

Alignment to Georgia Performance Standards for Modern Languages Level 1
Voces® Nuestra historia: Primaria 1 ~ Unit 1

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 the first unit in *Nuestra historia: Primaria 1* aligns to the Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Saludos			
1. Communication			
Interpersonal Mode of Communication (IP)			
MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.			
MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.			
Section	Title	Mode	Can-Do/Description
<i>Evaluación</i>	PQA	Speaking	I can respond correctly to my teacher.
Interpretive Mode of Communication (INT)			
MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.			
MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.			
Section	Title	Mode	Can-Do/Description
<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	I can 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	I can 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.

Presentational Mode of Communication (P)

MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

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.

II. Cultural Perspectives, Practices, and Products (CU)

MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

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.
<i>Evaluación</i>	<i>Historia larga: Antes de leer</i>	Story about <i>ajolotes</i>

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 – The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

MLI.CCC3 – The students compare basic elements of the target language to the English language.

MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).

MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

Section	Title	Can-Do/Description
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	I can understand a story about an axolotl.
<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>Historieta 1</i>	<i>Vocabulario</i>	Story vocabulary
<i>Historieta 2</i>	<i>Vocabulario</i>	Story vocabulary
<i>Evaluación</i>	<i>Historia larga: Antes de leer</i>	Story about <i>ajolotes</i>
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 or call 1-800-848-0256.

