

## Alignment to the Alaska Content Standards for World Languages

### Voces® Nuestra historia Level 3 ~ Unit 1

*Nuestra historia* Level 3 is an interactive, online curriculum framework with comprehensible-input and proficiency-based materials for intermediate-level learners. Level 3 will take your middle or high school students from a Novice-High level of proficiency to an Intermediate-Mid 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 3 aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

#### Unidad 1: ¿Qué es el arte?

Formatted: Spanish (Spain, International

A. A student should be able to communicate in two or more languages, one of which is English.			
A1 – A student who meets the content standard should understand written and oral communication in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 3: El arte es una mentira</i>	Interpretive Reading: <i>Guernica</i>	Reading	I can read about popular works of art by a famous artist.
<i>Historieta 2: Las arpilleras modernas</i>	<i>Actividad 3: Causa y efecto</i>	Reading	I can understand the relationship between cause and effect in a story.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada</i>	Reading	I can understand a biography.
<i>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleristas</i>	Listening	I can understand the importance of art in history or culture.
<i>Historia larga: Un inolvidable tour del mejor arte</i>	<i>Actividad 1: La mejor descripción</i>	Listening	I can understand a story about the meaning and significance of art.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: La muñeca sin rostro</i>	Listening	I can understand someone talking about a handicraft.

<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: El arte indígena</i>	Listening	I can understand someone talking about indigenous art.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Actividad 2: Escucha y empareja</i>	Listening	I can understand descriptions of artwork.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read about the meaning and significance of art.
<b>A2</b> – A student who meets the content standard should write and speak understandably in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Una experiencia inolvidable</i>	Interpersonal Speaking: <i>Invitación a una exposición de arte</i>	Speaking	I can participate in a conversation about a work of art. I can accept and reject invitations in culturally appropriate ways.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 5: Habla con Pablo</i>	Speaking	I can participate in a conversation about art.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can participate in a conversation about the cultural and historical significance of art.
<i>Historieta 2: Las arpilleras modernas</i>	Presentational Speaking: <i>Arpilleras de Chile</i>	Speaking	I can recognize symbols in art that define a nation and reflect culture.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about a famous artist.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can talk about icons in my own community.
<i>Historieta 1: Una experiencia inolvidable</i>	Presentational Writing: <i>Crítico de arte</i>	Writing	I can form and express opinions about art.
<i>Historia larga: Un inolvidable tour del mejor arte</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about the meaning and significance of art.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Actividad 5: Un final alternativo</i>	Writing	I can write a new ending to the story.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.

<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentation Writing	Writing	I can write my point of view about the cultural and historical significance of art.

**A3** – A student who meets the content standard should use two or more languages effectively in real life situations.

Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Una experiencia inolvidable</i>	Interpersonal Speaking: <i>Invitación a una exposición de arte</i>	Speaking	I can participate in a conversation about a work of art. I can accept and reject invitations in culturally appropriate ways.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 5: Habla con Pablo</i>	Speaking	I can participate in a conversation about art.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can participate in a conversation about the cultural and historical significance of art.

**A4** – A student who meets the content standard should use two or more languages to learn new information in academic subjects.

Section	Title	Can-Do/Description
<i>Canción de la unidad</i>	<i>Investigación</i>	An investigation of famous artists and artworks from history
<i>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleristas</i>	Chilean resistance movement through a new art form
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 2: Mapamundi</i>	Map and reading show when and where events took place in an artist's life
<i>Historieta 2: Las arpilleras modernas</i>	<i>Historieta 2: Las arpilleras modernas</i>	Art form that depicts historical events and daily lives of Chileans
<i>Historieta 3: El arte es una mentira</i>	<i>Versión alternativa: El arte es una mentira</i>	Art reflects an artist's feelings and beliefs

