

Voces® Nuestra historia: Aprender y preparar
Alignment to ACTFL's World-Readiness Standards for Learning Languages

Nuestra historia: Aprender y preparar is an online curriculum that unites comprehensible input-based strategies with AP® prep. Each unit focuses on an AP® global theme and explores every sub-theme within that global theme through interpretive, interpersonal, and presentational tasks modeled after the tasks on the AP® Spanish Language & Culture Exam.

Please explore the chart below to learn how **Aprender y preparar** aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Las familias y las comunidades		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>La geografía humana</i>	Interpersonal Speaking: Conversation	Speaking
<i>Las comunidades educativas</i>	Interpersonal Speaking: Conversation	Speaking
<i>La ciudadanía global</i>	Interpersonal Writing: Email	Writing
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>El cuento: Ladrillo a ladrillo</i>	<i>Ladrillo a ladrillo</i>	Reading
<i>La estructura de la familia</i>	Interpretive Reading: <i>Familias a la mexicana</i>	Reading
<i>Las comunidades educativas</i>	Interpretive Reading: <i>Kichwa</i>	Reading
<i>La geografía humana</i>	Interpretive Listening: <i>VISA H2 Trabajo temporal en los Estados Unidos</i>	Listening
<i>La ciudadanía global</i>	Interpretive Listening and Reading: <i>Fundación Pies Descalzos</i>	Listening and Reading

<i>Las redes sociales</i>	Interpretive Listening: <i>Campaña UNICEF redes</i>	Listening
<i>Las tradiciones y los valores</i>	Interpretive Reading: <i>Un correo electrónico sobre navidad</i>	Reading
1.3 Presentational: 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
<i>La estructura de la familia</i>	<i>Referencia: Cómo escribir tu introducción</i>	Writing
<i>Las redes sociales</i>	<i>Organizador gráfico de comparación cultural</i>	Speaking
<i>Las tradiciones y los valores</i>	<i>Organizador gráfico de productos, prácticas y perspectivas</i>	Speaking
2. Culture		
2.1 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	
<i>Las redes sociales</i>	Presentational Speaking: Cultural Comparison <i>Organizador gráfico de comparación cultural</i>	
<i>La estructura de la familia</i>	Interpretive Reading: <i>Familias a la mexicana</i>	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	
<i>La ciudadanía global</i>	Interpretive Listening and Reading: <i>Fundación Pies Descalzos</i>	
<i>El cuento: Ladrillo a ladrillo</i>	<i>Ladrillo a ladrillo</i>	
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	
<i>Las comunidades educativas</i>	Interpersonal Speaking: Conversation	
<i>La ciudadanía global</i>	Interpersonal Writing: Email	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that		

are available through the language and its cultures.	
Section	Title
<i>La estructura de la familia</i>	Presentational Writing: Argumentative Essay <i>Referencia: Cómo escribir tu introducción</i>
<i>Las comunidades educativas</i>	Interpersonal Speaking: Conversation
4. Comparisons	
4.1 Language: 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
<i>Las redes sociales</i>	Presentational Speaking: Cultural Comparison <i>Organizador gráfico de comparación cultural</i>
4.2 Culture: 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
<i>Las tradiciones y los valores</i>	Presentational Speaking: Cultural Comparison <i>Organizador gráfico de productos, prácticas y perspectivas</i>
5. 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.	
Section	Title
<i>Las comunidades educativas</i>	Interpretive Reading: <i>Kichwa</i>
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Preguntas esenciales</i>	
<i>Prueba de práctica 1</i>	

Unidad2: La vida contemporánea		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>Las relaciones personales</i>	Interpersonal Speaking: Conversation	Speaking
<i>Las tradiciones y los valores sociales</i>	Interpersonal Speaking: Conversation	Speaking

<i>El entretenimiento y la diversión</i>	Interpersonal Writing: Email	Writing
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>El cuento: Quizás mañana</i>	<i>Quizásmañana</i>	Reading
<i>Las relaciones personales</i>	Interpretive Reading: <i>Somos panas</i>	Reading
<i>La educación y las carreras profesionales</i>	Interpretive Listening and Reading: <i>La desigualdad en los salarios</i>	Listening and Reading
<i>Las tradiciones y los valores sociales</i>	Interpretive Listening: <i>El elote</i>	Listening
<i>El entretenimiento y la diversión</i>	Interpretive Reading: <i>Cultura y ocio juvenil</i>	Reading
<i>Los viajes y el ocio</i>	Interpretive Listening: <i>Vale la pena</i>	Listening
<i>Los estilos de vida</i>	Interpretive Listening: <i>Vidas paralelas</i>	Listening
1.3 Presentational: 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
<i>La educación y las carreras profesionales</i>	Presentational Speaking: Cultural Comparison	Speaking
<i>Los viajes y el ocio</i>	Presentational Writing: Argumentative Essay	Writing
<i>Los estilos de vida</i>	Presentational Speaking: Cultural Comparison	Speaking
2. Culture		
2.1 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	

