



Alignment to the Proposed New York State World Languages Learning Standards
Voces® Nuestra historia 3

Nuestra historia Level 3 is an interactive Spanish Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 3 will take your middle or high school students from a Novice-High level of proficiency to an Intermediate-Mid 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.

This document illustrates how unit one in *Nuestra historia 3* aligns to the proposed New York State World Languages Learning Standards. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unidad 1: ¿Qué es el arte?			
Anchor Standard: Communication			
Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1: Interpretive Communication			
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.			
Section	Title	Mode	Can-Do
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Actividad 2: Escucha y empareja</i>	Listening	I can understand descriptions of artwork.
<i>Historieta 2: Las arpilleras modernas</i>	<i>Actividad 3: Causa y efecto</i>	Reading	I can understand the relationship between cause and effect in a story.
<i>Historieta 2: Las arpilleras modernas</i>	Interpretive Listening: <i>Las arpilleras</i>	Listening	I can understand the importance of art in history or culture.
<i>Historieta 3: El arte es una mentira</i>	Interpretive Reading: <i>Guernica</i>	Reading	I can read about popular works of art by a famous artist.
<i>Historia larga: Un inolvidable tour del mejor arte</i>	<i>Actividad 1: La mejor descripción</i>	Listening	I can understand a story about the meaning and significance of art.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: La muñeca sin rostro</i>	Listening	I can understand someone talking about a handicraft.

<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: El arte indígena</i>	Listening	I can understand someone talking about indigenous art.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada</i>	Reading	I can understand a biography.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read about the meaning and significance of art.

Benchmark Standard 2: Interpersonal Communication

Learners interact and negotiate meaning in spontaneous, spoken, visual, or written conversations to exchange information and express feelings, preferences, and opinions.

Section	Title	Mode	Can-Do
<i>Historieta 1: Una experiencia inolvidable</i>	Interpersonal Speaking: <i>Invitación a una exposición de arte</i>	Speaking	I can participate in a conversation about a work of art. I can accept and reject invitations in culturally appropriate ways.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 5: Habla con Pablo</i>	Speaking	I can participate in a conversation about art.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can participate in a conversation about the cultural and historical significance of art.

Benchmark Standard 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 1: Una experiencia inolvidable</i>	<i>Actividad 5: Un final alternativo</i>	Writing	I can write a new ending to the story.
<i>Historieta 1: Una experiencia inolvidable</i>	Presentational Writing: <i>Crítico de arte</i>	Writing	I can form and express opinions about art.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story.
<i>Historieta 1: Una experiencia inolvidable</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story.
<i>Historieta 2: Las arpilleras modernas</i>	Presentational Speaking: <i>Arpilleras de Chile</i>	Speaking	I can recognize symbols in art that define a nation and reflect culture.
<i>Historieta 2: Las arpilleras modernas</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story.

<i>Historieta 2: Las arpilleras modernas</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story.
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 3: Cuéntame la historia</i>	Speaking	I can retell a story about a famous artist.
<i>Historieta 3: El arte es una mentira</i>	<i>Nuestra historia - oral</i>	Speaking	Retell the class story.
<i>Historieta 3: El arte es una mentira</i>	<i>Nuestra historia - escritura</i>	Writing	Retell the class story.
<i>Historia larga: Un inolvidable tour del mejor arte</i>	<i>Actividad 4: Cuéntame la historia</i>	Writing	I can write a story about the meaning and significance of art.
<i>Profe Loco</i>	<i>Charla de la imagen</i>	Speaking	Describe a piece of art.
<i>Profe Loco</i>	<i>Mira y escribe</i>	Writing	Describe a piece of art.
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	Speaking	I can investigate products and perspectives in my own and other communities. I can talk about icons in my own community.
<i>Revisión y evaluación</i>	<i>¡Mi historia original!</i>	Writing	I can write an original story.
<i>Revisión y evaluación</i>	<i>Cuéntanos una historia original</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write my point of view about the cultural and historical significance of art.
Anchor Standard: Cultures			
Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.			
Benchmark Standard 4: 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 suggest.			
Section	Title	Can-Do/Description	
<i>¡Extra! ¡Extra!</i>	<i>Artículos: El origen de los alebrijes</i>	I can investigate the origin, meaning, and significance of a handicraft.	
<i>¡Extra! ¡Extra!</i>	<i>Entrevistas: ¿Y tú? ¿Qué nos cuentas?</i>	I can investigate products and perspectives in my own and other	

		communities. I can talk about icons in my own community.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Arte callejero</i>	View and discuss graffiti from Bogota, Colombia.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Ciudad perdida de los incas</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Incan culture.
<i>¡Extra! ¡Extra!</i>	<i>Panoramas: Artesanías mayas</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Mayan culture.
Benchmark Standard 5: Cultural Comparisons		
Learners use the target language to compare the products and practices of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Historieta 3: El arte es una mentira</i>	<i>Actividad 2: Una persona famosa</i>	Read about and discuss famous people.
<i>¡Extra! ¡Extra!</i>	<i>PechaKucha: Artesanías de diferentes países de América Latina</i>	View and discuss handicrafts from throughout the Spanish-speaking world.
<i>¡Extra! ¡Extra!</i>	<i>Biografía: José Guadalupe Posada: Actividad 4: Escribe</i>	Discuss the work of José Guadalupe Posada.

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

