

Alignment to Georgia Performance Standards for Modern Languages Level 1

Voces® *Nuestra historia* Level 4 ~ Unit 1

***Nuestra historia* Level 4** is an interactive, online curriculum framework with comprehensible-input and proficiency-based materials for intermediate-level learners. Level 4 will take your middle or high school students from Intermediate-Mid through Intermediate-High 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*4 aligns to the Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Unidad 1: ¿Qué crees?</i>			
1. Communication			
Interpersonal Mode of Communication (IP)			
MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.			
MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.			
Section	Title	Mode	Can-Do
<i>Historieta 1: El Graffitiour de la Comuna 13</i>	<i>Actividad 2: Este o el otro</i>	Writing	I can exchange emails about my and others' personal beliefs.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Actividad 3: Habla con Carolina</i>	Speaking	I can have a conversation with someone I just met.
<i>Historieta 3: Un encuentro inesperado</i>	Interpersonal Writing: <i>Un encuentro inesperado</i>	Writing	I can write about an important community figure.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity.
Interpretive Mode of Communication (INT)			
MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.			

MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

Section	Title	Mode	Can-Do
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Actividad 2: Este o el otro</i>	Reading	I can read a story about neighborhood transformation.
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Actividad 2: Este o el otro</i>	Listening	I can understand and answer spoken questions about a story I have read.
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Actividad 3: Subtítulos</i>	Reading	I can select appropriate captions for pictures.
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Interpretive Listening: Comuna 13 Graffiti Tour de Medellín</i>	Listening	I can understand a video about a city in Colombia.
<i>Historieta 2: Joselito</i>	<i>Interpretive Reading: El milagro de Joselito</i>	Reading	I can read an article about a family and its experiences.
<i>Historieta 2: Joselito</i>	<i>Presentational Speaking: El milagro de Joselito</i>	Reading	I can prepare and give a speech for a debate.
<i>Historia larga: La guayabera</i>	<i>Actividad 1: La mejor descripción</i>	Reading	I can read a story about cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La santería: ¿religión, cultura o identidad?</i>	Reading	I can read an article.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Actividad 1: Orden cronológico</i>	Reading	I can read a biography.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Machu Picchu</i>	Listening	I can understand a video about an ancient culture.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: El País Vasco</i>	Listening	I can understand a video about the history and culture of a region in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	Listening	I can understand a video about someone's cultural identity.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and

			identity.
Presentational Mode of Communication (P) MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.			
Section	Title	Mode	Can-Do
<i>Historieta 2: Joselito</i>	<i>Actividad 3: Una carta a la madre de Joselito</i>	Writing	I can write a personal letter.
<i>Historia larga: La guayabera</i>	Presentational Speaking: <i>La identidad es una cosa compleja</i>	Speaking	I can talk about public and private identities.
<i>Historia larga: La guayabera</i>	<i>Actividad 3: Presentación</i>	Speaking	I can talk about cultural identity.
<i>Historia larga: La guayabera</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can retell a 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 Speaking	Speaking	I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs.
II. Cultural Perspectives, Practices, and Products (CU) MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.			
Section	Title	Can-Do/Description	
<i>Historieta 2: Joselito</i>	<i>Joselito</i>	A boy takes his place in religious and political upheaval in 1920s Mexico.	
<i>Historieta 2: Joselito</i>	<i>Versión alternativa: El milagro de Joselito</i>	A Mexican woman's Catholic faith is depicted as she pursues a miracle by a martyr.	

<i>Historieta 3: Un encuentro inesperado</i>	<i>Un encuentro inesperado</i>	A young woman changes her mind about how to present her curly hair
<i>Historieta 3: Un encuentro inesperado</i>	<i>Versión alternativa: Todos pueden cambiar</i>	An older woman supports her daughter's decision about styling her hair, and follows suit herself.
<i>¡Extra! ¡Extra!</i>	<i>Panorama: Un funeral en Chichicastenango, Guatemala</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artefactos y rituales en la religión</i>	View and discuss religious rituals and artifacts in the Spanish-speaking community

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.

MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

MLI.CCC3 – The students compare basic elements of the target language to the English language.

MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).

MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

Section	Title	Can-Do/Description
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Nota de gramática</i>	Review of All the Tenses
<i>Historieta 2: Joselito</i>	<i>Nota de gramática</i>	Subjunctive vs. Indicative with Impersonal Expressions

<i>Historia larga: La guayabera</i>	<i>Actividad 1: La mejor descripción</i>	I can read a story about cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Panorama: Un funeral en Chichicastenango, Guatemala</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Bartolomé de las Casas</i>	Read about <i>Bartolomé de las Casas</i>
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Machu Picchu</i>	I can understand a video about an ancient culture.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: El País Vasco</i>	I can understand a video about the history and culture of a region in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	I can understand a video about someone's cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people.
<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.
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