

Alignment to the Wyoming Foreign Languages Content and Performance Standards

Voces® *Nuestra historia* Level 4 ~ Unit 1

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 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 the Wyoming Foreign Languages Content and Performance Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: ¿Qué crees?			
Standard 1: Interpretive: All students will be able to use a foreign language other than English to understand and interpret spoken and written language, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.			
Section	Title	Mode	Can-Do/Description
<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>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: 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>¡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.

Standard 2: Interpersonal: All students will be able to use a foreign language other than English to negotiate meaning through the spoken or written exchange of information, concepts, and ideas, while gaining an understanding of the relationships among the products, practices, and perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Section	Title	Mode	Can-Do/Description
<i>Historieta 1: El Graffiti 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.

Standard 3: Presentational: All students will be able to use a foreign language other than English to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Section	Title	Can-Do/Description
<i>Historieta 1: El Graffiti de la Comuna 13</i>	<i>Nuestra historia - escritura</i>	Retell the class story
<i>Historieta 1: El Graffiti de la Comuna 13</i>	<i>Nuestra historia - oral</i>	Retell the class story
<i>Historieta 2: Joselito</i>	<i>Actividad 3: Una carta a la madre de Joselito</i>	Writing
<i>Historieta 2: Joselito</i>	Presentational Speaking: <i>El milagro de Joselito</i>	I can prepare and give a speech for a debate.
<i>Historieta 2: Joselito</i>	<i>Nuestra historia - escritura</i>	Retell the class story

<i>Historieta 2: Joselito</i>	<i>Nuestra historia - oral</i>	Retell the class story
<i>Historieta 3: Un encuentro inesperado</i>	<i>Nuestra historia - escritura</i>	Retell the class story
<i>Historieta 3: Un encuentro inesperado</i>	<i>Nuestra historia - oral</i>	Retell the class story
<i>Historia larga: La guayabera</i>	<i>Actividad 3: Presentación</i>	I can talk about cultural identity.
<i>Historia larga: La guayabera</i>	<i>Actividad 4: Cuéntame la historia</i>	I can retell a story.
<i>Historia larga: La guayabera</i>	Presentational Speaking: <i>La identidad es una cosa compleja</i>	I can talk about public and private identities.
<i>¡Extra! ¡Extra!</i>	PechaKucha: <i>Artefactos y rituales en la religión</i>	View and discuss religious rituals and artifacts in the Spanish-speaking community
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	I can tell an original story.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	I can write an original story.
Integrated Performance Assessment	Presentational Speaking	I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

