

Alignment to Georgia Performance Standards for Modern Languages Level 1

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 novice-level learners. Level 3 will take your middle or high school students from Novice-High through Intermediate-Mid 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* 3 aligns to the Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: ¿Qué es el arte?</i>			
1. Communication			
Interpersonal Mode of Communication (IP)			
MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.			
MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.			
Section	Title	Mode	Can-Do
<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.
Interpretive Mode of Communication (INT)			
MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.			
MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple			

spoken and written messages in the target language.			
Section	Title	Mode	Can-Do
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Actividad 2: Escucha y empareja</i>	Listening	I can understand descriptions of artwork.
<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>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpillерistas</i>	Listening	I can understand the importance of art in history or culture.
<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>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>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada</i>	Reading	I can understand a biography.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read about the meaning and significance of art.
Presentational Mode of Communication (P) MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.			
Section	Title	Mode	Can-Do
<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>Historieta 1: Una experiencia inolvidable</i>	Presentational Writing: <i>Crítico de arte</i>	Writing	I can form and express opinions about art.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story

<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 2: Las arpilleras modernas</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 2: Las arpilleras modernas</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<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>Historieta 3: El arte es una mentira</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 3: El arte es una mentira</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<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>Profe Loco</i>	<i>Charla de la imagen</i>	Speaking	Describe a piece of art
<i>Profe Loco</i>	<i>Mira y escribe</i>	Writing	Describe a piece of art
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can investigate products and perspectives in my own and other communities. I can talk about icons in my own community.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write my point of view about the cultural and historical significance of art.

II. Cultural Perspectives, Practices, and Products (CU)

MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

Section	Title	Can-Do/Description
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Read about and discuss famous people

<i>¡Extra! ¡Extra!</i>	<i>Artículos: El origen de los alebrijes</i>	I can investigate the origin, meaning, and significance of a handicraft.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Discuss the work of José Guadalupe Posada
<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 can talk about icons in my own community.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Arte callejero</i>	View and discuss graffiti from Bogota, Colombia
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artesanías de diferentes países de América Latina</i>	View and discuss handicrafts from throughout the Spanish-speaking world
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: 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>	<i>Panoramas: Artesanías mayas</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Mayan culture.

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.

MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

MLI.CCC3 – The students compare basic elements of the target language to the English language.

MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).

MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational,

educational, and occupational purposes.		
Section	Title	Can-Do/Description
<i>Canción de la unidad</i>	<i>Investigación</i>	Discuss art and artists in the Spanish-speaking world
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Atención: Indirect Object Pronouns</i>	Indirect Object Pronouns
<i>Historieta 1: Una experiencia inolvidable</i>	Teacher Note: Gender-Neutral Pronouns	Teacher Note: Gender-Neutral Pronouns
<i>Historieta 2: Las arpilleras modernas</i>	<i>Atención: Past, Present, and Future</i>	Past, Present, and Future
<i>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleras</i>	I can understand the importance of art in history or culture.
<i>Historieta 3: El arte es una mentira</i>	<i>Nota de gramática: Review of present and past tenses</i>	Review of present and past tenses
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Read about and discuss famous people
<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Artesanías de diferentes países de América Latina</i>	View and discuss handicrafts from throughout the Spanish-speaking world
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Discuss the work of José Guadalupe Posada
<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.
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