

Alignment to New Jersey Student Learning Standards for World Languages
Voces® Nuestra historia Level 2 Digital Courseware

Nuestra historia Level 2 is an interactive Spanish Comprehensible Input (CI) curriculum with 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, online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first unit of Level 2 aligns to New Jersey’s Student Learning Standards for World Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unidad 1: La aventura empieza			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-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.
<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.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about biographical information, hobbies, and culture.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<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>	Interpretive Reading: <i>¡Ciudades de España!</i>	Reading	I can understand an infographic about Spain.
<i>Zoe y Zack: Una aventura increíble</i>	Actividad 1: <i>¿Quién es?</i>	Reading	I can read a chapter of a novel about travel.
<i>¡Extra! ¡Extra!</i>	Artículos: <i>Cinco de Mayo</i>	Reading	I can read about a popular celebration.
<i>Historieta 1: La chica nueva</i>	Actividad 1: <i>¿Quién es?</i>	Reading	I can read a story about a new friend.
<i>Historieta 2: El primer viaje a Nueva York</i>	Actividad 1: <i>Ordena la historia</i>	Reading	I can read a story about a trip to New York.
<i>Historieta 3: El Parque del Dominó</i>	Actividad 1: <i>Ordena la historia</i>	Reading	I can read a story about a vacation.
<i>Historia larga 2: Aventura en Valencia</i>	Actividad 1: <i>¿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>	Entrevistas: <i>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>	Entrevistas: <i>Alessia</i>	Listening	I can understand some of what someone says about a trip they took.
<i>¡Extra! ¡Extra!</i>	Entrevistas: <i>Luis</i>	Listening	I can understand some of what someone says about a trip to Machu Picchu.
<i>Profe Loco</i>	Actividad 1: <i>¿Quién es?</i>	Listening	I can understand a video about a crush.
<i>Historieta 4: El mejor restaurante de San Antonio</i>	Actividad 1: <i>¿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.
1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do
<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.
2. Culture			
2.1 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	
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.	

¡Extra! ¡Extra!	<i>El mundo en fotos: La playa</i>	I can identify some common practices in Spain and compare them to my own.
2.2 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!	<i>El mundo en fotos: Los galanes</i>	I can identify some aspects of national identity.
¡Extra! ¡Extra!	<i>Panoramas: Puerto Rico Day en Nueva York</i>	Puerto Rico Day in New York City
¡Extra! ¡Extra!	<i>Panoramas: Pescador en Puerto Pesquero, San Sebastián, España</i>	Fishermen in San Sebastian, Spain, fishing off a pier
3. Connections		
3.1 Other Disciplines: 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!	<i>Notas culturales: ¿Quieres ir conmigo?</i>	History and geography of Hispanic and Latino influences in the U.S. and Spain
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the 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
¡Extra! ¡Extra!	<i>Artículos: Brillante pero indocumentada</i>	An undocumented immigrant's tweet and the resulting controversy it caused
¡Extra! ¡Extra!	<i>Notas culturales: Las ciudades de Estados Unidos con más inmigrantes latinos</i>	Immigration of Latinos to the U.S.
4. Comparisons		
4.1 Language: 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</i>	<i>Nota de gramática</i>	Present Perfect Tense

<i>escuela</i>		
<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 Culture: 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.
5. Communities		
5.1 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.		
Title		Can-Do/Description
<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.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Title		Can-Do/Description
Can-Do Checklist		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