<b>B. A student should expand the student's knowledge of peoples and cultures through language study.</b>		
<b>B1</b> – A student who meets the content standard should understand the relationship between language and culture.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Canción de la unidad</i>	<i>Investigación</i>	An investigation of famous artists and artworks from history
<i>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleras</i>	Chilean resistance movement through a new art form
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 2: Mapamundi</i>	Map and reading show when and where events took place in an artist's life
<i>Historieta 2: Las arpilleras modernas</i>	<i>Historieta 2: Las arpilleras modernas</i>	Art form that depicts historical events and daily lives of Chileans
<i>Historieta 3: El arte es una mentira</i>	<i>Versión alternativa: El arte es una mentira</i>	Art reflects an artist's feelings and beliefs
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Comparison of the life of Pablo Picasso with other well-known people
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artesanías de diferentes países de América Latina</i>	Exploration of different types of art and handicrafts from around Latin America
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Iconic images and symbols represent injustices of the past and present
<b>B2</b> – A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	I can investigate products and perspectives in my own and other communities.

<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Arte callejero</i>	Street art in Bogotá, Colombia
<i>¡Extra! ¡Extra!</i>	Artículos: <i>El origen de los alebrijes</i>	I can investigate the origin, meaning, and significance of a handicraft.
<i>¡Extra! ¡Extra!</i>	Panoramas: <i>Ciudad perdida de los incas</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Incan culture.
<i>¡Extra! ¡Extra!</i>	Panoramas: <i>Artesanías mayas</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Mayan culture.

**B3** – A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	Entrevistas: <i>¿Y tú? ¿Qué nos cuentas?</i>	I can investigate products and perspectives in my own and other communities.
<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Arte callejero</i>	Street art in Bogotá, Colombia
<i>¡Extra! ¡Extra!</i>	Artículos: <i>El origen de los alebrijes</i>	I can investigate the origin, meaning, and significance of a handicraft.

**B4** – A student who meets the content standard should improve the student's understanding of the student's language and culture through experiences with other languages and cultures.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	Entrevistas: <i>¿Y tú? ¿Qué nos cuentas?</i>	I can investigate products and perspectives in my own and other communities.

<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Arte callejero</i>	Street art in Bogotá, Colombia
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Comparison of the life of Pablo Picasso with other well-known people
<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Artesanías de diferentes países de América Latina</i>	Exploration of different types of art and handicrafts from around Latin America
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Iconic images and symbols represent injustices of the past and present

**B5** – A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.

Section	Title	Can-Do/Description
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Atención</i>	Indirect Object Pronouns
<i>Historieta 2: Las arpilleras modernas</i>	<i>Atención</i>	Past, Present, and Future
<i>Historieta 3: El arte es una mentira</i>	<i>Nota de gramática</i>	Review of present and past tenses

**B6** – A student who meets the content standard should recognize through language study that all cultures contribute to the global society.

Section	Title	Can-Do/Description
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Comparison of the life of Pablo Picasso with other well-known people
<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Artesanías de diferentes países de América Latina</i>	Exploration of different types of art and handicrafts from around Latin America
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Iconic images and symbols represent injustices of the past and present

**C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.**

**C1** – A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual

sources, face-to-face conversations, penpals, and travel.		
Section	Title	Can-Do/Description
<i>Historieta 1: Una experiencia inolvidable</i>	Interpersonal Speaking: <i>Invitación a una exposición de arte</i>	I can participate in a conversation about a work of art. I can accept and reject invitations in culturally appropriate ways.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 5: Habla con Pablo</i>	I can participate in a conversation about art.
Integrated Performance Assessment	Interpersonal Speaking	I can participate in a conversation about the cultural and historical significance of art.
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying icons and symbols of local and national identity
<b>C2</b> – A student who meets the content standard should use experiences with language and culture to explore the student's personal interests and career options.		
Section	Title	Can-Do/Description
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying icons and symbols of local and national identity
Can-Do Goals		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
<b>C3</b> – A student who meets the content standard should learn how language skills and cultural knowledge enhance a person's competitiveness in the international marketplace.		
Section	Title	Can-Do/Description

<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying icons and symbols of local and national identity
<b>C4</b> – A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying icons and symbols of local and national identity
Can-Do Goals		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

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

