

Alignment to Wisconsin 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 Wisconsin 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			
Interpersonal Communication (IP): Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.			
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.
Interpretive Communication (IT): Students use the target language and cultural knowledge to			

interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.

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.
Presentational Communication (PS): Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.			
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.
Cultural and Global Competence			
Intercultural Communication (IC): Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.			
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
Global Competence and Community Engagement (CGC): Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.		
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.
<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
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 or call 1-800-848-0256.

