

## Alignment to the Wyoming Foreign Languages Content and Performance Standards

### 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 Wyoming Foreign Languages Content and Performance 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>Standard 1: Interpretive:</b> All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>	<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</i>	<i>Actividad 1: Ordena la</i>	Reading	I can read a story about

<i>del Dominó</i>	<i>historia</i>		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>	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>	<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.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La procesión de las Ánimas</i>	Reading	I can identify the similarities between festivals.
<i>Historia larga 1: El viaje de escuela</i>	<i>El viaje de escuela</i>	Reading & Listening	Boy whose family immigrated from Mexico travels to Spain
<i>Historieta 3: El Parque del Dominó</i>	<i>El Parque del Dominó</i>	Reading & Listening	Domino players and Cuban American culture

			in Miami
<i>¡Extra! ¡Extra!</i>	<i>Notas culturales: Las ciudades de Estados Unidos con más inmigrantes latinos</i>	Reading	Immigration of Latinos to the U.S.
<b>Standard 2: Interpersonal:</b> All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.			
Section	Title	Mode	Can-Do/Description
<i>Los Estados Unidos y España</i>	<i>En mi comunidad</i>	Writing	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
<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.
<b>Standard 3: Presentational:</b> All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare			

the language and culture studied with their own, and participate in home and global communities.

Section	Title	Can-Do/Description
Integrated Performance Assessment	Presentational Writing	I can explain how a certain practice is important to a cultural identity.
<i>Los Estados Unidos y España</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.
<i>Historieta 4: El mejor restaurante de San Antonio</i>	Presentational Speaking: <i>Trabajo en un restaurante mexicano local</i>	I can give some information about myself when applying for a job.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Quién eres?</i>	I can give information about myself and where I live.
<i>Profe Loco</i>	<i>Actividad 3: Cuéntame la historia</i>	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>	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>	I can write a story about a school trip.
<i>Historieta 3: El Parque del Dominó</i>	Presentational Writing: <i>Mi parque favorito</i>	I can write a letter about my favorite park.
<i>Historia larga 2: Aventura en Valencia</i>	<i>Actividad 4: Un final alternativo</i>	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>	I can write a journal entry.
<i>Historieta 2: El primer viaje a Nueva York</i>	<i>Actividad 3: Cuéntame la historia</i>	I can tell a story about a trip to New York.
End-of-Unit Review and Assessment	<i>¡Mi historia original!</i>	I can write an original story.
End-of-Unit Review and Assessment	<i>Cuéntanos una historia original</i>	I can tell an original story.

Integrated Performance Assessment	Presentation Writing	I can write about a cultural event.
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