

Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

Voces® *Nuestra historia* Level 2 Digital Courseware ~ 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 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 in level 2 aligns to Texas Essential Knowledge and Skills (TEKS). If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: La aventura empieza</i>			
Knowledge and skills			
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:			
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information			
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</i> <i>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</i> <i>Los galanes</i>	Speaking	I can identify some aspects of national identity.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about biographical information,

			hobbies, and culture.
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar 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>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>	Listening	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 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.
(C) present information using familiar words, phrases, and sentences to listeners and			

readers			
Section	Title	Mode	Can Do
<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>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 Task	Writing	I can write about a cultural event.
2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:			
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied			
Section	Title	Can Do/Description	
<i>Historia larga 2: Aventura en Valencia</i>	<i>Investigación cultural</i>	Watch a video 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.	
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures 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
3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information		
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 U.S. and Spain
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas		
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.
4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied		
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
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied		
(C) demonstrate an understanding of the influence of one language and culture on another		
Section	Title	Can Do/Description
<i>Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	I can identify the similarities between festivals.
Integrated Performance Assessment	Intercultural Competencies	I can explain how a certain practice is important to a cultural identity.
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate		
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.
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development		
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