

## Alignment to South Carolina's Standard for World Language Proficiency

### 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 novice-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 South Carolina's Standard for World Language Proficiency. 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>Language Competencies</b>			
<b>1. Interpretive Listening (IL) and Reading (IR):</b> Learners will be able to interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read about the meaning and significance of art.
<b>2. Interpersonal Communication (IC):</b> Learners will be able to exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.			
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>3. Presentational Speaking (PS) and Writing (PW):</b> Learners will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.			
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>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original 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>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>¡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.

### Intercultural Competencies

**4. Investigation of Cultural Products and Practices (CPP):** Learners will be able to use their language skills to investigate the world beyond their immediate environment.

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.

**5. Understanding of Cultural Perspectives (CP):** Learners will be able to use their language skills to recognize and understand others' ways of thinking as well as their own.

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 arpilleras modernas</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 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>6. Participation in Cultural Interaction (CIA):</b> Learners will be able to use their language skills and cultural understanding to interact in a cultural context other than 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
<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>		I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.



