

## Alignment to Oregon's World Language Standards

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

*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 Novice-Mid through Novice-High levels of proficiency and beyond.

This standards-based, AP®-aligned program integrates stories, communicative tasks, and culture in a cohesive, all-in-one, customizable format accessible to students and teachers from any device. *Nuestra historia* offers digital learning opportunities for Spanish classes on a data-driven, interactive, and easy-to-use platform.

This document illustrates how the first unit in *Nuestra historia* Level 2 aligns to Oregon's World Language Standards. 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>Communication</b>			
<b>Interpersonal Mode (Speaking/Signing/Writing):</b> Learners can exchange basic information and express some basic needs, preferences, or feelings by using rehearsed or memorized words, phrases, simple sentences, and questions on a limited range of familiar topics in everyday contexts.			
<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	Interpersonal Speaking	Speaking	I can have a

Assessment			conversation about biographical information, hobbies, and culture.
<b>Interpretive Mode (Listening/Comprehension/Reading):</b> Learners can recognize and identify a few words, signs, phrases, cognates, and simple statements from highly predictable spoken, written, or signed texts on a limited range of very familiar topics in everyday contexts.			
Section	Title	Mode	Can-Do/Description
<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 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 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.
<b>Presentational Mode (Speaking/Signing/Writing):</b> Learners can speak, sign, or write to provide information about self in everyday contexts relevant to their lives using rehearsed or memorized words and basic phrases.			
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>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.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
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. I can explain how a certain practice is important to a cultural identity.

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

