and

			phrases from a weather forecast.
<i>Historia larga 1: Para Pablo</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about two friends.
<i>Historia larga 2: El lápiz mágico</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a pencil.
<i>Historia larga 2: El lápiz mágico</i>	<i>Actividad 4: Ordena la historia</i>	Reading	I can understand the events in a story about a pencil.
<i>Historia larga 2: El lápiz mágico</i>	Interpretive Listening: <i>Pronóstico del tiempo</i>	Listening	I can recognize some common weather expressions.
<i>Historia larga 3: El Estadio Cuscatlán</i>	Interpretive Reading: <i>Los beneficios de los videojuegos</i>	Reading	I can understand an infographic about video games.
<i>Historia larga 4: La fiesta de la cueca</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a party.
<i>Profe Loco</i>	<i>El secreto en el clóset</i>	Listening	I can understand a video about technology and music.
<i>Profe Loco</i>	<i>Chalupa está aburrido</i>	Listening	I can understand a video about feelings.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La Isla de Pascua</i>	Reading	I can read an article about Easter Island.
Integrated Performance Assessment	Interpretive Reading	Reading	I can usually understand short simple messages on familiar topics.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Historia larga 1: Para Pablo</i>	Interpersonal Writing: <i>Escribiendo notas</i>	Writing	I can answer basic questions about myself in a chat.
<i>Historia larga 4: La fiesta de la cueca</i>	Interpersonal Speaking: <i>Parques en Santiago</i>	Speaking	I can talk about where my friend and I will go to hang out.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las pupusas</i>	Speaking	I can talk about what I like to do and where I live.
<i>¡Extra! ¡Extra!</i>	<i>El mundo de fotos: El puerto de Valparaíso</i>	Speaking	I can talk about what I like to do and where I live.

Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer questions about some basic information and what I like to do.
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3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do/Description
<i>Historieta 2: El artista salvadoreño</i>	Presentational Writing: <i>Correo electrónico: ¿Dónde vives?</i>	Writing	I can write simple sentences about where I live.
<i>Historia larga 1: Para Pablo</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about two friends.
<i>Historieta 3: ¿Estar enojada o no estar enojada?</i>	Presentational Speaking: <i>Quedarse tarde</i>	Speaking	I can talk about where I am and my feelings.
<i>Historia larga 4: La fiesta de la cueca</i>	<i>Actividad 2: Cuéntame la historia</i>	Speaking	I can tell a story about a party.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can describe where I live, what the weather is like, and what hobbies and pastimes I like and dislike.
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	Writing	I can write about activities and places.

4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Lara</i>	I can describe where I live, say what the weather is like, and say what hobbies and pastimes I do. I can understand someone talking about the weather and what they do during different seasons where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Eduardo</i>	I can describe where I live, say what I like and dislike about where I live.

		I can understand someone talking about the weather and what they like and dislike about where they live.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Melany</i>	I can talk about where I live, the weather where I live, and what I like and don't like to do in my free time. I can understand someone describing where they live, the weather there, and what they like and don't like to do in their free time.
Linguistic Cultures Standards		
5. Cultures: Students will be able to gain cultural competence and understanding.		
Section	Title	Can-Do/Description
<i>Chile y El Salvador</i>	<i>Descubre Chile y El Salvador</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: ¿Deportistas o deportados?</i>	I can compare my life to the life of a deportee.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Actividades en El Salvador</i>	I can compare my community with a community in El Salvador.
<i>¡Extra! ¡Extra!</i>	<i>Investigación cultural</i>	Discover places and traditions
<i>¡Extra! ¡Extra!</i>	<i>Más discusiones de preguntas esenciales</i>	Discuss the unit's essential questions
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
Section	Title	Can-Do/Description
<i>Historieta 3: ¿Estar enojada o no estar enojada?</i>	<i>Nota de gramática</i>	<i>Verbo estar</i>
<i>Historia larga 3: El Estadio Cuscatlán</i>	<i>Nota de gramática</i>	<i>Formas de verbos</i>
<i>Historia larga 4: La fiesta de la cueca</i>	<i>Nota de gramática</i>	<i>Verbos + infinitivos</i>
Lifelong Learning Standards		
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
Section	Title	Can-Do/Description
<i>Chile y El Salvador</i>	<i>Descubre Chile y El Salvador</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: El clima de Chile</i>	I can compare the geography and climate where I live with that of Chile.

