

Alignment to Massachusetts World Languages Curriculum Framework

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* Level 4 aligns to the Massachusetts World Languages Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: ¿Qué crees? | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------|-------------------------------------------------------------------------|
| Communication Standards | | | |
| 1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | | | |
| 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</i> | Reading | I can read an article. |

| | <i>identidad?</i> | | |
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| <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. |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: La santería: ¿religión, cultura o identidad?</i> | Reading | I can read an article. |
| 2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Historieta 1: El Graffiti 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. |
| 3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | | |
| 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. |

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| <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. |

4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.

| Section | Title | Mode | Can-Do/Description |
|------------------------|------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>¡Extra! ¡Extra!</i> | <i>Panorama: Un funeral en Chichicastenango, Guatemala</i> | Writing | 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>Entrevista: Comprensión</i> | Listening | I can understand a video about someone's cultural identity. |
| <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. |

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

| Section | Title | Can-Do/Description |
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|-------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>¡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: Comparación cultural</i> | I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people. |

6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.

| 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>¡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. |

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|------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <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>¡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 |

Lifelong Learning Standards

7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.

| 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>Biografía: Bartolomé de las Casas</i> | Read about <i>Bartolomé de las Casas</i> |
| <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: Comprensión</i> | I can understand a video about someone's cultural identity. |

8. Communities: Students will be able to interact and communicate with intercultural competence and confidence to engage and responsibly collaborate with a variety of multilingual communities at home and around the world.

| Section | Title | Can-Do/Description |
|------------------------|-----------------------------------------|------------------------------------------------------------|
| <i>¡Extra! ¡Extra!</i> | <i>Entrevista: Comparación cultural</i> | Identifying symbols of local and national identity |
| Can-Do Checklist | | Setting personal language goals, self-assessment on Can-Do |

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| | | 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.

