

Alignment to the Indiana Academic Standards for Classical and Modern 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 the Indiana Academic Standards for Classical and Modern World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué crees?			
1C – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
Interpersonal Communication (1I): Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 5: Una carta de Isaac</i>	Writing	I can give advice to a friend.
<i>Historieta 1: Una vida desgastada</i>	Interpersonal Writing: <i>Hogar, dulce hogar</i>	Writing	I can exchange emails about my and others' personal beliefs.
<i>Historieta 3: La boda perfecta</i>	<i>Actividad 3: Habla con Elena</i>	Speaking	I can talk about family traditions.
<i>Historieta 3: La boda perfecta</i>	Interpersonal Writing: <i>La boda perfecta</i>	Writing	I can write about traditions in other countries.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity. I can compare and contrast my cultural identity with that of another.
Interpretive Communication (2I): Learners understand, interpret, and analyze what is heard, read, or			

viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 2: Contesta las preguntas</i>	Reading	I can read a story about love.
<i>Historieta 1: Una vida desgastada</i>	Interpretive Listening: <i>Una peruana le pregunta al presidente</i>	Listening	I can understand a video about life in Peru.
<i>Historieta 2: «El Asesinillo»</i>	Interpretive Reading: <i>Los jóvenes víctimas de la narcoviolenencia</i>	Reading	I can read an article about families and their hardships.
<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: Presentación de Luis</i>	Listening	Learn about personal identity in Venezuela
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Palabritas</i>	Listening	Pay attention to the small words to increase your proficiency level
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	Listening	I can understand a video about someone's cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Listening	I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and identity.
Presentational Communication (P): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.			

Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 3: Predicciones</i>	Writing	I can make predictions about characters in a story.
<i>Historieta 1: Una vida desgastada</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<i>Historieta 1: Una vida desgastada</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 2: «El Asesinillo»</i>	<i>Actividad 3: Ensayo persuasivo (a escribir)</i>	Writing	I can write a persuasive essay.
<i>Historieta 2: «El Asesinillo»</i>	<i>Actividad 5: Una carta a Graciela</i>	Writing	I can write a persuasive letter.
<i>Historieta 2: «El Asesinillo»</i>	Presentational Writing: <i>Los niños se merecen más</i>	Writing	I can write an article about the effects of violence on families.
<i>Historieta 2: «El Asesinillo»</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<i>Historieta 2: «El Asesinillo»</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 3: La boda perfecta</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<i>Historieta 3: La boda perfecta</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<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>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>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artefactos y rituales en la religión</i>	Speaking	View and discuss religious rituals and artifacts in the Spanish-speaking community
<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.
2C - Culture: Interact with cultural competence and understanding.			
Interacting with Cultures (IC): Learners use language to interact with others in and from another culture.			
Section	Title	Can-Do/Description	
Historieta 1: Una vida desgastada	Interpersonal Writing: Hogar, dulce hogar	I can exchange emails about my and others’ personal beliefs.	
Historieta 3: La boda perfecta	Actividad 3: Habla con Elena	I can talk about family traditions.	
Historieta 3: La boda perfecta	Interpersonal Writing: La boda perfecta	I can write about traditions in other countries.	
Historieta 1: Una vida desgastada	Interpretive Listening: Una peruana le pregunta al presidente	I can understand a video about life in Peru.	
Historieta 2: «El Asesinillo»	Interpretive Reading: Los jóvenes víctimas de la narcoviolencia	I can read an article about families and their hardships.	
¡Extra! ¡Extra!	Dreaming Spanish with Pablo: El País Vasco	I can understand a video about the history and culture of a region in Spain.	
¡Extra! ¡Extra!	Entrevista: Presentación de Luis	Learn about personal identity in Venezuela	
Relating Cultural Practice and Products to Perspectives (Investigate) (CI): Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.			
Section	Title	Can-Do/Description	
Historieta 1: Una vida desgastada	Versión alternativa: Una vida desgastada	A man considers exchanging his life of luxury in the U.S. for a life in Peru	
Historia larga: La guayabera	Historia larga: La guayabera	A reading about the traditional shirt worn in Cuba	

<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
3C – Connections		
Acquiring Information and Diverse Perspectives (IP): Learners access and evaluate information and diverse perspectives that are available through 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.
4C – Comparisons		
Cultural Comparisons (CC): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.		
Section	Title	Can-Do/Description
<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>Entrevista: Comparación cultural</i>	I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people.
Language Comparisons (LC): Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.		
Section	Title	Can-Do/Description
<i>Historieta 1: Una vida desgastada</i>	<i>Nota de gramática</i>	Review of All the Tenses
<i>Historieta 2: «El Asesinillo»</i>	<i>Nota de gramática</i>	Subjunctive vs. Indicative with Impersonal Expressions

<i>Historieta 3: La boda perfecta</i>	<i>Atención</i>	Past Subjunctive
<i>Historieta 3: La boda perfecta</i>	<i>Atención</i>	<i>Haber</i> : Past, Present, and Future Conditional
5C – Communities		
School and Global (SG): Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying symbols of local and national identity
Lifelong Learning (LL): Learners set goals and reflect on their progress in 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.

