

## Alignment to the Mississippi World Languages Framework

### 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 Mississippi World Languages Framework. 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>Communication</b>  |   |          |   |
| <b>1. Interpersonal</b> – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.                                    |   |          |   |
| Section   | Title   | Mode     | Can-Do/Description                                |
| <i>Evaluación</i>   | PQA   | Speaking | I can respond correctly to my teacher.            |
| <b>2. Presentational Speaking</b> – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions. |   |          |   |
| 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.            |
| <b>4. Interpretive Listening</b> – Understand spoken words, phrases, and simple sentences related to  |   |          |   |

| everyday life and recognize pieces of information and the main topic of what is being said.   |   |           |   |
|---|---|-----------|---|
| Section   | Title   | Mode      | Can-Do/Description  |
| <i>Historieta 1</i>   | <i>Actividad 1: Opción múltiple</i>                 | Listening | I can understand the greetings in a story about Aliz.                       |
| <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>¡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>Evaluación</i>   | <i>Historia larga: Actividad 1: Opción múltiple</i> | Listening | I can understand a story about an axolotl.                                  |
| <i>Evaluación</i>   | <i>Historia larga: Actividad 2: Correspondiente</i> | Listening | I can identify characters' emotions.  |
| <b>5. Interpretive Reading</b> – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read. |   |           |   |
| Section   | Title   | Mode      | Can-Do/Description  |
| <i>Historieta 1</i>   | <i>Actividad 1: Opción múltiple</i>                 | Reading   | 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 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>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> | Reading | I can understand a story about an axolotl.                |

## Cultures

**1. Relating Cultural 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.          |

## Connections

**1. Making Connections** – 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   |
|------------------------|---|--|
| <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. |

**2. Acquiring Information and 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>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. |

| <b>Comparisons</b>   |                                      |  |
|--|--------------------------------------|--|
| <b>1. Language Comparisons</b> – Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. |                                      |  |
| <b>Section</b>   | <b>Title</b>                         | <b>Can-Do/Description</b>  |
| <i>Historieta 1</i>  | <i>Vocabulario</i>                   | Story vocabulary   |
| <i>Historieta 2</i>  | <i>Vocabulario</i>                   | Story vocabulary   |
| <b>2. Cultural Comparisons</b> – Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |                                      |  |
| <b>Section</b>   | <b>Title</b>                         | <b>Can-Do/Description</b>  |
| <i>Evaluación</i>  | <i>Historia larga: Antes de leer</i> | Story about <i>ajolotes</i>  |
| <b>Communities</b>   |                                      |  |
| <b>2. Lifelong Learning</b> – Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.  |                                      |  |
| <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 |

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