

Alignment to Massachusetts World Languages Curriculum Framework
Voces® Nuestra historia: Primaria 2 ~Units 1–3

Nuestra historia: Primaria 2 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. *Primaria 2* will take your elementary school students from Novice-Mid through Novice-Mid/High 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 three units of *Nuestra historia: Primaria 2* 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: Familia y amigos			
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	I can understand a story about making piñatas.
<i>Historieta 1</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match details from Marisa’s story.
<i>Historieta 2</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand a story about Lidia visiting her family in Colombia.
<i>Historieta 2</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match details from Lidia’s story on the coffee farm.
<i>Historieta 3</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand a story about the wedding of Rosa’s sister.
<i>Historieta 3</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match details about the wedding of Rosa’s sister.
<i>¡Extra! ¡Extra!</i>	<i>Nuestra amiga Jessie Feliz: Episodio 1</i>	Listening	Understand what Jessie says
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Rosa y la patarasca colombiana</i>	Reading	I can understand a reading about Rosa preparing watermelon juice.

<i>¡Extra! ¡Extra!</i>	<i>Artículos: La sorpresa de Lidia</i>	Reading	I can understand a reading about Lidia exploring the forests of Colombia.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Jugamos a la lotería!</i>	Reading	I can understand a paragraph about <i>la lotería</i> .
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>	Reading	I can understand a paragraph about birthdays in Colombia.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Una familia en México</i>	Reading	I can understand a paragraph about a family in Mexico City.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	Listening	I can understand a story about the birthday party of Esteban's sister.

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

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>¡Extra! ¡Extra!</i>	<i>Artículos: Rosa y la patarasca colombiana</i>	Reading	I can understand a reading about Rosa preparing watermelon juice.

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	Ask and answer simple questions

Linguistic Cultures Standards

5. Cultures: Standards will be able to gain cultural competence and understanding.

Section	Title	Can-Do/Description
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<i>¡Extra! ¡Extra!</i>	<i>Artículos: La sorpresa de Lidia</i>	I can understand a reading about Lidia exploring the forests of Colombia.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Jugamos a la lotería!</i>	I can understand a paragraph about <i>la lotería</i> .
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>	I can understand a paragraph about birthdays in Colombia.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Una familia en México</i>	I can understand a paragraph about a family in Mexico City.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	I can understand a story about the birthday party of Esteban's sister.

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 family and friends.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	I can understand a story about the birthday party of Esteban's sister.

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>Artículos: La sorpresa de Lidia</i>	I can understand a reading about Lidia exploring the forests of Colombia.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Jugamos a la lotería!</i>	I can understand a paragraph about <i>la lotería</i> .
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Feliz cumpleaños a ti!</i>	I can understand a paragraph about birthdays in Colombia.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Una familia en México</i>	I can understand a paragraph about a family in Mexico City.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	I can understand a story about the birthday party of Esteban's sister.

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
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<i>Historieta 1</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand Rosa's story about the pirinola.
<i>Historieta 1</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match Rosa's classmates to the items they are holding.
<i>Historieta 2</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand Dex's story about paying attention.
<i>Historieta 2</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match details from Dex's story about paying attention.
<i>Historieta 3</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand Manuel's story about baseball.
<i>Historieta 3</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match details from Manuel's story about baseball.
<i>¡Extra! ¡Extra!</i>	<i>Videos: Nuestra amiga: Jessie Feliz: Episodio 2</i>	Listening	Understand some of what Jessie says.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Los chistes de Dex: Dex está en Puerto Rico</i>	Reading	Understand a story about Puerto Rico.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El arte de Luis: Su personaje favorito</i>	Reading	Understand a story about someone's favorite person.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El patio de recreo en la República Dominicana</i>	Reading	I can understand a paragraph about a school playground.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los estudiantes en Argentina</i>	Reading	I can understand a paragraph about students in Argentina.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Una escuela en la República Dominicana</i>	Reading	I can understand a paragraph about a school in the Dominican Republic.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	Listening	I can understand Luis's story about zamba.
<i>Evaluación</i>	<i>Historia larga: Actividad 2: Correspondiente</i>	Reading	I can match details from Luis's story about zamba.
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 the teacher

