

Alignment to World Language Standards of Learning for Virginia Public Schools
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 World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unidad 1: Los saludos y las emociones		
Interpretive Communication		
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode) 1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. 1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. 1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
Section	Title	Can-Do/Description
<i>Historieta 1: Un regalo perfecto</i>	<i>Actividad 1: Empareja</i>	I can understand familiar statements from simple sentences in a story.
<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>Actividad 1: Completa la frase</i>	Determine the appropriate sentence ending
<i>Historia larga 1: La cacerola nueva</i>	<i>Actividad 1: ¡A dibujar!</i>	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>	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>	I can understand information presented on a sign.
<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>Historieta 4: Héctor no quiere bailar</i>	<i>Actividad 2: ¿Primero o segundo?</i>	I can recognize some events from a story timeline.
<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.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Listen to students introduce themselves
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Listen to students talk about their interests
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Listen to students talk about their music preferences
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.
STANDARD 2: Compare Intercultural Behaviors 2.NL Recognize a few very simple behaviors in other cultures. 2.NM Identify familiar or everyday behaviors in other cultures. 2.NH Identify and compare familiar or everyday behaviors in native and other cultures.		
Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Listen to students introduce themselves
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Listen to students talk about their interests
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Listen to students talk about their music preferences
<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 “ <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.
STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed 3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations. 3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.		
Section	Title	Can-Do/Description

<i>Historieta 1: Un regalo perfecto</i>	<i>Actividad 1: Empareja</i>	I can understand familiar statements from simple sentences in a story.
<i>Historieta 2: El cacerolazo</i>	<i>Actividad 1: Completa la frase</i>	Determine the appropriate sentence ending
<i>Historia larga 1: La cacerola nueva</i>	<i>Actividad 1: ¡A dibujar!</i>	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>	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>	I can understand information presented on a sign.
<i>Historieta 4: Héctor no quiere bailar</i>	<i>Actividad 2: ¿Primero o segundo?</i>	I can recognize some events from a story timeline.
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.

Interpersonal Communication

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

Section	Title	Can-Do/Description
<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>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.
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.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally in appropriate behaviors

Section	Title	Can-Do/Description
<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>¡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.
<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.

STANDARD 6: Exchange Information and Ideas

6.NL Provide basic oral or signed information on very familiar topics.

6.NM Request and share simple oral or signed information on familiar or everyday topics.

6.NH Request and share oral or signed information on familiar and everyday topics.

Section	Title	Can-Do/Description
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<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>¡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.
<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.

STANDARD 7: Meet Personal Needs or Address Situations

7.NL Express a few basic personal needs in very familiar situations.

7.NM Express basic needs in familiar or everyday situations.

7.NH Interact with others to meet basic needs in familiar and everyday situations.

Section	Title	Can-Do/Description
<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>¡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.
<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.

STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints

8.NL Express a few basic preferences or feelings.

8.NM Express basic preferences or feelings and react to those of others.

8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

Section	Title	Can-Do/Description
<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>¡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.
<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.

Presentational Communication**STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)**

9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

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.
<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>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 “ <i>¡Pura vida!</i> ” in the Costa Rican lifestyle.
<i>¡Extra! ¡Extra!</i>	<i>El mundo en fotos</i> <i>Isla de Pascua: moáis</i>	I can describe an important national monument. I can identify a historical monument.
<i>Historia larga 2: El regalo mágico</i>	Presentation Writing: <i>El estudiante nuevo</i>	I can present information about a new student.
Integrated Performance Assessment	Presentation Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.
10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.
10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

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.

STANDARD 11: Inform, Describe, Explain, or Provide Instruction

11.NL Name very familiar people, places, and objects.
11.NM Give simple information about very familiar topics.
11.NH Give simple descriptions of familiar and everyday topics.

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.
<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>	Presentation Writing: <i>El estudiante nuevo</i>	I can present information about a new student.
Integrated Performance Assessment	Presentation Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.

STANDARD 12: Narrate About Life, Events, or Experiences 12.NL Provide very basic details about self. 12.NM Provide simple details about self, interests, and activities. 12.NH Provide details about personal life, interests, and activities.		
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.
<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.
STANDARD 13: Support Preferences, Opinions, or Viewpoints 13.NL Express likes and dislikes about very familiar topics from native and other cultures. 13.NM Express likes and dislikes about familiar topics from native and other cultures. 13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.		
Section	Title	Can-Do/Description
<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.
<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.
Communicative Literacy		
STANDARD 14: Develop Interpretive Literacy 14.1 Infer Meaning and Nuances of Texts 14.2 Recognize and Use Organizational Features of Texts 14.3 Apply Self-Questioning Skills 14.4 Make Text Connections 14.5 Select, Use and Cite Resources		
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>	Interpretive Reading: <i>¡Bienvenidos!</i>	I can understand information presented on a sign.
<i>Cultura</i>	<i>Condorito</i>	I can identify a popular comic book series and describe its popularity.
Integrated Performance Assessment	Interpretive Reading	I can interpret an advertisement about Costa Rican food items.
STANDARD 15: Develop Interpersonal Literacy 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources		
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.
<i>Historia larga 2: El regalo mágico</i>	Presentation Writing: <i>El estudiante nuevo</i>	I can present information about a new student.
Integrated Performance Assessment	Presentation Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Cómo te llamas y de dónde eres?</i>	Listen to students introduce themselves
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué te gusta jugar con los amigos?</i>	Listen to students talk about their interests
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Qué música te gusta escuchar?</i>	Listen to students talk about their music preferences
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.
STANDARD 16: Develop Presentational Literacy 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources		
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>	Presentation Writing: <i>El estudiante nuevo</i>	I can present information about a new student.
Integrated Performance Assessment	Presentation Writing	I can write a variety of simple messages in a social media post. I can write sentences expressing emotions.
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.

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