<i>La educación y las carreras profesionales</i>	Interpretive Listening and Reading: <i>La desigualdad en los salarios</i>
<i>El entretenimiento y la diversión</i>	Interpretive Reading: <i>Cultura y ocio juvenil</i>
<i>Los estilos de vida</i>	Interpretive Listening: <i>Vidas paralelas</i>
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Section	Title
<i>Las tradiciones y los valores sociales</i>	Interpretive Listening: <i>El elote</i>
3. Connections	
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Section	Title
<i>La educación y las carreras profesionales</i>	Interpretive Listening and Reading: <i>La desigualdad en los salarios</i>
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>Las relaciones personales</i>	Interpretive Reading: <i>Somos panas</i>
<i>La educación y las carreras profesionales</i>	Interpretive Listening and Reading: <i>La desigualdad en los salarios</i>
<i>Las tradiciones y los valores sociales</i>	Interpretive Listening: <i>El elote</i>
<i>El entretenimiento y la diversión</i>	Interpretive Reading: <i>Cultura y ocio juvenil</i>
<i>Los estilos de vida</i>	Interpretive Listening: <i>Vidas paralelas</i>
4. Comparisons	
4.1 Language: 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
<i>Las relaciones personales</i>	Interpretive Reading: <i>Somos panas</i>
4.2 Culture: 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
<i>Las relaciones personales</i>	Interpretive Reading: <i>Somos panas</i>

<i>La educación y las carreras profesionales</i>	Interpretive Listening and Reading: <i>La desigualdad en los salarios</i>
<i>Las tradiciones y los valores sociales</i>	Interpretive Listening: <i>El elote</i>
<i>El entretenimiento y la diversión</i>	Interpretive Reading: <i>Cultura y ocio juvenil</i>
<i>Los estilos de vida</i>	Interpretive Listening: <i>Vidas paralelas</i>
5. 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.	
Section	Title
<i>Las relaciones personales</i>	Interpretive Reading: <i>Somos panas</i>
<i>Las relaciones personales</i>	Interpersonal Speaking: Conversation <i>Nuestro ejercicio: Conversación</i>
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Preguntas esenciales</i>	
<i>Prueba de práctica 1</i>	

Unidad3: La belleza y la estética		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>Definiciones de la belleza</i>	Interpersonal Writing: Email	Writing
<i>La arquitectura</i>	Interpersonal Speaking: Conversation	Speaking
<i>Las artes visuales y escénicas</i>	Interpersonal Speaking: Conversation	Speaking
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>El cuento: ¿Con qué soñaste,</i>	<i>¿Con qué soñaste, abuelita?</i>	Reading

<i>abuelita?</i>		
<i>Definiciones de la belleza</i>	Interpretive Listening and Reading: <i>¿Qué es la belleza para ti?</i>	Listening and Reading
<i>La arquitectura</i>	Interpretive Listening: <i>Entrevista a Luis sobre Caracas y Madrid</i>	Listening
<i>La moda y el diseño</i>	Interpretive Listening: <i>Escuela de modelos indígenas</i>	Listening
<i>Las artes visuales y escénicas</i>	Interpretive Listening: <i>El arte urbano se expande en la Argentina</i>	Listening
<i>El lenguaje y la literatura</i>	Interpretive Reading: <i>Algo muy grave va a suceder en este pueblo</i>	Reading
<i>Definiciones de la creatividad</i>	Interpretive Reading: <i>Técnicas para la generación de ideas y cómo ser creativo</i>	Reading
1.3 Presentational: 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
<i>La moda y el diseño</i>	Presentational Speaking: Cultural Comparison	Speaking
<i>El lenguaje y la literatura</i>	Presentational Speaking: Cultural Comparison	Speaking
<i>Definiciones de la creatividad</i>	Presentational Writing: Argumentative Essay	Writing
2. Culture		
2.1 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	

