

Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

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 Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Familia y amigos			
Knowledge and skills			
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:			
(A) Engage in oral and written exchanges of learned material to socialize and to provide and obtain information			
Section	Title	Mode	Can-Do/Description
<i>Evaluación</i>	PQA	Speaking	Interact with your teacher
(B) Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar 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) Present information using familiar words, phrases, and sentences to listeners and readers			
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.
2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:			
(A) Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) 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) Demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) 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> .	

3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:		
(A) Use resources (that may include technology) in the language and cultures being studied to gain access to information		
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> .
<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.
(B) Use the language to obtain, reinforce, or expand knowledge of other subject areas		
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.
4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:		
(A) Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied		
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) Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied		
(C) Demonstrate an understanding of the influence of one language and culture on another		
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.
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) Use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate		
Section	Title	Can-Do/Description
<i>Evaluación</i>	PQA	Interact with your teacher
(B) Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development		
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.

