

## Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

### Voces® *Nuestra historia* Level 4 Digital Courseware ~ Unit 1

*Nuestra historia* Level 4 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 3 will take your middle or high school students from an Intermediate-Mid level 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 the first unit in *Nuestra historia 4* aligns to Texas Essential Knowledge and Skills (TEKS). If you have any questions, call 1-800-848-0256 or email [help@vocesdigital.com](mailto:help@vocesdigital.com).

<b><i>Unidad 1: ¿Qué crees?</i></b>			
<b>Knowledge and skills</b>			
<b>1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</b>			
<b>(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 5: Una carta de Isaac</i>	Writing	I can give advice to a friend.
<i>Historieta 1: Una vida desgastada</i>	Interpersonal Writing: <i>Hogar, dulce hogar</i>	Writing	I can exchange emails about my and others' personal beliefs.
<i>Historieta 3: La boda perfecta</i>	<i>Actividad 3: Habla con Elena</i>	Speaking	I can talk about family traditions.
<i>Historieta 3: La boda perfecta</i>	Interpersonal Writing: <i>La boda perfecta</i>	Writing	I can write about traditions in other countries.
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>(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>

<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 2: Contesta las preguntas</i>	Reading	I can read a story about love.
<i>Historieta 1: Una vida desgastada</i>	<i>Interpretive Listening: Una peruana le pregunta al presidente</i>	Listening	I can understand a video about life in Peru.
<i>Historieta 2: «El Asesinillo»</i>	<i>Interpretive Reading: 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.
<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 country, region, and/or people.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and identity.
<b>(C) present information using familiar words, phrases, and sentences to listeners and readers.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 3: Predicciones</i>	Writing	I can make predictions about characters in a story.

<i>Historieta 1: Una vida desgastada</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story.
<i>Historieta 1: Una vida desgastada</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story.
<i>Historieta 2: «El Asesinillo»</i>	<i>Actividad 3: Ensayo persuasivo (a escribir)</i>	Writing	I can write a persuasive essay.
<i>Historieta 2: «El Asesinillo»</i>	<i>Actividad 5: Una carta a Graciela</i>	Writing	I can write a persuasive letter.
<i>Historieta 2: «El Asesinillo»</i>	<i>Presentational Writing: Los niños se merecen más</i>	Writing	I can write an article about the effects of violence on families.
<i>Historieta 2: «El Asesinillo»</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story.
<i>Historieta 2: «El Asesinillo»</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story.
<i>Historieta 3: La boda perfecta</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story.
<i>Historieta 3: La boda perfecta</i>	<i>Nuestra historia - escritura</i>	Writing	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>	<i>Presentational Speaking: 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>¡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.
<b>2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:</b>			
<b>(A) demonstrate an understanding of the practices (what people do) and how they are</b>			

<b>related to the perspectives (how people perceive things) of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 1: Una vida desgastada</i>	<i>Versión alternativa: Una vida desgastada</i>	Read about leaving everything behind.
<i>Historia larga: La guayabera</i>	<i>Historia larga: La guayabera</i>	Read a story about cultural identity.
<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.
<b>(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</b>		
<b>(A) use resources (that may include technology) in the language and cultures being studied to gain access to information.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>	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.

**(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.**

Section	Title	Can-Do/Description
<i>Historieta 3: La boda perfecta</i>	<i>Actividad 1: Mapamundi</i>	I can read about customs.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Bartolomé de las Casas</i>	Read about <i>Bartolomé de las Casas</i>
<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.

**4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:**

**(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.**

Section	Title	Can-Do/Description
<i>Historieta 1: Una vida desgastada</i>	Teacher Note: Gender-Neutral Pronouns	Gender-Neutral Pronouns
<i>Historieta 1: Una vida desgastada</i>	<i>Nota de gramática: Review of All the Tenses</i>	Review of All the Tenses
<i>Historieta 2: «El Asesinillo»</i>	<i>Nota de gramática: Subjunctive vs. Indicative with Impersonal Expressions</i>	Subjunctive vs. Indicative with Impersonal Expressions
<i>Historieta 3: La boda perfecta</i>	<i>Atención: Past Subjunctive</i>	Past Subjunctive
<i>Historieta 3: La boda perfecta</i>	<i>Atención: Haber: Past, Present, and Future Conditional</i>	Past, Present, and Future Conditional

**(B) demonstrate an understanding of the concept of culture through comparisons of the**

<b>student's own culture and the cultures studied.</b>		
<b>(C) demonstrate an understanding of the influence of one language and culture on another.</b>		
<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: 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.
<b>5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:</b>		
<b>(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.</b>		
<b>Title</b>	<b>Can-Do/Description</b>	
<i>En mi comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.	
<b>(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.</b>		
<b>Title</b>	<b>Can-Do/Description</b>	
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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