<i>La moda y el diseño</i>	Interpretive Listening: <i>Escuela de modelos indígenas</i>
<i>La moda y el diseño</i>	Presentational Speaking: Cultural Comparison
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
Section	Title
<i>La arquitectura</i>	Interpretive Listening: <i>Entrevista a Luis sobre Caracas y Madrid</i>
<i>Las artes visuales y escénicas</i>	Interpretive Listening: <i>El arte urbano se expande en la Argentina</i>
<i>El lenguaje y la literatura</i>	Presentational Speaking: Cultural Comparison
3. Connections	
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
Section	Title
<i>La arquitectura</i>	Interpretive Listening: <i>Entrevista a Luis sobre Caracas y Madrid</i>
<i>La moda y el diseño</i>	Interpretive Listening: <i>Escuela de modelos indígenas</i>
<i>Las artes visuales y escénicas</i>	Interpretive Listening: <i>El arte urbano se expande en la Argentina</i>
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>Definiciones de la belleza</i>	Interpretive Listening and Reading: <i>¿Qué es la belleza para ti?</i>
<i>La arquitectura</i>	Interpretive Listening: <i>Entrevista a Luis sobre Caracas y Madrid</i>
<i>La moda y el diseño</i>	Interpretive Listening: <i>Escuela de modelos indígenas</i>
<i>La moda y el diseño</i>	Presentational Speaking: Cultural Comparison
<i>El lenguaje y la literatura</i>	Presentational Speaking: Cultural Comparison
4. Comparisons	
4.1 Language: 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

<i>Definiciones de la belleza</i>	Interpretive Listening and Reading: <i>¿Qué es la belleza para ti?</i>
4.2 Culture: 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
<i>Definiciones de la belleza</i>	Interpretive Listening and Reading: <i>¿Qué es la belleza para ti?</i>
<i>La arquitectura</i>	Interpretive Listening: <i>Entrevista a Luis sobre Caracas y Madrid</i>
<i>La moda y el diseño</i>	Interpretive Listening: <i>Escuela de modelos indígenas</i>
<i>La moda y el diseño</i>	Presentational Speaking: Cultural Comparison
<i>Las artes visuales y escénicas</i>	Interpretive Listening: <i>El arte urbano se expande en la Argentina</i>
<i>El lenguaje y la literatura</i>	Presentational Speaking: Cultural Comparison
5. 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.	
Section	Title
<i>Definiciones de la belleza</i>	Interpersonal Writing: Email
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Preguntas esenciales</i>	
<i>Prueba de práctica 1</i>	

Unidad4: La ciencia y la tecnología		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>Los efectos de la tecnología en el individuo y en la sociedad</i>	Interpersonal Writing: Email	Writing
<i>El cuidado de la salud y la</i>	Interpersonal Speaking:	Speaking

<i>medicina</i>	Conversation	
<i>Las innovaciones tecnológicas</i>	Interpersonal Speaking: Conversation	Speaking
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>El cuento: Un hijo hecho a medida</i>	<i>Un hijo hecho a medida</i>	Reading
<i>Los efectos de la tecnología en el individuo y en la sociedad</i>	Interpretive Listening: <i>Cuánto. Más allá del dinero</i>	Listening
<i>El acceso a la tecnología</i>	Interpretive Reading: <i>Un correo electrónico sobre tecnología en diferentes países</i>	Reading
<i>El cuidado de la salud y la medicina</i>	Interpretive Listening and Reading: <i>Colaboración médica internacional cubana</i>	Listening and Reading
<i>La ciencia y la ética</i>	Interpretive Reading: <i>Los pesticidas, los cultivos de coca y las abejas en Bolivia</i>	Reading
<i>Las innovaciones tecnológicas</i>	Interpretive Listening: <i>Tenedores de plástico hechos de... ¿aguacate?</i>	Listening
<i>Los fenómenos naturales</i>	Interpretive Listening: <i>Consejos para sobrevivir en un terremoto</i>	Listening
1.3 Presentational: 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
<i>El acceso a la tecnología</i>	Presentational Speaking: Cultural Comparison	Speaking

La ciencia y la ética	Presentational Writing: Argumentative Essay	Writing
Los fenómenos naturales	Presentational Speaking: Cultural Comparison	Speaking
2. Culture		
2.1 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	
El cuidado de la salud y la medicina	Interpretive Listening and Reading: <i>Colaboración médica internacional cubana</i>	
Los fenómenos naturales	Interpretive Listening: <i>Consejos para sobrevivir en un terremoto</i>	
Los fenómenos naturales	Presentational Speaking: Cultural Comparison	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	
Las innovaciones tecnológicas	Interpretive Listening: <i>Tenedores de plástico hechos de... ¿aguacate?</i>	
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	
El acceso a la tecnología	Presentational Speaking: Cultural Comparison	
El cuidado de la salud y la medicina	Interpretive Listening and Reading: <i>Colaboración médica internacional cubana</i>	
Las innovaciones tecnológicas	Interpretive Listening: <i>Tenedores de plástico hechos de... ¿aguacate?</i>	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	
Los efectos de la tecnología en el individuo y en la sociedad	Interpersonal Writing: Email	

