

Alignment to the Mississippi World Languages Framework

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 the Mississippi World Languages Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: La aventura empieza			
Communication			
1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
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.
2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			

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.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.

3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.

Section	Title	Mode	Can-Do/Description
<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.
Integrated Performance Assessment	Presentational Writing	Writing	I can write about a cultural event.

4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.

Section	Title	Mode	Can-Do/Description
<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>	Interpretive Listening: <i>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 Listening	Listening	I can understand the main idea of a radio announcement.

5. Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.

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.

Integrated Performance Assessment	Interpretive Reading	Reading	I can understand an article about sports and culture.
Cultures			
1. Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures 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. Relating Cultural Products to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures 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	
Connections			
1. Making Connections – Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
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	
2. Acquiring Information and Diverse Perspectives – Learners access and evaluate information and diverse perspectives that are available through the 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.

Comparisons

1. Language Comparisons – Learners use the language to 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

2. Cultural Comparisons – Learners use the language to investigate, explain, and reflect on the concept of culture through 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		
1. School and Global Communities – Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Venezuela y Costa Rica</i>	<i>En la 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.
2. Lifelong Learning – Learners set goals and reflect on their progress in 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.

