

Alignment to the Proposed New York State Learning Standards for World Languages
Voces® Nuestra historia: Puentes~ Unit 1

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 proposed New York State Learning 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			
Anchor Standard 1: Communication			
Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1.1: Interpretive Communication			
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.			
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.
Benchmark Standard 1.2: Interpersonal Communication Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.			
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.
Benchmark Standard 1.3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.			
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>	Presentation Writing: <i>El estudiante nuevo</i>	Writing	I can present information about a new student.
Integrated Performance Assessment	Presentation Writing	Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.

Anchor Standard 2: Cultures

Benchmark Standard 2.1: Relating Cultural Practices and Products to Perspectives

Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they reveal.

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 “¡Pura vida!” in the Costa Rican lifestyle.
<i>Cultura</i>	<i>Condorito</i>	I can identify a popular comic book series and describe its popularity.
<i>Cultura</i>	<i>Lección cultural: El cacerolazo</i> <i>Comprensión</i>	I can describe a <i>cacerolazo</i> and tell its international importance.
<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.

Benchmark Standard 2.2: Cultural Comparisons

Learners use the target language to reveal and compare the products and practices of the cultures studied and their own.

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.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

