

## Alignment to Idaho State World Language Standards

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

Voces *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 Idaho State 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: ¿Qué es el arte?</b>			
<b>Communication:</b> Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.			
<b>Interpersonal Communication COMM 1:</b> Interact with others in the target language and gain meaning from interactions in the target language.			
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.
<b>Interpretive Communication COMM 2:</b> Discover meaning from what is heard, read or viewed on a variety of topics in the target language.			
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>Presentational Communication COMM 3:</b> Utilize appropriate media to present an idea to an audience.			
Section	Title	Mode	Can-Do/Description
<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.
<b>Culture:</b> Interact with cultural competence and understanding in an interconnected world.			
<b>Relating cultural practices to perspective Standard CLTR 1:</b> Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.			
<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>	<i>PechaKucha: Arte callejero</i>	Street art in Bogotá, Colombia	
<b>Relating cultural products to perspective Standard CLTR 2:</b> Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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>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.	

<b>Connections: Connect with Other Disciplines and Acquire Information</b>		
<b>Connections:</b> Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.		
<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
<b>Acquiring information and diverse perspectives Standard CONN 2:</b> Access and evaluate information and diverse perspectives that are available through the target language and its cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Comparisons:</b> Develop insight and understanding of target culture and language in order to interact with cultural competence.		
<b>Language Comparisons Standard COMP 1:</b> Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>Cultural Comparisons Standard COMP 2:</b> Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Communities:</b> Communicate and interact with cultural competence in multilingual communities at home and around the world.		
<b>School and Global Communities Standard COMT 1:</b> Interact and collaborate in communities and the globalized world both within and beyond the classroom.		
Section	Title	Can-Do/Description
	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Identifying icons and symbols of local and national identity
<b>Lifelong learning Standard COMT 2:</b> Reflect on progress using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
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.

