

Alignment to Massachusetts World Languages Curriculum Framework
Voces® Nuestra historia: Primaria 1 ~ Units 1& 2

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 two units *Primaria 1* align to the Massachusetts World Languages Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Saludos			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
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	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.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Evaluación</i>	PQA	Speaking	Respond correctly to your teacher
3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language 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.
4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.			
Section	Title	Can-Do/Description	
<i>Evaluación</i>	PQA	Interact with others on familiar topics	
Linguistic Cultures Standards			
5. Cultures: Standards will be able to gain cultural competence and understanding.			
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>	
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	I can understand a story about an axolotl.	
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.			
Section	Title	Can-Do/Description	
<i>Historieta 1</i>	<i>Vocabulario</i>	Story vocabulary	
<i>Historieta 2</i>	<i>Vocabulario</i>	Story vocabulary	
Lifelong Learning Standards			
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.			
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>	
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	I can understand a story about an axolotl.	
8. Communities			
Section	Title	Can-Do/Description	
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection	
Unidad 2: Escuela			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			

Section	Title	Mode	Can-Do/Description
<i>Historieta 1</i>	<i>Actividad 1: Opción múltiple</i>	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.
2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Evaluación</i>	PQA	Speaking	Interact with your teacher and others
3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language 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 Don's game of <i>Simón dice</i> .
<i>Historieta 2</i>	<i>Extensión: Actividad 3: ¡Cuéntame!</i>	Speaking	I can speak about Ignacia's story.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Extensión: Turismo en Samaná: ¡Cuéntame!</i>	Speaking	I can describe a picture of tourist boats in the Dominican Republic.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Extensión: Un volcán al fondo: ¡Cuéntame!</i>	Speaking	I can speak about my classroom.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Extensión: Karatecas caribeños: ¡Cuéntame!</i>	Speaking	I can speak about a karate class in the Dominican Republic.
<i>Evaluación</i>	<i>Historia larga: Extensión: Actividad 3: ¡Cuéntame!</i>	Speaking	I can speak about Camilo's story.
4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.			
Section	Title	Can-Do/Description	
<i>Evaluación</i>	PQA	Answer simple questions	
Linguistic Cultures Standards			
5. Cultures: Students will be able to gain cultural competence and understanding.			
Section	Title	Can-Do/Description	
<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.	

<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>El mundo en fotos: Un volcán al fondo</i>	I can understand a paragraph about volcanoes 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>Artículos: Mi escuela y la lotería</i>	I can understand a reading about a school in Spain.
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
Section	Title	Can-Do/Description
<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.
Lifelong Learning Standards		
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
Section	Title	Can-Do/Description
<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.
<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>El mundo en fotos: Un volcán al fondo</i>	I can understand a paragraph about volcanoes 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>Artículos: Mi escuela y la lotería</i>	I can understand a reading about a school in Spain.
8. Communities		
Section	Title	Can-Do/Description
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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