

Alignment to Massachusetts World Languages Curriculum Framework

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 online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first unit in *Nuestra historia* Level 3 aligns to the Massachusetts World Languages Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué es el arte?			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<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 arpilleristas</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.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous 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.
3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language 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 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 - escritura</i>	Writing	Retell the class story
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Nuestra historia - oral</i>	Speaking	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 - escritura</i>	Writing	Retell the class story
<i>Historieta 2: Las arpilleras modernas</i>	<i>Nuestra historia - oral</i>	Speaking	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 - escritura</i>	Writing	Retell the class story
<i>Historieta 3: El arte es una mentira</i>	<i>Nuestra historia - oral</i>	Speaking	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>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.
4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.			
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 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleristas</i>	Listening	I can understand the importance of art in history or culture.
<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.
<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>Biografía: José Guadalupe Posada</i>	Reading	I can understand a biography.
<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.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can participate in a conversation about the cultural and historical significance of art.

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

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
<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.
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
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 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
<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
Lifelong Learning Standards		

7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
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 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleristas</i>	I can understand the importance of art in history or culture.
8. Communities: Students will be able to interact and communicate with intercultural competence and confidence to engage and responsibly collaborate with a variety of multilingual communities at home and around the world.		
Section	Title	Can-Do/Description
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		Identifying icons and symbols of local and national identity
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

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

