

**Alignment to Washington State K-12 World Languages Learning Standards**  
**Voces® Nuestra historia 4 ~ Unit 1**

*Nuestra historia* Level 4 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 4 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.

Please explore the chart below to learn how the first unit of Level 4 aligns to the Washington State K-12 World Languages Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b><i>Unidad 1: ¿Qué crees?</i></b>  |   |             |  |
|--|---|-------------|--|
| <b>1.0 Communication</b>   |   |             |  |
| <b>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |             |  |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</b>  |
| <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.             |
| <b>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |             |  |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</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.        |

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| <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 Presentational Communication: 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  |
|-------------------------------------|--|----------|---|
| <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:<br><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. |

## 2.0 Culture

**2.1 Relating Cultural Practices to Perspectives: Learners use the 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                 |

|  |  |   |
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|  |  | 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  |
| <b>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b> |  |   |
| <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>3.0 Connections</b>   |  |   |
| <b>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>        |  |   |
| <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>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                   |  |   |
| <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.   |

**4.0 Comparisons**

**4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.**

| Section   | Title                    | Can-Do/Description                                     |
|---|--------------------------|--|
| <i>Historieta 1: El Graffitiour 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 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of 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. |

**5.0 Communities**

**5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

| Title                  | Can-Do/Description  |
|------------------------|---|
| <i>¡Extra! ¡Extra!</i> | <i>Entrevista: Comparación cultural</i><br>Identifying symbols of local and national identity |

**5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**

| 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<br>Can-Do statements |

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