

Alignment to Tennessee Standards for Modern Languages

Year Two (Beginning - Emerging)

Voces® *Nuestra historia* Level 3 Digital Courseware ~ Unit 1

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 in Spanish to an Intermediate-High 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 the Tennessee Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué es el arte?			
1. Standard Number 1 (Goal One): Communicate in a Language Other Than English			
1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.			
Section	Title	Mode	Can-Do

<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.
1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
Section	Title	Mode	Can-Do
<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	Presentational Writing	Writing	I can write my point of view about the cultural and historical significance of art.

2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture 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

2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture 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.
3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information		
3.1 Reinforce and further knowledge of other disciplines through the foreign language.		
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</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
3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign 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
4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture		
4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<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
4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.		
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</i> <i>Actividad 4: Escribe</i>	Iconic images and symbols represent injustices of the past and present
5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies		
5.1 Use the language both within and beyond the school setting.		
Title		Can-Do/Description
<i>En mi comunidad</i>		I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.		
Title		Can-Do/Description
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