

**Alignment to ACTFL's World-Readiness Standards for Learning Languages**

**Voces® Nuestra historia 1: Primaria 1 ~ Unit1**

**Nuestra historia: Primaria 1** is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. *Primaria 1* will take your elementary school students who have no prior experience in Spanish from Novice-Low through Novice-Mid levels of proficiency and beyond. This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how unit one in *Primaria 1* 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](mailto:info@vocesdigital.com).

<b>Unidad 1: Saludos</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: 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/Description</b>
<i>Evaluación</i>	PQA	Speaking	Respond correctly the teacher
<b>1.2 Interpretive: 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/Description</b>
<i>Historieta 1</i>	<i>Actividad 1: Opción múltiple</i>	Reading/Listening	I can understand the greetings in a story about Aliz.
<i>Historieta 1</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match pictures of Aliz to their descriptions.
<i>Historieta 1</i>	<i>Extensión: Actividad 2: Secuencia</i>	Reading	I can put the greetings of Aliz's friends in order.
<i>Historieta 2</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand a story about Carlota's emotions.
<i>Historieta 2</i>	<i>Extensión: Actividad 1: Opción múltiple</i>	Listening	I can understand a story about Carlota's emotions.
<i>Historieta 2</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match pictures of Carlota to their descriptions.
<i>Historieta 2</i>	<i>Extensión: Actividad 2: Secuencia</i>	Reading	I can put the events of Carlota's story in order.
<i>¡Extra! ¡Extra!</i>	<i>Videos: Entrevista 1.1: ¿De dónde eres?</i>	Listening	Understand what someone says about their name and where they're from.

<i>¡Extra! ¡Extra!</i>	<i>Videos: Entrevista 1.2: ¿Cómo te sientes?</i>	Listening	Understand some of what someone says about their feelings.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: ¿Qué onda?</i>	Reading	I can understand a story about asking how someone is.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El jaguar</i>	Reading	I can understand a story about the jaguar.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: La alpaca Paca</i>	Reading	I can understand a paragraph about Paca the alpaca.
<i>Evaluación</i>	<i>Evaluación de vocabulario</i>	Reading	I can understand vocabulary about greetings and emotions.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	Listening/Reading	I can understand a story about an axolotl.
<i>Evaluación</i>	<i>Historia larga: Actividad 2: Correspondiente</i>	Listening	I can identify characters' emotions.

**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	Can-Do/Description
<i>Historieta 1</i>	<i>Extensión: Actividad 3: ¡Cuéntame!</i>	Speaking	I can speak about Aliz's story.
<i>Historieta 2</i>	<i>Extensión: Actividad 3: ¡Cuéntame!</i>	Speaking	I can speak about Carlota's story.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Extensión: ¡Buenas noches, Sol!: ¡Cuéntame!</i>	Speaking	I can say hello to the sun.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Extensión: La alpaca Paca: ¡Cuéntame!</i>	Speaking	I can speak about names and emotions.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Extensión: Las plazas en México: ¡Cuéntame!</i>	Speaking	I can speak about what is in the plaza in Mexico.
<i>Evaluación</i>	<i>Historia larga: Extensión: Actividad 3: ¡Cuéntame!</i>	Speaking	I can speak about the axolotl's story.

## 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	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Buenas noches, Sol!</i>	I can understand a paragraph about greeting the sun in Mexico.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Panorama: Las plazas en México</i>	I can understand a paragraph about a plaza in Mexico.

**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	Can-Do/Description	
Evaluación	Historia larga: Antes de leer	Story about <i>ajolotes</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	Can-Do/Description	
Evaluación	Historia larga: Actividad 1: Opción múltiple	I can understand a story about an axolotl.	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.			
Section	Title	Can-Do/Description	
¡Extra! ¡Extra!	El mundo en fotos: ¡Buenas noches, Sol!	I can understand a paragraph about greeting the sun in Mexico.	
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	Can-Do/Description	
Historieta 1	Vocabulario	Story vocabulary	
Historieta 2	Vocabulario	Story vocabulary	
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	Can-Do/Description	
Evaluación	Historia larga: Antes de leer	Story about <i>ajolotes</i>	
5. Communities			
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.			
Section	Title	Can-Do/Description	
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection	
Unidad 2: Escuela			
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	Can-Do/Description
Evaluación	PQA	Speaking	Respond correctly to the teacher.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
Historieta 1	Actividad 1: Opción múltiple	Listening/Reading	I can understand a story that takes place in a school.