<i>¡Extra! ¡Extra!</i>	<i>Más discusiones de preguntas esenciales</i>	Discuss the unit's essential questions	
8. Communities			
Section	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.	
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	
Unidad 4: Navegando el mundo digital			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Un video de música con Enrique</i>	Interpretive Reading: <i>Aplicaciones más populares</i>	Reading	I can understand an infographic about cell phones.
<i>Historia larga 1: Un comentario nuevo en YouTube</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about music on YouTube.
<i>Historieta 4: El teléfono móvil</i>	Interpretive Listening: <i>El teléfono móvil (anuncio)</i>	Listening	I can recognize pieces of information and sometimes understand the main topic of what is being said in a commercial.
<i>Historia larga 2: El vendedor de empanadas</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can read a story about a social media campaign.
<i>Historia larga 2: El vendedor de empanadas</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about a social media campaign.
<i>Historia larga 3: Un mensaje del teatro</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about trying to purchase tickets to a concert.

<i>Historia larga 4: ¡Nada de mensajes en la clase de español!</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about sending text messages in school.
<i>Historia larga 4: ¡Nada de mensajes en la clase de español!</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand what happened in a story about sending text messages in school.
<i>Profe Loco</i>	<i>En busca del Chupacabras</i>	Listening	I can understand a video about <i>el Chupacabra</i> .
<i>Profe Loco</i>	<i>Lolo, el DJ</i>	Listening	I can understand a video about music.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Valientes contra el acoso escolar</i>	Reading	I can read an article about efforts to combat bullying.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: María</i>	Listening	Learn about the importance of technology in the world
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand an infographic about cell phones.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about nomofobia.

2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Section	Title	Mode	Can-Do/Description
<i>Historia larga 2: El vendedor de empanadas</i>	Interpersonal Speaking: <i>Los lugares para visitar en República Dominicana</i>	Speaking	I can answer questions about where I am going.
<i>Historia larga 4: ¡Nada de mensajes en la clase de español!</i>	Interpersonal Writing: <i>Manda un mensaje con WhatsApp</i>	Writing	I can send and receive text messages.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can explain how I use technology.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can send and receive text messages.

3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do/Description
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<i>Historieta 2: Una invitación de Instagram</i>	Presentational Writing: <i>Instagram en español</i>	Writing	I can write a social media profile to describe myself and what I like to do.
<i>Historia larga 1: Un comentario nuevo en YouTube</i>	Presentational Speaking: <i>Mensaje a los amigos en España</i>	Speaking	I can create a video profile to describe myself, what I like to do, and some of my favorite things.
<i>Historia larga 1: Un comentario nuevo en YouTube</i>	<i>Actividad 3: Un final alternativo</i>	Writing	I can write a new ending to a story I read about music on YouTube.
<i>Historia larga 3: Un mensaje del teatro</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about trying to purchase tickets to a concert.
Integrated Performance Assessment	Presentational Writing	Writing	I can identify popular social media apps in Spanish-speaking countries. I can write social media posts.

4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Afra</i>	I can write about technology I use. I can understand someone talking about technology they use.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Claudia</i>	I can write about music and technology. I can understand someone talk about music and technology.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Valery</i>	I can understand someone describing the importance of technology in their life.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	I can explain how I use technology.

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

Section	Title	Can-Do/Description
<i>España y República Dominicana</i>	<i>Descubre España y República Dominicana</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: «WhatsApp» cambia la vida de los españoles</i>	I can compare a technology I use with technology people in other countries use.

<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¡Baile en República Dominicana!</i>	Learn about dancing in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Tecnología en República Dominicana</i>	Learn about technology in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La música de España</i>	Learn about music in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	Learn about Spain and the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un kiosco en Barcelona</i>	I can compare my city with a city in Spain.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un café en Sevilla</i>	I can compare my city with a city in Spain.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las playas perfectas dominicanas</i>	I can compare vacation activities where I live with those in the Dominican Republic.
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
Section	Title	Can-Do/Description
<i>Historieta 3: Mi programa favorito</i>	<i>Nota de gramática</i>	<i>-mente</i> (using <i>-mente</i> to make an adverb)
Lifelong Learning Standards		
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
Section	Title	Can-Do/Description
<i>España y República Dominicana</i>	<i>Descubre España y República Dominicana</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: «WhatsApp» cambia la vida de los españoles</i>	I can compare a technology I use with technology people in other countries use.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¡Baile en República Dominicana!</i>	Learn about dancing in the Dominican Republic
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Tecnología en República Dominicana</i>	Learn about technology in the Dominican Republic
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: La música de España</i>	Learn about music in Spain
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	Learn about Spain and the Dominican Republic
<i>¡Extra! ¡Extra!</i>	<i>Más discusiones de preguntas esenciales</i>	Discuss the units essential questions
8. Communities		
Section	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.

