

Alignment to Ohio’s New Learning Standards: World Languages Grades 9-12

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 Ohio’s New Learning Standards: World Languages Grades 9-12. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unidad 1: ¿Qué es el arte?			
Communication Standard			
Communicate in languages other than English, both in person and via technology			
Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)			
Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.			
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 Communication (Reading, Listening/Viewing)			
Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts. Learners derive meaning through the use of listening,			

viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

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 arpilleras</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 Communication (Speaking/Signing and Writing)

Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.

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.
Cultures Standard			
Gain and use knowledge and understanding of other cultures.			
Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to			

shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

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.