

Alignment to the Nebraska 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 novice-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 Nebraska World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué crees?			
Communication: Students communicate effectively in a variety of situations for multiple reasons.			
1.1 Students exchange information through interaction and negotiation of meaning.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El Graffitiour 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. I can compare and contrast my cultural identity with that of another.
1.2 Students 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 Graffitiour 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>	<i>Interpretive Listening: Comuna 13 Graffiti Tour de Medellín</i>	Listening	I can understand a video about a city in Colombia.
<i>Historieta 2: Joselito</i>	<i>Interpretive Reading: El milagro de Joselito</i>	Reading	I can read an article about a family and its experiences.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Interpretive Reading: Miss Rizos</i>	Reading	I can read an article about a cultural figure.
<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>Dreaming Spanish with Pablo: Machu Picchu</i>	Listening	I can understand a video about an ancient culture.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: 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.
<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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and identity.
1.3 Students present ideas and information according to a variety of purposes and audiences.			
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>Historieta 2: Joselito</i>	<i>Presentational Speaking: El milagro de Joselito</i>	Speaking	I can prepare and give a speech for a debate.
<i>Historieta 1: El Graffitiour de la Comuna 13</i>	<i>Nuestra historia - escritura</i>	Speaking	Retell the class story
<i>Historieta 1: El Graffitiour de la Comuna 13</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 2: Joselito</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<i>Historieta 2: Joselito</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story
<i>Historieta 3: Un encuentro inesperado</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story
<i>Historieta 3: Un encuentro inesperado</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>	<i>Presentational Speaking: 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>¡Mi historia original!</i>	Writing	I can write an original story.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell 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.
Culture: Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.			
2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.			
Section	Title		Can-Do/Description
<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>		A middle-aged woman supports her daughter's decision about styling her hair, and follows suit herself.
<i>Historieta 3: Un encuentro inesperado</i>	Interpretive Reading: <i>Miss Rizos</i>		I can read an article about a cultural figure.
<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>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>	PechaKucha: <i>Artefactos y rituales en la religión</i>		Religious artefacts and practices in Chile

2.2 Students identify and apply culturally appropriate language and behavior.		
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.
Connections: Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.		
3.1 Students apply the language of study to discuss other content areas of study.		
Section	Title	Can-Do/Description
<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>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>	A reading about a historical figure that fought for the rights of the indigenous populations in the Americas
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	I can understand a video about someone's cultural identity.
Communities: Students can apply their world language skills to personal, community, and career experiences.		
4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
Section	Title	Can-Do/Description

<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying symbols of local and national identity
4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
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.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying symbols of local and national identity
Cognition: Students explain what they know and are able to monitor their own learning journey with support from their teachers.		
5.1 Students self-assess growth in language learning, practice, and understanding.		
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
5.2 Students set language learning goals and organize priorities.		
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.

