

Alignment to Kentucky Standard for World Language Proficiency
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 Kentucky Standard for World Language Proficiency. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unidad 1: Los saludos y las emociones | | | |
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| Language Competencies | | | |
| 1. Interpretive Listening (IL) and Reading (IR) – I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. | | | |
| 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 |
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| 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. |
| 2. Interpersonal Communication (IC) – I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context. | | | |
| 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. |
| 3. Presentational Speaking (PS) and Writing (PW) – I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context. | | | |
| 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 |

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| | | | new student. |
| Integrated Performance Assessment | Presentational Writing | Writing | I can write a variety of simple messages in a social media post. I can write sentences expressing emotions. |
| Intercultural Competencies | | | |
| 4. Investigation of Cultural Products and Practices (CPP) – I can use my language skills to investigate the world beyond my immediate environment. | | | |
| Section | Title | Can-Do/Description | |
| Costa Rica y Chile | ¡Visitemos Costa Rica! | Learn about Costa Rica and its culture | |
| Costa Rica y Chile | ¡Visitemos Chile! | Learn about Chile and its culture | |
| Historieta 1: Un regalo perfecto | Cultura breve: La hora tica | I can interpret how people in other cultures think about time. | |
| Historieta 3: Erika quiere practicar el español | Cultura breve: Tamarindo | I can identify places of interest and how they affect a country’s tourism industry. | |
| Historieta 4: Héctor no quiere bailar | Cultura breve: La cueca | I can describe the cultural importance of a traditional dance. | |
| Cultura | ¡Habla como un tico! | I can explain how Costa Rican speech differs from that of other Latin American countries. | |
| Cultura | ¡Pura Vida! | I can explain the importance of the phrase “¡Pura vida!” in the Costa Rican lifestyle. | |
| Cultura | Condorito | I can identify a popular comic book series and describe its popularity. | |
| Cultura | Lección cultural: El cacerolazo Comprensión | I can describe a cacerolazo and tell its international importance. | |
| ¡Extra! ¡Extra! | El mundo en fotos: Bailes tradicionales | I can talk about dancing. I can identify a traditional dance and understand basic elements of the dance. | |
| 5. Understanding of Cultural Perspectives (CP) – I can use my language skills to recognize and understand other’s ways of thinking as well as my own. | | | |
| Section | Title | Can-Do/Description | |
| Historieta 1: Un regalo perfecto | Cultura breve: La hora tica | I can interpret how people in other cultures think about time. | |
| Historieta 3: Erika quiere practicar el español | Cultura breve: Tamarindo | I can identify places of interest and how they affect a country’s tourism industry. | |
| Historieta 4: Héctor no | Cultura breve: La cueca | I can describe the cultural | |

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| <i>quiere bailar</i> | | 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 “ <i>¡Pura vida!</i> ” 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. |
| 6. Participation in Cultural Interaction (CIA) – I can use my language skills and cultural understanding to interact in a cultural context other than my own. | | |
| 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. |
| <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>¡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. |
| <i>Costa Rica y Chile</i> | <i>En mi comunidad</i> | I can use the Spanish language both within and beyond my classroom to interact and |

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| | | collaborate in my community and the globalized world. |
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