

Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

Voces® *Nuestra historia* Level 3 Digital Courseware ~ 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 3* aligns to Texas Essential Knowledge and Skills (TEKS). If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: ¿Qué es el arte?</i>			
Knowledge and skills			
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:			
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information			
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.
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics			
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 arpillерistas</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.
(C) present information using familiar words, phrases, and sentences to listeners and readers			
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 - 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	Presentation Writing	Writing	I can write my point of view about the cultural and historical significance of art.

2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied

Section	Title	Can-Do/Description
<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.

(B) demonstrate an understanding of the products (what people create) and how they are

related to the perspectives (how people perceive things) 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>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>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. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information		
Section	Title	Can-Do/Description
<i>Canción de la unidad</i>	<i>Investigación</i>	Discuss art and artists in the Spanish-speaking world.
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas		
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.
4. Comparisons: The student develops insight into the nature of language and culture by		

comparing the student's own language and culture to another. The student is expected to:		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied		
Section	Title	Can-Do/Description
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Atención:</i> Indirect Object Pronouns	Indirect Object Pronouns
<i>Historieta 1: Una experiencia inolvidable</i>	Teacher Note: Gender-Neutral Pronouns	Teacher Note: Gender-Neutral Pronouns
<i>Historieta 2: Las arpilleras modernas</i>	<i>Atención:</i> Past, Present, and Future	Past, Present, and Future
<i>Historieta 3: El arte es una mentira</i>	<i>Nota de gramática:</i> Review of present and past tenses	Review of present and past tenses
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied		
(C) demonstrate an understanding of the influence of one language and culture on another		
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>PechaKucha: Artesanías de diferentes países de América Latina</i>	View and discuss handicrafts from throughout the Spanish-speaking world.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Discuss the work of José Guadalupe Posada.
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate		
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.
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development		
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

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