<i>El acceso a la tecnología</i>	Interpretive Reading: <i>Un correo electrónico sobre tecnología en diferentes países</i>
<i>El acceso a la tecnología</i>	Presentational Speaking: Cultural Comparison
<i>La ciencia y la ética</i>	Interpretive Reading: <i>Los pesticidas, los cultivos de coca y las abejas en Bolivia</i>
4. Comparisons	
4.1 Language: 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
<i>El cuidado de la salud y la medicina</i>	Interpretive Listening and Reading: <i>Colaboración médica internacional cubana</i>
4.2 Culture: 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
<i>El acceso a la tecnología</i>	Presentational Speaking: Cultural Comparison
<i>El cuidado de la salud y la medicina</i>	Interpretive Listening and Reading: <i>Colaboración médica internacional cubana</i>
<i>Los fenómenos naturales</i>	Interpretive Listening: <i>Consejos para sobrevivir en un terremoto</i>
<i>Los fenómenos naturales</i>	Presentational Speaking: Cultural Comparison
5. 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.	
Section	Title
<i>Las innovaciones tecnológicas</i>	Interpersonal Speaking: Conversation
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Preguntas esenciales</i>	
<i>Prueba de práctica 2</i>	

Unidad 5: Los desafíos mundiales

1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>La población y la demografía</i>	Interpersonal Speaking: Conversation	Speaking
<i>Los temas económicos</i>	Interpersonal Speaking: Conversation	Speaking
<i>El bienestar social</i>	Interpersonal Writing: Email	Writing
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>El cuento: Hacer justicia me toca a mí</i>	<i>Hacer justicia me toca a mí</i>	Reading
<i>Los temas del medio ambiente</i>	Interpretive Listening and Reading: <i>Plástico y medio ambiente</i>	Listening and Reading
<i>La población y la demografía</i>	Interpretive Reading: <i>Las razones para que hondureños migren</i>	Reading
<i>El pensamiento filosófico y la religión</i>	Interpretive Reading: <i>San Manuel Bueno, mártir</i>	Reading
<i>Los temas económicos</i>	Interpretive Reading: <i>El chocolate da nueva energía a la economía de Nicaragua</i>	Reading
<i>El bienestar social</i>	Interpretive Listening and Reading: <i>Desarrollo en los países de América Latina y el Caribe</i>	Listening and Reading
<i>La conciencia social</i>	Interpretive Listening: <i>Ciudadanos de Mañana</i>	Listening
1.3 Presentational: 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
<i>Los temas del medio ambiente</i>	Presentational Speaking: Cultural Comparison	Speaking
<i>El pensamiento filosófico y la religión</i>	Presentational Speaking: Cultural Comparison	Speaking

La conciencia social	Presentational Writing: Argumentative Essay	Writing
2. Culture		
2.1 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	
Los temas del medio ambiente	Interpretive Listening and Reading: <i>Plástico y medio ambiente</i>	
Los temas del medio ambiente	Presentational Speaking: Cultural Comparison	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	
El pensamiento filosófico y la religión	Interpretive Reading: <i>San Manuel Bueno, mártir</i>	
Los temas económicos	Interpretive Reading: <i>El chocolate da nueva energía a la economía de Nicaragua</i>	
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	
Los temas del medio ambiente	Interpretive Listening and Reading: <i>Plástico y medio ambiente</i>	
La población y la demografía	Interpretive Reading: <i>Las razones para que hondureños migren</i>	
El bienestar social	Interpretive Listening and Reading: <i>Desarrollo en los países de América Latina y el Caribe</i>	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	
Los temas del medio ambiente	Presentational Speaking: Cultural Comparison	
La población y la demografía	Interpretive Reading: <i>Las razones para que hondureños migren</i>	
El bienestar social	Interpretive Listening and Reading: <i>Desarrollo en los países de América Latina y el Caribe</i>	
4. Comparisons		
4.1 Language: 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	