<i>Historieta 1</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match pictures of Don to their descriptions.
<i>Historieta 1</i>	<i>Extensión: Actividad 2: Secuencia</i>	Reading	I can put the events of Don's game of <i>Simón dice</i> in order.
<i>Historieta 2</i>	<i>Actividad 1: Opción múltiple</i>	Listening/Reading	I can understand a story about classroom materials.
<i>Historieta 2</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match Ignacia's items to the bag they should be in.
<i>Historieta 2</i>	<i>Extensión: Actividad 2: Secuencia</i>	Reading	I can put the events of Ignacia's story in order.
<i>¡Extra! ¡Extra!</i>	<i>Videos: Entrevista 2.1: ¿Por qué te gusta la escuela?</i>	Listening	Listen to why various people like school
<i>¡Extra! ¡Extra!</i>	<i>Videos: Entrevista 2.2: ¿Cuál es tu clase favorita?</i>	Listening	Listen to various people discuss their favorite classes
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Música y danza en la escuela</i>	Listening/Reading	I can understand a reading about music in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Mi escuela y la lotería</i>	Listening/Reading	I can understand a reading about a school in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La escuela en Ecuador</i>	Reading	I can understand a reading about an organization in Ecuador.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Turismo en Samaná</i>	Reading	I can understand a paragraph about tourists in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Un volcán al fondo</i>	Reading	I can understand a paragraph about volcanoes in Ecuador.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Panorama: Karatecas caribeños</i>	Reading	I can understand a paragraph about a karate class in the Dominican Republic.
<i>Evaluación</i>	<i>Evaluación de vocabulario</i>	Reading	I can understand vocabulary about school and the classroom.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	Listening/Reading	I can understand a story about Camilo and his class materials.
<b>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.</b>			

Section	Title	Mode	Can-Do/Description
Historieta 1	Extensión: Actividad 3: ¡Cuéntame!	Speaking	I can speak about Don’s game of <i>Simón dice</i> .
Historieta 2	Extensión: Actividad 3: ¡Cuéntame!	Speaking	I can speak about Ignacia’s story.
¡Extra! ¡Extra!	El mundo en fotos: Extensión: Turismo en Samaná: ¡Cuéntame!	Speaking	I can describe a picture of tourist boats in the Dominican Republic.
¡Extra! ¡Extra!	El mundo en fotos: Extensión: Un volcán al fondo: ¡Cuéntame!	Speaking	I can speak about my classroom.
¡Extra! ¡Extra!	El mundo en fotos: Extensión: Karatecas caribeños: ¡Cuéntame!	Speaking	I can speak about a karate class in the Dominican Republic.
Evaluación	Historia larga: Extensión: Actividad 3: ¡Cuéntame!	Speaking	I can speak about Camilo’s story.
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	Can-Do/Description	
¡Extra! ¡Extra!	El mundo en fotos: Panorama: Karatecas caribeños	I can understand a paragraph about a karate class in the Dominican Republic.	
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	Can-Do/Description	
¡Extra! ¡Extra!	Artículos: Música y danza en la escuela	I can understand a reading about music in the Dominican Republic.	
¡Extra! ¡Extra!	El mundo en fotos: Un volcán al fondo	I can understand a paragraph about volcanoes in Ecuador.	
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	Can-Do/Description	
¡Extra! ¡Extra!	Artículos: Música y danza en la escuela	I can understand a reading about music in the Dominican Republic.	
¡Extra! ¡Extra!	El mundo en fotos: Turismo en Samaná	I can understand a paragraph about tourists in the Dominican Republic.	
¡Extra! ¡Extra!	El mundo en fotos: Un volcán al fondo	I can understand a paragraph about volcanoes in Ecuador.	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.			
Section	Title	Can-Do/Description	

<i>¡Extra! ¡Extra!</i>	<i>Artículos: Música y danza en la escuela</i>	I can understand a reading about music in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Mi escuela y la lotería</i>	I can understand a reading about a school in Spain.
<b>4. Comparisons</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Evaluación</i>	<i>Evaluación de vocabulario</i>	I can understand vocabulary about school and the classroom.
<i>Evaluación</i>	<i>Extensión: Evaluación de vocabulario</i>	I can understand vocabulary about school and the classroom.
<i>Evaluación</i>	<i>Historia larga: Actividad 2: Correspondiente</i>	I can identify classroom materials.
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Música y danza en la escuela</i>	I can understand a reading about music in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Mi escuela y la lotería</i>	I can understand a reading about a school in Spain.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: La escuela en Ecuador</i>	I can understand a reading about an organization in Ecuador.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Turismo en Samaná</i>	I can understand a paragraph about tourists in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Panorama: Karatecas caribeños</i>	I can understand a paragraph about a karate class in the Dominican Republic.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</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

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

