

Alignment to Maine's Learning Results – World Languages Standards
Voces® Nuestra historia: Puentes~ Unit1

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 Maine's Learning Results – World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Los saludos y las emociones			
A. Communication: Students communicate in the target language.			
A1. Interpersonal: Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences.			
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.
A2. Interpretive: Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
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.
A3. Presentational: Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.			
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.
Integrated Performance	Presentational Writing	Writing	I can write a variety of

Assessment			simple messages in a social media post. I can write sentences expressing emotions.
A4. Language Comparisons: Students compare the target language with English in order to better understand language systems.			
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 “ <i>¡Pura vida!</i> ” in the Costa Rican lifestyle.	
B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.			
B1. Practices and Perspectives: Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.			
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 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>¡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.
B3. Comparisons with Own Culture: Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.		
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. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.		
C1. Knowledge of Other Learning Results Content Areas: Students apply information acquired in other learning results content areas to further their knowledge and skills in the target language.		
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.
C2. Distinctive Viewpoints: Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.		
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 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>¡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.
D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
D1. Communities: Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).		
Section	Title	Can-Do/Description
<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 collaborate in my community and the globalized world.
Can-Do Assessment		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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