

Alignment to Montana Content 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 Montana Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Mi vida escolar			
Communication			
Content Standard 1 – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
Content Standard 2 – Students understand and interpret spoken and/or written languages 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.
Content Standard 3 – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.			
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.
Culture			
Content Standard 4 – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.			
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	
Connections			

Content Standard 5 – Students reinforce and increase his/her knowledge of other disciplines through world languages.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Mexico and Guatemala

Content Standard 6 – Students acquire information and perspectives through authentic materials in world languages and within cultures.

Section	Title	Can-Do/Description
<i>Historia larga 1: La muchacha fantástica</i>	Interpretive Reading: <i>Útiles escolares</i>	I can read a list of school supplies.
<i>Historieta 4: Una escuela nueva</i>	Interpretive Reading: <i>Sistema Educativo Nacional</i>	I can recognize dates and days of the week.
<i>Historia larga 2: Los maestros en México</i>	Interpretive Reading: <i>3er Grado</i>	I can identify classes and understand days of the week in a class schedule.
Integrate Performance Assessment	Interpretive Reading 1	I can identify classes and instructors in a class schedule.
Integrate Performance Assessment	Interpretive Reading 2	I can read a list of classroom supplies.
Integrate Performance Assessment	Interpretive Listening	I can understand a commercial about school supplies.

Comparisons

Content Standard 7 – Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.

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 no normal</i>	<i>¡Atención!</i>	No (making sentences negative)
Content Standard 8 – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her 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.
Communities		
Content Standard 9 – Students apply language skills and cultural knowledge in daily life.		
Section	Title	Can-Do/Description
<i>México y Guatemala</i>	<i>En mi comunidad</i>	Texting and key pals
Can-Do Goals		Setting personal language goals, self- assessment on Can-Do statements, and unit reflection

For more information about this or any other title, go to VocesDigital.com or call
1-800-848-0256.

