

Alignment to Idaho State World Language Standards
Voces® Nuestra historia Level 4 ~ Unit 1

Voces *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 Idaho State World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: ¿Qué crees? | | | |
|---|---|-------------|---|
| Communication: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations. | | | |
| Interpersonal Communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language. | | | |
| 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. |
| Interpretive Communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language. | | | |
| 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. |
| Presentational Communication COMM 3: Utilize appropriate media to present an idea to an audience. | | | |
| 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. |

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|-----------------------------------|--|----------|---|
| <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 | Presentation Speaking | Speaking | I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs. |

Culture: Interact with cultural competence and understanding in an interconnected world.

Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

| Section | Title | Can-Do/Description |
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| <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> | Religious artifacts and practices in Chile |

Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.

| Section | Title | Can-Do/Description |
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| <i>Historia larga: La guayabera</i> | <i>Historia larga: La guayabera</i> | A reading about the traditional shirt worn in Cuba |
|--|---|--|
| Connections: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations. | | |
| Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills. | | |
| Section | Title | Can-Do/Description |
| <i>¡Extra! ¡Extra!</i> | <i>Biografía: Bartolomé de las Casas</i> | A reading about a historical figure that fought for the rights of the indigenous populations in the Americas |
| Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures. | | |
| Section | Title | Can-Do/Description |
| <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>Entrevista: Comprensión</i> | I can understand a video about someone's cultural identity. |
| Comparisons: Develop insight and understanding of target culture and language in order to interact with cultural competence. | | |
| Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | | |
| 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 |
| Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own. | | |
| Section | Title | Can-Do/Description |
| <i>¡Extra! ¡Extra!</i> | Dreaming Spanish with Pablo: <i>Machu Picchu</i> | I can understand a video about an ancient culture. |
| <i>¡Extra! ¡Extra!</i> | Dreaming Spanish with Pablo: <i>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: Comparación cultural</i> | I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people. |
| Communities: Communicate and interact with cultural competence in multilingual communities at home and around the world. | | |
| School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom. | | |
| Section | Title | Can-Do/Description |
| <i>¡Extra! ¡Extra!</i> | <i>Entrevista: Comparación cultural</i> | Identifying symbols of local and national identity |
| Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement. | | |
| Section | Title | Can-Do/Description |
| Can-Do Goals | | 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.

