

Alignment to Maine's Learning Results – World Languages Standards
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 Maine's Learning Results – World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Saludos			
A. Communication: Students communicate in the target language.			
A1. Interpersonal: Students engage in simple conversations to provide and obtain information and express feelings and emotions by creating simple sentences and/or strings of sentences.			
Section	Title	Mode	Can-Do/Description
<i>Evaluación</i>	PQA	Speaking	I can respond correctly to my teacher.
A2. Interpretive: Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
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.

A3. Presentational: Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.

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.
A4. Language Comparisons: Students compare the target language with English in order to better understand language systems.			
Section	Title	Can-Do/Description	
<i>Historieta 1</i>	<i>Vocabulario</i>	Story vocabulary	
<i>Historieta 2</i>	<i>Vocabulario</i>	Story vocabulary	
B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.			
B1. Practices and Perspectives: Students describe practices of a culture(s) and perspectives of a culture(s) in which 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.	
B2. Products and Perspectives: Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.			
Section	Title	Can-Do/Description	
<i>Evaluación</i>	<i>Historia larga: Antes de leer</i>	Story about <i>ajolotes</i>	
B3. Comparisons with Own Culture: Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.			
Section	Title	Can-Do/Description	
<i>Evaluación</i>	<i>Historia larga: Antes de leer</i>	Story about <i>ajolotes</i>	
C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.			
C1. Knowledge of Other Learning Results Content Areas: Students apply information acquired in other learning results content areas to further their knowledge and skills in the target language.			

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.
C2. Distinctive Viewpoints: Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.		
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.
D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
D1. Communities: Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and understanding of another culture(s).		
Section	Title	Can-Do/Description
<i>Evaluación</i>	PQA	I can respond correctly to my teacher.

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

