

Alignment to Tennessee Standards for Modern Languages

Year Two (Beginning - Emerging)

Voces® *Nuestra historia* Level 4 Digital Courseware ~ Unit1

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 level of proficiency in Spanish to an Intermediate-High level 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 Tennessee Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué crees?			
1. Standard Number 1 (Goal One): Communicate in a Language Other Than English			
1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
Section	Title	Mode	Can-Do
<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.
1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.			
Section	Title	Mode	Can-Do
<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 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>	<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: 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.
1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			

Section	Title	Mode	Can-Do
<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.

2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures

2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture 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>	An older woman supports her daughter's decision

		about styling her hair, and follows suit herself.
<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 artefacts and practices in Chile
2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture 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
3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information		
3.1 Reinforce and further knowledge of other disciplines through the foreign language.		
Section	Title	Can-Do/Description
<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
3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.		
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.
4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and		

Culture		
4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<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
4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.		
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.
5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies		
5.1 Use the language both within and beyond the school setting.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	Identifying symbols of local and national identity
5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.		
Title		Can-Do/Description
Can-Do Checklist		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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