

## Alignment to Nevada Academic Content Standards for World Languages

### 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 Nevada's Academic Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Unidad 1: ¿Qué crees?</b>                                                                                                                                                        |                                                       |          |                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------|
| <b>1. Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and 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.<br>I can compare and contrast my cultural identity with that of another. |
| <b>2. Interpretive Communication:</b> 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: 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> | <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 |

|                                   |                                                                |         |                                                    |
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|                                   |                                                                |         | 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. |

**3. Presentational Communication:** Learners present information, concepts, and ideas 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.                |
| <i>Historieta 2: Joselito</i>                      | Presentational Speaking: <i>El milagro de Joselito</i> | Speaking | I can prepare and give a speech for a debate. |
| <i>Historieta 1: El Graffitour de la Comuna 13</i> | <i>Nuestra historia - escritura</i>                    | Speaking | Retell the class story                        |
| <i>Historieta 1: El Graffitour 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.                         |

|                                     |                                                                   |          |                                                                                                               |
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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>¡Extra! ¡Extra!</i>              | PechaKucha: <i>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. |

**4. Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the 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>¡Extra! ¡Extra!</i>                       | <i>Panorama: Un funeral en Chichicastenango, Guatemala</i> | I can make comparisons between cultural                                                                |

|                        |                                                         |                                                                                                                         |
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|                        |                                                         | 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                                                                              |

**5. Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

| 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 |

**6. Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

| 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>¡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 |

**7. Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

| 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                               |

|                                                                                                                                                                                     |                                                   |                                                                                                                          |
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|                                                                                                                                                                                     |                                                   | 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>Entrevista: Comprensión</i>                    | I can understand a video about someone's cultural identity.                                                              |
| <b>8. Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. |                                                   |                                                                                                                          |
| <b>Section</b>                                                                                                                                                                      | <b>Title</b>                                      | <b>Can-Do/Description</b>                                                                                                |
| <i>Historieta 1: El Graffiti 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                                                                   |
| <b>9. Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |                                                   |                                                                                                                          |
| <b>Section</b>                                                                                                                                                                      | <b>Title</b>                                      | <b>Can-Do/Description</b>                                                                                                |
| <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. |
| <b>10. School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.   |                                                   |                                                                                                                          |
| <b>Section</b>                                                                                                                                                                      | <b>Title</b>                                      | <b>Can-Do/Description</b>                                                                                                |
| <i>¡Extra! ¡Extra!</i>                                                                                                                                                              | <i>Entrevista: Comparación cultural</i>           | Identifying symbols of local and national identity                                                                       |
| <b>11. Lifelong Learning:</b> 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](http://VocesDigital.com) or call 1-800-848-0256.

