

**Voces® Nuestra historia Level 4 Digital Courseware Unit 1 Alignment to ACTFL’s World-Readiness Standards for Learning Languages**

*Nuestra historia* Level 4 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 4 will take your middle or high school students from an Intermediate-mid level of proficiency to an Intermediate-high level of proficiency and beyond.

This standards-based online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

Please explore the chart below to learn how Unit 1 in Level 4 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Unidad 1: ¿Qué crees?</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Historieta 3: La boda perfecta</i>	<i>Actividad 3: Habla con Elena</i>	Speaking	I can talk about family traditions.
<i>Historieta 1: Una vida desgastada</i>	Interpersonal Writing: <i>Hogar, dulce hogar</i>	Writing	I can exchange emails about my and others' personal beliefs.
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 5: Una carta de Isaac</i>	Writing	I can give advice to a friend.
<i>Historieta 3: La boda perfecta</i>	Interpersonal Writing: <i>La boda perfecta</i>	Writing	I can write about traditions in other countries.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange emails about belief and identity.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Historieta 2: «El Asesinillo»</i>	Interpretive Reading: <i>Los jóvenes víctimas de la narcoviencia</i>	Reading	I can read an article about families and their hardships.
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 2: Contesta las preguntas</i>	Reading	I can read a story about love.

<i>¡Extra! ¡Extra!</i>	<i>Artículos: La santería: ¿religión, cultura o identidad?</i>	Reading	I can read an article.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Actividad 1: Orden cronológico</i>	Reading	I can read a biography.
<i>Historieta 1: Una vida desgastada</i>	Interpretive Listening: <i>Una peruana le pregunta al presidente</i>	Listening	I can understand a video about life in Peru.
<i>¡Extra! ¡Extra!</i>	Dreaming Spanish with Pablo: <i>El País Vasco</i>	Listening	I can understand a video about the history and culture of a region in Spain.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand a text about belief and identity.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Historia larga: La guayabera</i>	Presentational Speaking: <i>La identidad es una cosa compleja</i>	Speaking	I can talk about public and private identities.
<i>Historia larga: La guayabera</i>	<i>Actividad 3: Presentación</i>	Speaking	I can talk about cultural identity.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
<i>Historieta 2: «El Asesinillo»</i>	Presentational Writing: <i>Los niños se merecen más</i>	Writing	I can write an article about the effects of violence on families.
<i>Historia larga: La guayabera</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can retell a story.
<i>Historieta 2: «El Asesinillo»</i>	<i>Actividad 5: Una carta a Graciela</i>	Writing	I can write a persuasive letter.
<i>Historieta 1: Una vida desgastada</i>	<i>Actividad 3: Predicciones</i>	Writing	I can make predictions about characters in a story.

<i>Historieta 2: «El Asesinillo»</i>	<i>Actividad 3: Ensayo persuasivo (a escribir)</i>	Writing	I can write a persuasive essay.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentational Speaking Task	Speaking	I can talk about people's beliefs and identities, and explain how our identities are shaped by those beliefs.

## 2. Culture

### 2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>¡Extra! ¡Extra!</i>	<i>Panorama: Un funeral en Chichicastenango, Guatemala</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artefactos y rituales en la religión</i>	Religious artefacts and practices in Chile

### 2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
<i>Historia larga: La guayabera</i>	<i>Historia larga: La guayabera</i>	A reading about the traditional shirt worn in Cuba.
<i>Historieta 1: Una vida desgastada</i>	<i>Versión alternativa: Una vida desgastada</i>	A man considers exchanging his life of luxury in the US for a life in Peru.

## 3. Connections

### 3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Section	Title	Can-Do/Description
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<i>Historieta 3: La boda perfecta</i>	<i>Actividad 1: Mapamundi</i>	I can read about customs.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: Bartolomé de las Casas</i>	A reading about a historical figure that fought for the rights of the indigenous populations in the Americas
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historia larga: La guayabera</i>	<i>Actividad 1: La mejor descripción</i>	I can read a story about cultural identity.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comprensión</i>	I can understand a video about someone's cultural identity.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Historieta 1: Una vida desgastada</i>	<i>Nota de gramática</i>	Review of All the Tenses
<i>Historieta 2: «El Asesinillo»</i>	<i>Nota de gramática</i>	Subjunctive vs. Indicative with Impersonal Expressions
<i>Historieta 3: La boda perfecta</i>	<i>Atención</i>	Past Subjunctive
<i>Historieta 3: La boda perfecta</i>	<i>Atención</i>	<i>Haber:</i> Past, Present, and Future Conditional
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!</i>	<i>Dreaming Spanish with Pablo: Machu Picchu</i>	I can understand a video about an ancient culture.
<i>¡Extra! ¡Extra!</i>	<i>Entrevista: Comparación cultural</i>	I can compare and contrast Venezuelan cultural identity with the cultural identity of my country, region, and/or people.
<b>5. Communities</b>		

<b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
<i>¡Extra! ¡Extra!: Entrevista: Comparación cultural</i>		Identifying symbols of local and national identity
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements