

## Alignment to the Nebraska World Language Standards

### Voces® *Nuestra historia* Level 1 ~ Unit 1

Voces *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 Nebraska World Language 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>Communication:</b> Students communicate effectively in a variety of situations for multiple reasons.			
<b>1.1</b> Students exchange information through interaction and negotiation of meaning.			
<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.
<b>1.2</b> Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>

<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 Listening	Listening	I can understand a commercial about school supplies.
<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.

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.
1.3 Students present ideas and information according to a variety of purposes and audiences.			
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.
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.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Culture: Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.			
2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.			
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	
2.2 Students identify and apply culturally appropriate language and behavior.			

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>	<i>No (making sentences negative)</i>
<b>Connections:</b> Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.		
<b>3.1</b> Students apply the language of study to discuss other content areas of study.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Mexico and Guatemala
<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>Communities:</b> Students can apply their world language skills to personal, community, and career experiences.		
<b>4.1</b> Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
Section	Title	Can-Do/Description
<i>México y Guatemala</i>	<i>En mi comunidad</i>	Texting and key pals

**4.2** Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

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.

**Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

**5.1** Students self-assess growth in language learning, practice, and understanding.

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
<b>5.2</b> Students set language learning goals and organize priorities.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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

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