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	
Unidad 5: Un mundo nuevo			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El viaje en avión</i>	Interpretive Reading: <i>Estadio Plurinacional de Bolivia</i>	Reading	I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.
<i>Historia larga 1: Dos abuelos</i>	<i>Actividad 1: Opción múltiple</i>	Reading	I can read a story about grandparents.
<i>Historia larga 1: Dos abuelos</i>	<i>Actividad 3: Contesta las preguntas</i>	Reading	I can understand a story about grandparents.
<i>Historieta 4: Un viaje al campo</i>	Interpretive Listening: <i>Bailando para la vida</i>	Listening	I can understand the main idea and some details in a video about break dancers.
<i>Historia larga 2: De vacaciones</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a family vacation.
<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can read a story about a family in Bolivia.
<i>Profe Loco</i>	<i>Sí, se puede</i>	Listening	I can understand a video about what one can and can't do.
<i>Profe Loco</i>	<i>Llegamos a Honduras</i>	Listening	I can understand a video about traveling.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Vivian</i>	Listening	Learn about the benefits of traveling
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about a boy who lives in Bolivia.

Integrated Performance Assessment	Interpretive Reading	Reading	I can read a graph.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Historia larga 1: Dos abuelos</i>	Interpersonal Writing: <i>La ruta de la muerte</i>	Writing	I can ask and answer questions about where someone is and where someone went.
<i>Historia larga 4: Un viaje loco</i>	Interpersonal Speaking: <i>Conversación</i>	Speaking	I can answer questions about something I learned.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can talk about ways to help people access formal education.
3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 2: La familia boliviana</i>	Presentational Writing: <i>Los abuelos en Bolivia</i>	Writing	I can describe my family.
<i>Historia larga 2: De vacaciones</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can write a story about a family vacation.
<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	Presentational Speaking: <i>La familia de Honduras</i>	Speaking	I can describe a family in Honduras.
<i>Historia larga 3: Una estudiante de los Estados Unidos</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can tell a story about a family in Bolivia.
Integrated Performance Assessment	Presentational Writing	Writing	I can ask others to collaborate on reaching a goal. I can explain my goals and plan for helping people in Bolivia.
4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Carlos</i>	I can understand someone describe their family.	

<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Mariana</i>	I can understand information about a person and their family members.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú quién eres?</i>	I can describe my family.
Linguistic Cultures Standards		
5. Cultures: Students will be able to gain cultural competence and understanding.		
Section	Title	Can-Do/Description
<i>Bolivia y Honduras</i>	<i>Descubre Bolivia y Honduras</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Peculiaridades de Santa Cruz de la Sierra</i>	I can compare the place where I live with a city in Bolivia.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La carretera de la muerte</i>	I can read an article about a dangerous road in Bolivia.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales</i>	Learn about various aspects of Honduran and Bolivian culture.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La pobreza en Honduras</i>	I can compare the economic situation in Honduras with my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los mototaxis en Tegucigalpa</i>	I can compare public transportation in Honduras with my community.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las mujeres bolivianas</i>	I can compare clothing in Bolivia with my own.
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
Section	Title	Can-Do/Description
<i>Historieta 2: La familia boliviana</i>	<i>Nota de gramática</i>	More about Gender(masculine and feminine words in Spanish)
<i>Historieta 3: Dos muchachas hondureñas</i>	<i>Nota de gramática</i>	More on Infinitives(using infinitives with <i>puedo, quiero, and tengo que</i>)
Lifelong Learning Standards		
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
Section	Title	Can-Do/Description
<i>Bolivia y Honduras</i>	<i>Descubre Bolivia y Honduras</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Vivian</i>	Learn about the benefits of traveling
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La pobreza en Honduras</i>	I can compare the economic situation in Honduras with my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los mototaxis en Tegucigalpa</i>	I can compare public transportation in Honduras with my community.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las mujeres bolivianas</i>	I can compare clothing in Bolivia with my own.

