

## Alignment to Michigan World Language Standards and Benchmarks

### Voces® Nuestra historia Level 2 ~ Unit 1

*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 the Michigan World Language Standards and Benchmarks. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Unidad 1: La aventura empieza</b>                                                                                                                                 |                                                                        |             |                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------|
| <b>1. Communication: Communicate in Languages Other Than English</b>                                                                                                 |                                                                        |             |                                                                                   |
| <b>1.1 Interpersonal Communication (IP):</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |                                                                        |             |                                                                                   |
| <b>Section</b>                                                                                                                                                       | <b>Title</b>                                                           | <b>Mode</b> | <b>Can-Do/Description</b>                                                         |
| <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.   |

**1.2 Interpretive Communication (IT):** Students understand and interpret written and spoken language on a variety of topics.

| 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.           |
| <b>1.3 Presentational Communication (PS):</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |                                                                          |           |                                                                   |
| 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. |
| 2. Culture: Gain Knowledge and Understanding of Other Cultures                                                                                                |                                                               |                                                                               |                                     |
| 2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.      |                                                               |                                                                               |                                     |
| Section                                                                                                                                                       | Title                                                         | Can-Do/Description                                                            |                                     |
| ¡Extra! ¡Extra!                                                                                                                                               | Artículos: La procesión de las Ánimas                         | I can identify the similarities between festivals.                            |                                     |
| ¡Extra! ¡Extra!                                                                                                                                               | El mundo en fotos: La playa                                   | I can identify some common practices in Spain and compare them to my own.     |                                     |
| 2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.        |                                                               |                                                                               |                                     |
| Section                                                                                                                                                       | Title                                                         | Can-Do/Description                                                            |                                     |
| ¡Extra! ¡Extra!                                                                                                                                               | El mundo en fotos: Los galanes                                | I can identify some aspects of national identity.                             |                                     |
| ¡Extra! ¡Extra!                                                                                                                                               | Panoramas: Puerto Rico Day en Nueva York                      | Puerto Rico Day in New York City                                              |                                     |
| ¡Extra! ¡Extra!                                                                                                                                               | Panoramas: Pescador en Puerto Pesquero, San Sebastián, España | Fishermen in San Sebastian, Spain, fishing off a pier                         |                                     |
| 3. Connections: Connect with Other Disciplines and Acquire Information                                                                                        |                                                               |                                                                               |                                     |
| 3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.                                                |                                                               |                                                                               |                                     |
| Section                                                                                                                                                       | Title                                                         | Can-Do/Description                                                            |                                     |
| ¡Extra! ¡Extra!                                                                                                                                               | Notas culturales: ¿Quieres ir conmigo?                        | History and geography of Hispanic and Latino influences in the U.S. and Spain |                                     |
| 3.2 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures. |                                                               |                                                                               |                                     |
| Section                                                                                                                                                       | Title                                                         | Can-Do/Description                                                            |                                     |
| Historia larga 1: El viaje de escuela                                                                                                                         | El viaje de escuela                                           | 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.                                        |

#### **4. Comparisons: Develop Insight into the Nature of Language and Culture**

**4.1 Comparing Languages:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

| <b>Section</b>                                           | <b>Title</b>             | <b>Can-Do/Description</b> |
|----------------------------------------------------------|--------------------------|---------------------------|
| <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              |

**4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

| <b>Section</b>                    | <b>Title</b>                                    | <b>Can-Do/Description</b>                                                 |
|-----------------------------------|-------------------------------------------------|---------------------------------------------------------------------------|
| <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. |

| <b>5. Communities: Participate in Multilingual Communities at Home and Around the World</b>                                                        |                        |                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5.1 Use of Language:</b> Students use the language both within and beyond the school setting.                                                   |                        |                                                                                                                                          |
| <b>Section</b>                                                                                                                                     | <b>Title</b>           | <b>Can-Do/Description</b>                                                                                                                |
| <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. |
| <b>5.2 Personal Enrichment:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |                        |                                                                                                                                          |
| <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                                                                                                 |

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