

Alignment to Hawaii's Content and Performance Standards for World Languages
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 an 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, 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 4 aligns to Hawaii's Content and Performance Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué crees?			
Communication			
Standard 1: Interpersonal – Use target language to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El Graffitour 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.
Standard 2: Interpretive – Understand and interpret written and spoken language on diverse topics from diverse media.			
Section	Title	Mode	Can-Do/Description
<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>	Interpretive Listening: <i>Comuna 13 Graffiti Tour de Medellín</i>	Listening	I can understand a video about a city in Colombia.
<i>Historieta 2: Joselito</i>	Interpretive Reading: <i>El milagro de Joselito</i>	Reading	I can read an article about a family and its experiences.
<i>Historieta 2: Joselito</i>	Presentational Speaking: <i>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>	Dreaming Spanish with Pablo: <i>Machu Picchu</i>	Listening	I can understand a video about an ancient culture.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>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.
Standard 3: Presentational – Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<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.
Cultures			
Standard 4: Cultures – Understand relationships among perspectives, products, and practices of target culture.			
Section	Title	Can-Do/Description	
<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>	Religious artefacts and practices in Chile	
<i>Historia larga: La guayabera</i>	<i>Historia larga: La guayabera</i>	A reading about the traditional shirt worn in Cuba	
<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.	
Comparisons			

Standard 5: Comparisons – Understand that different languages use different patterns to communicate and apply this knowledge to the target and native languages.		
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

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