- 1. 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>¡Extra! ¡Extra!</i>	<i>Artículos: Los chistes de Dex: Dex está en Puerto Rico</i>	Speaking	Answer simple questions that relate to the story
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El arte de Luis: Su personaje favorito</i>	Speaking	Answer simple questions that relate to the story
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El patio de recreo en la República Dominicana</i>	Speaking	Answer simple questions that relate to the 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: El patio de recreo en la República Dominicana</i>	I can understand a paragraph about a school playground.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los estudiantes en Argentina</i>	I can understand a paragraph about students in Argentina.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Una escuela en la República Dominicana</i>	I can understand a paragraph about a school in the Dominican Republic.
<i>Evaluación</i>	<i>Historia larga</i>	I can understand Luis's story about zamba.

- 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 the house, and activities around the house.

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
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<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: El patio de recreo en la República Dominicana</i>	I can understand a paragraph about a school playground.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Los estudiantes en Argentina</i>	I can understand a paragraph about students in Argentina.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Una escuela en la República Dominicana</i>	I can understand a paragraph about a school in the Dominican Republic.	
<i>Evaluación</i>	<i>Historia larga</i>	I can understand Luis’s story about zamba.	
8. Communities			
Section	Title	Can-Do/Description	
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection	
Unidad 3: Pasatiempos y deportes			
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	I can understand a story about Esteban’s and Elisa’s rivalry.
<i>Historieta 1</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match actions to who does them from Esteban and Elisa’s story about rivalry.
<i>Historieta 2</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand a story about Marisa visiting Ecuador.
<i>Historieta 2</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match characters from Marisa’s story to the pastime they enjoy.
<i>Historieta 3</i>	<i>Actividad 1: Opción múltiple</i>	Listening	I can understand a story about Luis traveling to Michigan.
<i>Historieta 3</i>	<i>Actividad 2: Correspondiente</i>	Reading	I can match characters from Luis’s story to the location of their actions.
<i>¡Extra! ¡Extra!</i>	<i>Videos: Nuestra amiga Jessie Feliz: Episodio 3</i>	Listening	Understand some of what someone says in a video.

<i>¡Extra! ¡Extra!</i>	<i>Artículos: Los deportes con Esteban: Una competición en Panamá</i>	Reading	I can understand a story about Esteban learning about a sports competition.
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Rosa y el banano rosado</i>	Reading	I can understand a reading about Rosa discovering different types of bananas in Ecuador.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Jugamos al fútbol!</i>	Reading	I can understand a paragraph about playing soccer in Panama.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Vamos a la playa!</i>	Reading	I can understand a paragraph about a beach sport in Ecuador.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bocas del Toro</i>	Reading	I can understand a paragraph about a town in Panama.
<i>Evaluación</i>	<i>Historia larga: Actividad 1: Opción múltiple</i>	Listening	I can understand a story about Luis visiting Lidia.
<i>Evaluación</i>	<i>Historia larga: Actividad 2: Correspondiente</i>	Reading	I can match the characters from Luis and Lidia's story to who did the action.

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 the 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>¡Extra! ¡Extra!</i>	<i>Artículos: Los deportes con Esteban: Una competición en Panamá</i>	Speaking	Answer questions related to the story
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Rosa y el banano rosado</i>	Speaking	Answer questions related to the story

<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Jugamos al fútbol!</i>	Speaking	Answer questions related to the 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: Students will be able to gain cultural competence and understanding.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Los deportes con Esteban: Una competición en Panamá</i>	I can understand a story about Esteban learning about a sports competition.	
<i>¡Extra! ¡Extra!</i>	<i>Artículos: Rosa y el banano rosado</i>	I can understand a reading about Rosa discovering different types of bananas in Ecuador.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Jugamos al fútbol!</i>	I can understand a paragraph about playing soccer in Panama.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Vamos a la playa!</i>	I can understand a paragraph about a beach sport in Ecuador.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bocas del Toro</i>	I can understand a paragraph about a town in Panama.	
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 sports and pastimes.	
Lifelong Learning Standards			
9. 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>Artículos: Rosa y el banano rosado</i>	I can understand a reading about Rosa discovering different types of bananas in Ecuador.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: ¡Vamos a la playa!</i>	I can understand a paragraph about a beach sport in Ecuador.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bocas del Toro</i>	I can understand a paragraph about a town in Panama.	

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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