

Alignment to Oklahoma Standards for World 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 the Oklahoma Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Familia y amigos			
Goal 1 – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes			
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.

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

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.

Goal 2 – Culture: Interact with Cultural Competence and Understanding

Relating Cultural Practices to Perspectives: Learners use the target 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: ¡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.

Relating Cultural Products to Perspectives: Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures 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> .
Goal 3 – Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.		
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>¡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.
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.
Goal 4 – Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.		
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
Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of the 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.
Goal 5 – Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.		
Schools 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
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.

