

Alignment to Illinois' World-Readiness Standards for Learning Languages

Voces® Nuestra historia Level 3 ~ Unit 1

Nuestra historia Level 3 is an interactive Spanish Comprehensible Input (CI) curriculum with 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 Illinois' World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: ¿Qué es el arte? | | | |
|--|---|----------|---|
| Communication | | | |
| Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | | | |
| 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. |
| Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | | | |
| 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 arpilleras</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. |

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

| 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. |

Cultures

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

| Section | Title | Can-Do/Description |
|------------------------|--|--|
| <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 |

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

| Section | Title | Can-Do/Description |
|------------------------|---|---|
| <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. |

Connections

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

| 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 |

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

| Section | Title | Can-Do/Description |
|--|--|---|
| <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 |

Comparisons

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

| <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 |

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

| 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> | <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 |
| Communities | | |
| School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| Section | Title | Can-Do/Description |
| <i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i> | | Identifying icons and symbols of local and national identity |
| Lifelong Learning: Learners set goals and reflect on their progress in 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 or call 1-800-848-0256.