8. Communities			
Section	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.	
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	
Unidad 6: Tradiciones culturales			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: La quinceañera</i>	Interpretive Listening: <i>La quinceañera de tu amiga</i>	Listening	I can understand the main idea of a video about a cultural celebration.
<i>Historia larga 1: Una quinceañera en barco</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about a <i>quinceañera</i> .
<i>Historia larga 1: Una quinceañera en barco</i>	Interpretive Reading: <i>Ser puertorriqueño</i>	Reading	I can read a short text about national identity.
<i>Historia larga 2: No te duermas en el bosque</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Reading	I can read a story about a trip to visit grandma.
<i>Historia larga 3: El crucero de cumpleaños</i>	<i>Actividad 2: ¿Posible o imposible?</i>	Reading	I can understand a story about a cruise.
<i>Historia larga 4: Vamos de campamento</i>	<i>Actividad 2: ¿Probable o improbable?</i>	Reading	I can understand a story about camping.
<i>Profe Loco</i>	<i>¡Agarra comida!</i>	Listening	I can understand a video about a crazy professor.
<i>Profe Loco</i>	<i>¿Dónde está Lolo?</i>	Listening	I can understand a video about fear.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Carrera de barcos dragón en Panamá</i>	Reading	I can compare festivals in Panama with those in my own community.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El «dubidubi» es parte de la cultura puertorriqueña</i>	Reading	I can read an article about a cultural practice.

Integrated Performance Assessment	Interpretive Reading	Reading	I can read a text about cultural traditions.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about cultural traditions.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 4: No llegues tarde</i>	Interpersonal Writing: <i>Viaje a Ponce</i>	Writing	I can write and respond to written questions about what I want to do.
<i>Historia larga 3: El crucero de cumpleaños</i>	Interpersonal Speaking: <i>Una cena en Ponce</i>	Speaking	I can have a conversation about my family.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can talk about my family and our traditions.
3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
<i>Historia larga 1: Una quinceañera en barco</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write the ending of a story about a <i>quinceañera</i> .
<i>Historieta 3: El bosque misterioso</i>	Presentational Writing: <i>El Bosque Nacional El Yunque</i>	Writing	I can write about what I am doing.
<i>Historia larga 2: No te duermas en el bosque</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write an alternative ending to a story about a trip to visit grandma.
<i>Historia larga 3: El crucero de cumpleaños</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about a cruise.
<i>Historia larga 4: Vamos de campamento</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write an alternative ending to a story about camping.
<i>Historia larga 4: Vamos de campamento</i>	Presentational Speaking: <i>Un viaje a Altos de Campana</i>	Speaking	I can talk about vacation activities in Panama.
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 compare my own cultural traditions with other cultural traditions. I can talk about the importance of cultural traditions.
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4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Rogelio</i>	I can write about festivals and other traditions in my community. I can understand someone talking about festivals and other traditions in their community.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: César</i>	I can write about what my community is known for. I can understand someone talking about what their community is known for.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Describe a community of which you are a part Describe a festival, holiday, special food, or common tradition that the people in your community enjoy
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Cindy</i>	Learn about some cultural practices in Mexico

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

Section	Title	Can-Do/Description
<i>Panamá y Puerto Rico</i>	<i>Descubre Panamá y Puerto Rico</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Carrera de barcos dragón en Panamá</i>	I can compare festivals in Panama with those in my own community.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El «dubidubi» es parte de la cultura puertorriqueña</i>	I can read an article about a cultural practice.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales</i>	Learn about Panamanian and Puerto Rican cultures
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El canal panameño</i>	I can compare landmarks in Panama with those in my own country.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las Molas</i>	I can compare traditions in Panama with my own culture.

<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La fortaleza de San Juan</i>	I can compare historical sites in Puerto Rico with those in my country.
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
Section	Title	Can-Do/Description
<i>Historia larga 1: Una quinceañera en barco</i>	<i>Nota de gramática</i>	<i>Pasado, presente y futuro</i>
<i>Historieta 3: El bosque misterioso</i>	<i>Nota de gramática</i>	<i>se pone + emotion</i>
<i>Historia larga 2: No te duermas en el bosque</i>	<i>Nota de gramática</i>	Subjunctive Mood
Lifelong Learning Standards		
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
Section	Title	Can-Do/Description
<i>Panamá y Puerto Rico</i>	<i>Descubre Panamá y Puerto Rico</i>	I can talk about places and people in other countries.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Carrera de barcos dragón en Panamá</i>	I can compare festivals in Panama with those in my own community.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El «dubidubi» es parte de la cultura puertorriqueña</i>	I can read an article about a cultural practice.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El canal panameño</i>	I can compare landmarks in Panama with those in my own country.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Las Molas</i>	I can compare traditions in Panama with my own culture.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La fortaleza de San Juan</i>	I can compare historical sites in Puerto Rico with those in my country.
8. Communities		
Section	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.
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

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