

## Alignment to South Carolina’s Standard for World Language Proficiency

### 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 South Carolina’s Standard for World Language Proficiency. 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>Language Competencies</b>			
<b>1. Interpretive Listening (IL) and Reading (IR):</b> Learners will be able to interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>	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>	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.
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 2: Contesta las preguntas</i>	Reading	I can read a story about love.
<i>Historieta 2: «El Asesinillo»</i>	Interpretive Reading: <i>Los jóvenes víctimas de la narcoviencia</i>	Reading	I can read an article about families and their hardships.
<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.

**2. Interpersonal Communication (IC):** Learners will be able to exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.

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. I can compare and contrast my cultural identity with that of another.

**3. Presentational Speaking (PS) and Writing (PW):** Learners will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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 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>	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>¡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.
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.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.

### Intercultural Competencies

**4. Investigation of Cultural Products and Practices (CPP):** Learners will be able to use their language skills to investigate the world beyond their immediate environment.

Section	Title	Can-Do/Description
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>El Graffitour de la Comuna 13</i>	Street artists use their art to transform a neighborhood and educate locals and visitors.
<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>	Religious artifacts and practices in Chile

**5. Understanding of Cultural Perspectives (CP):** Learners will be able to use their language skills to recognize and understand others' ways of thinking as well as their own.

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>	A middle-aged woman supports her daughter's decision about styling her hair, and follows suit herself.
<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.

**6. Participation in Cultural Interaction (CIA):** Learners will be able to use their language skills and cultural understanding to interact in a cultural context other than their own.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 3: Un encuentro inesperado</i>	<i>Actividad 3: Habla con Carolina</i>	I can have a conversation with someone I just met.
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Machu Picchu</i>	I can understand a video about an ancient culture.
<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

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