



Alignment to the Proposed New York State World Languages Learning Standards
Voces® Nuestra historia 2

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 who have no prior experience in Spanish from Novice-Mid through Novice-High levels 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 unit one in *Nuestra historia 2* aligns to the proposed New York State World Languages Learning Standards. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unidad 1: La aventura empieza			
Anchor Standard: Communication			
Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1: Interpretive Communication			
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.			
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>Historia larga 1: El viaje de escuela</i>	Interpretive Reading: <i>¡Ciudades de España!</i>	Reading	I can understand an infographic about 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>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 1: ¿Posible o imposible?</i>	Reading	I can understand a story about a festival in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Brillante pero indocumentada</i>	Reading	I can read an article about a Twitter controversy.
<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.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main idea of a radio announcement.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand an article about sports and culture.
Benchmark Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.			
Section	Title	Mode	Can-Do
<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.
Benchmark Standard 3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.			
Section	Title	Mode	Can-Do
<i>Historia larga 1: El viaje de escuela</i>	Actividad 4: <i>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>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>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>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	Speaking	I can give information about myself and where I live.
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. I can explain how a certain practice is important to a cultural identity.

Anchor Standard : Cultures

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Benchmark Standard 4: Relating Cultural Practices and Products to Perspectives

Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

Section	Title	Can-Do/Description
<i>Historia larga 2: Aventura en Valencia</i>	<i>Investigación cultural</i>	Learn about <i>Las Fallas</i> .
<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>	Learn about <i>los castellers</i> .
<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.
<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>	View a picture from Puerto Rico Day in New York.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Pescador en Puerto Pesquero, San Sebastián, España</i>	View a picture of a fisherman in <i>Puerto Pesquero, San Sebastián, España</i> .

Benchmark Standard 5: Cultural Comparisons

Learners use the target language to compare the products and practices of the cultures studied and their own.

Section	Title	Can-Do/Description
<i>Los Estados Unidos y España</i>	<i>Descubre los Estados Unidos y España</i>	I can talk about family, food, and places in other countries.
<i>Los Estados Unidos y España</i>	<i>Visitemos los Estados Unidos</i>	View pictures of Hispanic culture within the United States.
<i>Los Estados Unidos y España</i>	<i>Visitemos España</i>	View pictures of Spain.
<i>Historieta 1: La chica nueva</i>	<i>Investigación cultural</i>	Learn about the extreme poverty in El Salvador.
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Investigación cultural</i>	Watch a New York City Dominican Day parade.
<i>Historieta 3: El Parque del Dominó</i>	<i>Investigación cultural</i>	Watch Little Havana locals play dominoes in Domino Park.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Investigación cultural</i>	Learn about <i>Las Fallas</i> .
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.

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

