

Alignment to Idaho State World Language Standards

Voces® Nuestra historia Level 2 ~ Unit 1

Voces *Nuestra historia* Level 2 is an interactive, online curriculum framework with comprehensible-input and proficiency-based materials for novice-level learners. Level 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High level 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 2 aligns to Idaho State World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: La aventura empieza			
Communication: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.			
Interpersonal Communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: La chica nueva</i>	Interpersonal Writing: <i>Un nuevo jugador de fútbol</i>	Writing	I can ask and answer questions about places where I live and things I like to do.
<i>Historieta 2: El primer viaje a Nueva York</i>	Interpersonal Speaking: <i>Un restaurante dominicano en Nueva York</i>	Speaking	I can order food in a Dominican restaurant.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La playa</i>	Speaking	I can identify some common practices in Spain and compare them to my own.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los galanes</i>	Speaking	I can identify some aspects of national identity.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about biographical information, hobbies, and culture.

Interpretive Communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Historia larga 1: El viaje de escuela</i>	<i>Actividad 1: Completa la frase</i>	Reading	I can read a story about a school trip.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	Reading	I can read an article about a Twitter controversy.
<i>Historia larga 1: El viaje de escuela</i>	<i>Interpretive Reading: ¡Ciudades de España!</i>	Reading	I can understand an infographic about Spain.
<i>Zoe y Zack: Una aventura increíble</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a chapter of a novel about travel.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Cinco de Mayo</i>	Reading	I can read about a popular celebration.
<i>Historieta 1: La chica nueva</i>	<i>Actividad 1: ¿Quién es?</i>	Reading	I can read a story about a new friend.
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can read a story about a trip to New York.
<i>Historieta 3: El Parque del Dominó</i>	<i>Actividad 1: Ordena la historia</i>	Reading	I can read a story about a vacation.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 1: ¿Posible o imposible?</i>	Listening	I can understand a story about a festival in Spain.
<i>Historia larga 1: El viaje de escuela</i>	<i>Interpretive Listening: Una celebración en Valencia</i>	Listening	I can understand the main idea of a video about a cultural celebration.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Pablo</i>	Listening	I can understand some of what someone says about the weather where they live and what they do for fun.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Alessia</i>	Listening	I can understand some of what someone says about a trip they took.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: Luis</i>	Listening	I can understand some of what someone says about a trip to Machu Picchu.
<i>Profe Loco</i>	<i>Actividad 1: ¿Quién es?</i>	Listening	I can understand a video

			about a crush.
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Actividad 1: ¿Cierto o falso?</i>	Listening	I can understand a story about a family's restaurant.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand an article about sports and culture.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main idea of a radio announcement.
Presentational Communication COMM 3: Utilize appropriate media to present an idea to an audience.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 4: El mejor restaurante de San Antonio</i>	Presentational Speaking: <i>Trabajo en un restaurante mexicano local</i>	Speaking	I can give some information about myself when applying for a job.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can give information about myself and where I live.
<i>Profe LocO</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about a crush.
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can tell a story about a family's restaurant.
<i>Historia larga 1: El viaje de escuela</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about a school trip.
<i>Historieta 3: El Parque del Dominó</i>	Presentational Writing: <i>Mi parque favorito</i>	Writing	I can write a letter about my favorite park.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 4: Un final alternativo</i>	Writing	I can write a story about a festival in Spain.
<i>Zoe y Zack: Una aventura increíble</i>	<i>Actividad 4: El diario de Zack</i>	Writing	I can write a journal entry.
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Actividad 3: Cuéntame la historia</i>	Writing	I can tell a story about a trip to New York.
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	Presentation Writing	Writing	I can write about a cultural event.
Culture: Interact with cultural competence and understanding in an interconnected world.			
Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La playa</i>	I can identify some common practices in Spain and compare them to my own.	
Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los galanes</i>	I can identify some aspects of national identity.	
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Puerto Rico Day en Nueva York</i>	Puerto Rico Day in New York City	
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Pescador en Puerto Pesquero, San Sebastián, España</i>	Fishermen in San Sebastian, Spain, fishing off a pier	
Connections: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.			
Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Hispanic and Latino influences in the U.S. and Spain	
Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.			
Section	Title	Can-Do/Description	
<i>Historia larga 1: El viaje de escuela</i>	<i>El viaje de escuela</i>	Boy whose family immigrated from Mexico travels to Spain	

<i>Historieta 3: El Parque del Dominó</i>	<i>El Parque del Dominó</i>	Domino players and Cuban American culture in Miami
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	An undocumented immigrant's tweet and the resulting controversy it caused
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las ciudades de Estados Unidos con más inmigrantes latinos</i>	Immigration of Latinos to the U.S.
Comparisons: Develop insight and understanding of target culture and language in order to interact with cultural competence.		
Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: La chica nueva</i>	<i>¡Atención!</i>	Verb Conjugations
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Nota de gramática</i>	Present Progressive
<i>Historia larga 1: El viaje de escuela</i>	<i>Nota de gramática</i>	Present Perfect Tense
<i>Historieta 4: El mejor restaurante de San Antonio</i>	<i>Nota de gramática</i>	The Best
<i>Historia larga 2: Aventura en Valencia</i>	<i>¡Atención!</i>	Telling Time
Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Los Castellers</i>	A cultural celebration in Catalonia, Spain
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Puerto Rico Day en Nueva York</i>	Cultural celebration for Puerto Ricans in New York City
Integrated Performance Assessment	Presentational Writing	I can explain how a certain practice is important to a cultural

		identity.
Communities: Communicate and interact with cultural competence in multilingual communities at home and around the world.		
School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.		
Section	Title	Can-Do/Description
<i>Venezuela y Costa Rica</i>	<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.
Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.		
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

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

