

Alignment to the Alaska Content Standards for World Languages

Voces® Nuestra historia: Puentes

Nuestra historia: Puentes is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. *Puentes* will take your middle or high school students who have no prior experience in Spanish from Novice-Low through Novice-Mid/High levels of proficiency. 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 *Puentes* aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Los saludos y las emociones			
A. A student should be able to communicate in two or more languages, one of which is English.			
A1 –A student who meets the content standard should understand written and oral communication in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 1: Un regalo perfecto</i>	<i>Actividad 1: Empareja</i>	Reading	I can understand familiar statements from simple sentences in a story.
<i>Historieta 2: El cacerolazo</i>	<i>Actividad 1: Completa la frase</i>	Reading	Determine the appropriate sentence ending
<i>Historia larga 1: La cacerola nueva</i>	<i>Actividad 1: ¡A dibujar!</i>	Reading	I can represent the sequence of events from a story I've read.
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Actividad 2: Empareja</i>	Reading	I can identify some basic facts from familiar words and phrases when they are supported by visuals in a story.
<i>Historieta 3: Erika quiere practicar el español</i>	Interpretive Reading: <i>¡Bienvenidos!</i>	Reading	I can understand information presented on a sign.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Actividad 2: ¿Primero o segundo?</i>	Reading	I can recognize some events from a story timeline.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Listening	Listen to students introduce themselves
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Listening	Listen to students talk about their interests

<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Listening	Listen to students talk about their music preferences
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret an advertisement about Costa Rican food items. I can describe items of cultural significance in a Spanish-speaking country.
A2 – A student who meets the content standard should write and speak understandably in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 2: El cacerolazo</i>	<i>Actividad 3: Describe la escena</i>	Writing	Write a sentence to describe the picture
<i>Historia larga 2: El regalo mágico</i>	<i>Actividad 2: Secuencia</i>	Writing	I can write the sequence of events from a story about travel.
<i>Historia larga 2: El regalo mágico</i>	Presentational Writing: <i>El estudiante nuevo</i>	Writing	I can present information about a new student.
A3 –A student who meets the content standard should use two or more languages effectively in real life situations.			
Section	Title	Mode	Can-Do/Description
<i>Historieta 3: Erika quiere practicar el español</i>	Interpersonal Speaking: <i>Una amiga nueva</i>	Speaking	I can describe how I am feeling and ask about others' feelings.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Speaking	Introduce yourself to your classmates
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Speaking	Have simple conversations with your classmates about the sports you like to play
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Speaking	Have simple conversations with your classmates about the music you like
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can interact with people that I am meeting for the first time. I can identify social practices such as greetings, introductions, leave-taking, and

			thanking people.
Integrated Performance	Presentational Writing	Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.
A4 –A student who meets the content standard should use two or more languages to learn new information in academic subjects.			
Section	Title	Can-Do/Description	
<i>Historieta 2: El cacerolazo</i>	<i>Cultura breve: Paseo Bandera</i>	I can identify a landmark and its significance to people.	
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Cultura breve: Tamarindo</i>	I can identify places of interest and how they affect a country’s tourism industry.	
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Cultura breve: La cueca</i>	I can describe the cultural importance of a traditional dance.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bailes tradicionales</i>	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.	
B. A student should expand the student’s knowledge of peoples and cultures through language study.			
B1 –A student who meets the content standard should understand the relationship between language and culture.			
Section	Title	Can-Do/Description	
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.	
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “ <i>¡Pura vida!</i> ” in the Costa Rican lifestyle.	
B2 –A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.			
Section	Title	Can-Do/Description	
<i>Historieta 2: El cacerolazo</i>	<i>Cultura breve: Paseo Bandera</i>	I can identify a landmark and its significance to people.	
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Cultura breve: Tamarindo</i>	I can identify places of interest and how they affect a country’s tourism industry.	
<i>Cultura</i>	<i>Condorito</i>	I can identify a popular comic book series and describe its popularity.	
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos Isla de Pascua: moáis</i>	I can describe an important national monument.	

		I can identify a historical monument.
B3 –A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.		
Section	Title	Can-Do/Description
<i>Historieta 1: Un regalo perfecto</i>	<i>Cultura breve: La hora tica</i>	I can interpret how people in other cultures think about time.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Cultura breve: La cueca</i>	I can describe the cultural importance of a traditional dance.
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “¡Pura vida!” in the Costa Rican lifestyle.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bailes tradicionales</i>	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.
B5 –A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.		
Section	Title	Can-Do/Description
<i>Historieta 1: Un regalo perfecto</i>	<i>Nota de gramática: Verbos sin sujetos</i>	Determining subject from context
<i>Historieta 2: El cacerolazo</i>	<i>Nota de gramática: Tú Form</i>	The <i>tú</i> form of verbs
<i>Historieta 3: Erika quiere practicar el español</i>	<i>Nota de gramática: Formas plurales de verbos</i>	Verb endings in third person
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Nota de gramática: Me gusta</i>	Discussing likes
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “¡Pura vida!” in the Costa Rican lifestyle.
B6 –A student who meets the content standard should recognize through language study that all cultures contribute to the global society.		
Section	Title	Can-Do/Description
<i>Costa Rica y Chile</i>	<i>¡Visitemos Costa Rica!</i>	Learn about Costa Rica and its culture
<i>Costa Rica y Chile</i>	<i>¡Visitemos Chile!</i>	Learn about Chile and its culture
<i>Historieta 1: Un regalo perfecto</i>	<i>Cultura breve: La hora tica</i>	I can interpret how people in other cultures think about time.
<i>Historieta 2: El cacerolazo</i>	<i>Cultura breve: Paseo Bandera</i>	I can identify a landmark and its significance to people.

<i>Historieta 3: Erika quiere practicar el español</i>	<i>Cultura breve: Tamarindo</i>	I can identify places of interest and how they affect a country's tourism industry.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Cultura breve: La cueca</i>	I can describe the cultural importance of a traditional dance.
<i>Cultura</i>	<i>¡Habla como un tico!</i>	I can explain how Costa Rican speech differs from that of other Latin American countries.
<i>Cultura</i>	<i>Condorito</i>	I can identify a popular comic book series and describe its popularity.
<i>Cultura</i>	<i>¡Pura Vida!</i>	I can explain the importance of the phrase “¡Pura vida!” in the Costa Rican lifestyle.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos Isla de Pascua: moáis</i>	I can describe an important national monument. I can identify a historical monument.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos: Bailes tradicionales</i>	I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance.

C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

C1 –A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen pals, and travel.

Section	Title	Can-Do/Description
<i>Historieta 3: Erika quiere practicar el español</i>	Interpretive Reading: <i>¡Bienvenidos!</i>	I can understand information presented on a sign.
Integrated Performance Assessment	Interpretive Reading	I can interpret an advertisement about Costa Rican food items. I can describe items of cultural significance in a Spanish-speaking country.
Integrated Performance Assessment	Interpersonal Speaking	I can interact with people that I am meeting for the first time. I can identify social practices such as greetings, introductions, leave-taking, and thanking people.
Integrated Performance	Presentational Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.

C4 –A student who meets the content standard should apply language skills and cultural knowledge to

enhance the student's intellectual and social growth and to promote lifelong learning.		
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.