<i>Los temas del medio ambiente</i>	Interpretive Listening and Reading: <i>Plástico y medio ambiente</i> <i>Las palabras clave</i>
<i>La conciencia social</i>	Presentational Writing: Argumentative Essay
4.2 Culture: 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
<i>Los temas del medio ambiente</i>	Presentational Speaking: Cultural Comparison
<i>El pensamiento filosófico y la religión</i>	Interpretive Reading: <i>San Manuel Bueno, mártir</i>
<i>El pensamiento filosófico y la religión</i>	Presentational Speaking: Cultural Comparison
5. 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.	
Section	Title
<i>Los temas del medio ambiente</i>	Presentational Speaking: Cultural Comparison
<i>El bienestar social</i>	Interpersonal Writing: Email
<i>La conciencia social</i>	Presentational Writing: Argumentative Essay
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Preguntas esenciales</i>	
<i>Prueba de práctica 2</i>	

Unidad 6: Las identidades personales y públicas		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>Los intereses personales</i>	Interpersonal Speaking:	Speaking

	Conversation	
<i>La enajenación y la asimilación</i>	Interpersonal Writing: Email	Writing
<i>Las creencias personales</i>	Interpersonal Speaking: Conversation	Speaking
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>El cuento: ¡Que vivan los chapines!</i>	<i>¡Que vivan los chapines!</i>	Reading
<i>Los intereses personales</i>	Interpretive Reading: <i>Carta a una amiga</i>	Reading
<i>La identidad nacional y la identidad étnica</i>	Interpretive Reading: <i>Los pueblos indígenas de Latinoamérica</i>	Reading
<i>La enajenación y la asimilación</i>	Interpretive Listening and Reading: <i>Trampa mortal</i>	Listening and Reading
<i>Los héroes y los personajes históricos</i>	Interpretive Listening and Reading: <i>Egan Bernal en el Tour de France</i>	Listening and Reading
<i>La autoestima</i>	Interpretive Listening: <i>Creer más en ti</i>	Listening
<i>Las creencias personales</i>	Interpretive Listening: <i>Las creencias limitantes</i>	Listening
1.3 Presentational: 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
<i>La identidad nacional y la identidad étnica</i>	Presentational Speaking: Cultural Comparison	Speaking
<i>Los héroes y los personajes históricos</i>	Presentational Speaking: Cultural Comparison	Speaking

La autoestima	Presentational Writing: Argumentative Essay	Writing
2. Culture		
2.1 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	
La identidad nacional y la identidad étnica	Presentational Speaking: Cultural Comparison	
La enajenación y la asimilación	Interpretive Listening and Reading: Trampa mortal	
Las creencias personales	Interpretive Listening: Las creencias limitantes	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	
Los héroes y los personajes históricos	Interpretive Listening and Reading: Egan Bernal en el Tour de France	
Los héroes y los personajes históricos	Presentational Speaking: Cultural Comparison	
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	
La identidad nacional y la identidad étnica	Interpretive Reading: Los pueblos indígenas de Latinoamérica	
La identidad nacional y la identidad étnica	Presentational Speaking: Cultural Comparison	
Los héroes y los personajes históricos	Presentational Speaking: Cultural Comparison	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	
La identidad nacional y la identidad étnica	Presentational Speaking: Cultural Comparison	
La enajenación y la asimilación	Interpretive Listening and Reading: Trampa mortal	

<i>Los héroes y los personajes históricos</i>	Presentational Speaking: Cultural Comparison
4. Comparisons	
4.1 Language: 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
<i>Los intereses personales</i>	Interpretive Reading: <i>Carta a una amiga</i> <i>Las palabras clave</i>
<i>La identidad nacional y la identidad étnica</i>	Interpretive Reading: <i>Los pueblos indígenas de Latinoamérica</i> <i>Las palabras clave</i>
<i>La enajenación y la asimilación</i>	Interpretive Listening and Reading: <i>Trampa mortal</i>
4.2 Culture: 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
<i>La identidad nacional y la identidad étnica</i>	Interpretive Reading: <i>Los pueblos indígenas de Latinoamérica</i>
<i>La identidad nacional y la identidad étnica</i>	Presentational Speaking: Cultural Comparison
<i>La enajenación y la asimilación</i>	Interpretive Listening and Reading: <i>Trampa mortal</i>
<i>Los héroes y los personajes históricos</i>	Presentational Speaking: Cultural Comparison
<i>La autoestima</i>	Interpretive Listening: <i>Creer más en ti</i>
<i>La autoestima</i>	Presentational Writing: Argumentative Essay
5. 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.	
Section	Title
<i>La autoestima</i>	Interpretive Listening: <i>Creer más en ti</i>

<i>La autoestima</i>	Presentation Writing: Argumentative Essay
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Preguntas esenciales</i>	
<i>Prueba de práctica 2</i>	

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