

Alignment to Michigan World Language Standards and Benchmarks

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 Michigan World Language Standards and Benchmarks. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: ¿Qué crees? | | | |
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| 1. Communication: Communicate in Languages Other Than English | | | |
| 1.1 Interpersonal Communication (IP): Students 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. |
| 1.2 Interpretive Communication (IT): Students understand and interpret written and spoken language 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 |

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| | | | 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. |

1.3 Presentational Communication (PS): Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

| Section | Title | Mode | Can-Do/Description |
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| <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. |

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

2. Culture: Gain Knowledge and Understanding of Other Cultures

2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

| 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 |

| 2.2 Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. | | |
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| Section | Title | Can-Do/Description |
| <i>Historia larga: La guayabera</i> | <i>Historia larga: La guayabera</i> | A reading about the traditional shirt worn in Cuba |
| 3. Connections: Connect with Other Disciplines and Acquire Information | | |
| 3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language. | | |
| 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 |
| 3.2 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world 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. |
| 4. Comparisons: Develop Insight into the Nature of Language and Culture | | |
| 4.1 Comparing Languages: Students demonstrate understanding of 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 |
| 4.2 Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and 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. |

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| <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. |

5. Communities: Participate in Multilingual Communities at Home and Around the World

5.1 Use of Language: Students use the language both within and beyond the school setting.

| Section | Title | Can-Do/Description |
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| <i>¡Extra! ¡Extra!</i> | <i>Entrevista: Comparación cultural</i> | Identifying symbols of local and national identity |

5.2 Personal Enrichment: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

| 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.

