



Alignment to the Proposed New York State World Languages Learning Standards
Voces® Nuestra historia4

Nuestra historia Level 4 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 4 will take your middle or high school students from an Intermediate-Midlevel of proficiency to an Intermediate-High level of proficiency and beyond. This standards-based online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how unit one in *Nuestra historia 4* aligns to the proposed New York State World Languages Learning Standards. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unidad 1: ¿Qué crees?			
Anchor Standard: Communication Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.			
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 Graffitiour 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 Graffitiour de la Comuna 13</i>	<i>Actividad 3: Subtítulos</i>	Reading	I can select appropriate captions for pictures.
<i>Historieta 1: El Graffitiour 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 2: Joselito</i>	<i>Presentational Speaking: 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.

Benchmark Standard 2: Interpersonal Communication

Learners interact and negotiate meaning in spontaneous, spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.

Section	Title	Mode	Can-Do
<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.

Benchmark Standard 3: Presentational Communication

Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, or persuade.

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>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.
Anchor Standard: Cultures Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.			
Benchmark Standard 4: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.			
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>	An older woman supports her daughter's decision about styling her hair, and follows suit herself.	
<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>	<i>PechaKucha: Artefactos y rituales en la religión</i>	View and discuss religious rituals and artifacts in the Spanish-speaking community.
Benchmark Standard 5: Cultural Comparisons Learners use the target language to compare the products and practices of the cultures studied and their own.		
Section	Title	Can-Do
<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.
<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.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

