

Alignment to New Mexico World Readiness Standards for Learning Languages
Voces® Nuestra historia: Primaria 2 ~ Unit 1

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 unit one in *Primaria 2* aligns to New Mexico World Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: Familia y amigos | | | |
|---|---|-------------|---|
| Communication | | | |
| A. Interpersonal Communication: Learners interact and negotiate meaning in 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 |
| B. Interpretive Communication: Learners 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>Videos: 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. |

C. Presentational Communication: Learners present information, concepts, and ideas 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. |

Culture

A. Relating cultural practices to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.

| Section | Title | Can-Do/Description |
|------------------------|---|---|
| <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. |
| <i>¡Extra! ¡Extra!</i> | <i>Artículos: La sorpresa de Lidia</i> | I can understand a reading about Lidia exploring the forests of Colombia. |

B. Relating cultural products to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.

| Section | Title | Can-Do/Description |
|------------------------|--|--|
| <i>¡Extra! ¡Extra!</i> | <i>El mundo en fotos: ¡Jugamos a la lotería!</i> | I can understand a paragraph about <i>la lotería</i> . |

Connections

A. Making connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking to solve problems creatively.

| 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. |
| B. 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>¡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. |
| Comparisons | | |
| A. Language comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | | |
| 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. |
| <i>Evaluación</i> | PQA | Interact with the teacher and others |
| B. Cultural comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | | |
| 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. |
| Communities | | |
| A. School and global communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| Section | Title | Can-Do/Description |
| <i>Evaluación</i> | PQA | Interact with your teacher |
| B. Lifelong learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | | |
| Section | Title | Can-Do/Description |
| Can-Do Assessment | | 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.

