

Alignment to World Language Standards of Learning for Virginia Public Schools

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

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 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 World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué crees?			
Interpretive Communication			
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)			
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.			
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.			
1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 2: Joselito</i>	<i>Joselito</i>	Reading	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>	Reading	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>	Reading	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>	Reading	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>	Reading	I can understand an article about a cultural figure..
<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.

STANDARD 2: Compare Intercultural Behaviors

2.NL Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other cultures.

Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>El Graffitour de la Comuna 13</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 read a story about neighborhood transformation.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Un encuentro inesperado</i>	Reading	A young woman changes her mind about how to present her curly hair.
<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>	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.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

Section	Title	Mode	Can-Do/Description
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<i>Historieta 1: El Graffitour de la Comuna 13</i>	<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 understand an article about a cultural figure..
<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>Entrevista: Comprensión</i>	Listening	I can understand a video about someone’s cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Bartolomé de las Casas</i>	Reading	A reading about a historical figure that fought for the rights of the indigenous populations in the Americas
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a text about belief and identity.

Interpersonal Communication

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

- 4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.
 4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.
 4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

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>	Interpersonal Writing: <i>Un encuentro inesperado</i>	Writing	I can write about an important community figure.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

- 5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.
 5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.
 5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors

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>	Interpersonal Writing: <i>Un encuentro inesperado</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.

STANDARD 6: Exchange Information and Ideas
6.NL Provide basic oral or signed information on very familiar topics.
6.NM Request and share simple oral or signed information on familiar or everyday topics.
6.NH Request and share oral or signed information on familiar and everyday topics.

Section	Title	Mode	Can-Do/Description
<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>	Interpersonal Writing: <i>Un encuentro inesperado</i>	Speaking	I can have a conversation with someone I just met.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity.

STANDARD 7: Meet Personal Needs or Address Situations
7.NL Express a few basic personal needs in very familiar situations.
7.NM Express basic needs in familiar or everyday situations.
7.NH Interact with others to meet basic needs in familiar and everyday situations.

Section	Title	Mode	Can-Do/Description
<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 2: Joselito</i>	<i>Actividad 3: Una carta a la madre de Joselito</i>	Writing	I can write a personal letter.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity.

STANDARD 8: Express, React to and Support Preferences, Opinions, or Viewpoints
8.NL Express a few basic preferences or feelings.
8.NM Express basic preferences or feelings and react to those of others.
8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

Section	Title	Mode	Can-Do/Description
<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 3: Un encuentro inesperado</i>	<i>Actividad 3: Habla con Carolina</i>	Speaking	I can have a conversation with someone I just met.
<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.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity.

Presentational Communication

STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)

9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

Section	Title	Mode	Can-Do/Description
<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	Religious artefacts and practices in Chile
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.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.

10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.

10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

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>Historia larga: La guayabera</i>	<i>Actividad 3: Presentación</i>	Speaking	I can talk about cultural identity.
<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.
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.

STANDARD 11: Inform, Describe, Explain, or Provide Instructions

11.NL Name very familiar people, places, and objects.

11.NM Give simple information about very familiar topics.

11.NH Give simple descriptions of familiar and everyday topics.

Section	Title	Mode	Can-Do/Description
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<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>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>	PechaKucha: <i>Artefactos y rituales en la religión</i>	Speaking	Religious artefacts and practices in Chile
<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.

STANDARD 12: Narrate About Life, Events, or Experiences

12.NL Provide very basic details about self.

12.NM Provide simple details about self, interests, and activities.

12.NH Provide details about personal life, interests, and activities.

Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Nuestra historia - escritura</i>	Writing	I can retell a story.
<i>Historieta 1: El Graffitour de la Comuna 13</i>	<i>Nuestra historia - oral</i>	Speaking	I can retell a story.
<i>Historieta 2: Joselito</i>	<i>Nuestra historia - escritura</i>	Writing	I can retell a story.
<i>Historieta 2: Joselito</i>	<i>Nuestra historia - oral</i>	Speaking	I can retell a story.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Nuestra historia - escritura</i>	Writing	I can retell a story.
<i>Historieta 3: Un encuentro inesperado</i>	<i>Nuestra historia - oral</i>	Speaking	I can retell a story.
<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.
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STANDARD 13: Support Preferences, Opinions, or Viewpoints
 13.NL Express likes and dislikes about very familiar topics from native and other cultures.
 13.NM Express likes and dislikes about familiar topics from native and other cultures.
 13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Section	Title	Mode	Can-Do/Description
<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>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>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.

COMMUNICATIVE LITERACY

STANDARD 14: Develop Interpretive Literacy
 14.1 Infer Meaning and Nuances of Texts
 14.2 Recognize and Use Organizational Features of Texts
 14.3 Apply Self-Questioning Skills
 14.4 Make Text Connections
 14.5 Select, Use and Cite Resources

Section	Title	Mode	Can-Do/Description
Historieta 1: El Graffitour de la Comuna 13	Actividad 2: Este o el otro	Reading	I can read a story about neighborhood transformation.
Historieta 1: El Graffitour de la Comuna 13	Actividad 3: Subtítulos	Reading	I can select appropriate captions for pictures.
<i>Historieta 2: Joselito</i>	<i>Joselito</i>	Reading	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>	Reading	A Mexican woman's Catholic faith is depicted as she pursues a miracle by a martyr.
<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>	<i>Un encuentro inesperado</i>	Reading	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>	Reading	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>	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: 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.

STANDARD 15: Develop Interpersonal Literacy

15.1 Communicate, React, and Show Interest

15.2 Continue and Extend Conversations

15.3 Increase Comprehensibility and Clarity of Expression

15.4 Infer Meaning of Unfamiliar Language

15.5 Select, Use and Cite 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>	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.
STANDARD 16: Develop Presentational Literacy			
16.1 Choose Relevant, Authentic Content and Concepts			
16.2 Organize Information			
16.3 Increase Comprehensibility and Clarity of Expression			
16.4 Maintain and Increase Audience Interest			
16.5 Select, Use and Cite Resources			
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>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>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.

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