

**Alignment to Ohio's New Learning Standards: World Languages Grades 9-12**  
**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 Ohio's New Learning Standards: World Languages Grades 9-12. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Unidad 1: Los saludos y las emociones</b>			
<b>Communication Standard</b>			
Communicate effectively in languages other than English in person and via technology.			
<b>Interpersonal Communication</b>			
Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings, and opinions.			
<b>Interpersonal Listening and Speaking or Signing</b>			
Investigate intercultural products, practices and perspectives			
Interact with culturally appropriate language and behaviors			
Exchange information and ideas			
Meet personal needs or address situations			
Express, react to and support preferences, opinions or viewpoints			
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.
<b>Interpretive Communication</b> Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.			
<b>Interpretive Listening and Viewing</b> Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend overheard or observed conversations			
Section	Title	Mode	Can-Do/Description
<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
<b>Interpretive Reading</b> Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend written conversations			
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.
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.
<b>Presentational Communication</b> Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoke, written or signed language when negotiation of meaning is not possible.			
<b>Presentational Speaking or Signing</b> Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Provide instructions Narrate about life, events or experiences Support a preference, opinion, viewpoint or argument			
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 Assessment	Presentational Writing	Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.
<b>Cultures Standard</b> Interact with cultural competence using knowledge and understanding of native and other cultures.			
<b>Interpretive Intercultural Communication (INT-C)</b> Investigate intercultural products, practices and perspectives Compare intercultural behaviors Comprehend authentic texts that are spoken, written or signed			
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>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.
<b>Interpersonal Intercultural Communication (INP-C)</b> Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support opinions or viewpoints		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>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.
<b>Interpersonal Literacy (INP-LIT)</b> Communicate, react and show interest Continue and extend conversations Increase comprehensibility and clarity of expression Infer meaning of unfamiliar language Select, use and cite resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<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>	Interpersonal Speaking: <i>Una amiga nueva</i>	I can describe how I am feeling and ask about others' feelings.
<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>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Introduce yourself to your classmates
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	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>	Have simple conversations with your classmates about the music you like
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.
<b>Presentational Intercultural Communication (P-C)</b> Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Narrate about life, events or experiences Support preferences, opinions or viewpoints		
Section	Title	Can-Do/Description
<i>Historieta 2: El cacerolazo</i>	<i>Actividad 3: Describe la escena</i>	Write a sentence to describe the picture
<i>Historia larga 2: El regalo mágico</i>	<i>Actividad 2: Secuencia</i>	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>	I can present information about a new student.
Integrated Performance Assessment	Presentational Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.

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