

Alignment to the New Hampshire Guidelines for World Languages Learning

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 New Hampshire Guidelines for World Languages Learning. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: La aventura empieza			
Goal One: Communication			
Communicate in languages other than English			
Standard 1.1 Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
Standard 1.2 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.
Standard 1.3 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	Presentational Writing	Writing	I can write about a cultural event.
Goal Two: Cultures Gain knowledge and understanding of other cultures			
Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.			
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.	
Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.			
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	
Goal Three: Connections Connect with other disciplines and acquire information			
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the world language.			
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	
Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world 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.

Goal Four: Comparisons

Develop insight into the nature of language and culture

Standard 4.1 Students demonstrate understanding of 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

Standard 4.2 Students demonstrate understanding of 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	Presentation Writing	I can explain how a certain practice is important to a cultural identity.
Goal Five: Communities Participate in multilingual communities at home and around the world		
Standard 5.1 Students use the language both within and beyond the school setting.		
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.
Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
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.

