

## Alignment to Oklahoma Standards for World Languages

### 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 Oklahoma 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>Goal 1 - Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes			
<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>	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 3: Un encuentro inesperado</i>	Interpretive Reading: <i>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>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: 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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and identity.
<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>Presentational Communication:</b> 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.
<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>	<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>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.
<b>Goal 2 - Culture:</b> Interact with Cultural Competence and Understanding.			
<b>Relating Cultural Practices to Perspectives:</b> Learners use the target 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 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
<b>Relating Cultural Products to Perspectives:</b> Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historia larga: La guayabera</i>	<i>Historia larga: La guayabera</i>	A reading about the traditional shirt worn in Cuba
<b>Goal 3 - Connections:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.		
<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Goal 4 - Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.		
<b>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 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
<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of the culture through comparisons of the cultures studied and their own.		

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.
<b>Goal 5 - Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.		
<b>Schools 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.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying symbols of local and national identity
<b>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

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