

NUESTRA HISTORIA

Nuestra historia brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative abilities and intercultural understanding.

Overview of *Nuestra historia 1*

Each unit in *Nuestra historia 1* is based on a different **AP® subtheme** and focuses on **two Spanish-speaking countries**. These two “drivers” of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 1 include:

- **Stories:** Each *historieta* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
 - Total Physical Response (TPR®)
 - Personalized Questions and Answers (PQAs)
 - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational tasks in all communicative modes (i.e. writing, speaking, reading, and listening) draw from and expand on what students were exposed to in the *historietas* and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Historias largas* increase interactions with the structures presented in the *historietas*. The *historias largas* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Señor Jordan and Profe Loco CI Videos:** Both video series focus on the target structures in the unit, and provide highly engaging, often hilarious, and always compelling interactions with a unit's target structures.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
 - *Artículos* that highlight global issues in a scaffolded series of comprehensible texts.
 - *Notas culturales* that offer compelling cultural insights on each unit's target countries.
 - *Entrevistas* that present the perspectives and experiences of native speakers from around the Spanish-speaking world.
 - *El mundo en fotos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
 - Panoramas that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
 - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.

- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both the student and the teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very “real” experience that draws on students’ interpretive, interpersonal, and presentational skills.

As you can see, *Nuestra historia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students’ proficiency levels.

Pacing for *Unidad 1*

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 1*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you’re saying interesting, then keep going! You are providing **Comprehensible Input**, and that’s what matters most. Don’t let a schedule stop you.

Also keep in mind that *Nuestra historia 1* can be customized and edited to suit your and your students’ needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc. and introducing your daily objectives using the included Can-Do statements and/or conducting a *Nuestra clase, nuestra historia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, they can log in to *Nuestra historia* and play games. Learn more about the Voces Game Center [here](#).

Exit Tickets and Blank Comics are referred to throughout the Pacing Guide. These are downloadable resources, which can be found under Additional Resources in the Resource Library in the Teacher’s Panel.

As you look over the Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower. Take the time to discover your “flow.”

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input

approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit using the Voces Editor, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel, like *La madre perfecta*.

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials—for instance, the *Historia largas* which consist of mostly review material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

Finally, remember that there is value in varying how you present the material. For example, read one story out loud, play the native speaker audio to another story, and then let students act out scenes from the next story. Similarly, you may do Personalized Questions and Answers (PQAs) for one *historieta* and then use a Story Script for the next *historieta*. By mixing things up and delivering content in a variety of ways, you're more likely to keep your students interested in the material. You are also more likely to have fun and grow more as a teacher!

Note: The Pacing Guide assumes a situation where the teacher has students set up in their account and students have access to their own devices in class. This situation allows teachers to assign work, differentiate assignments, and grade those assignments, all within *Nuestra historia*. This situation also allows for teachers to move from projecting *Nuestra historia* in class to having students log. If you don't have student accounts, you can still follow much of the Pacing Guide, but you will have to modify some aspects of it.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
5		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can talk about places, celebrations, and customs in other countries.	
15	<i>México y Guatemala</i> Descubre México y Guatemala	Present each slideshow of pictures. Use the scripts provided to ask students questions about the pictures and countries. <u>Tip!</u> Use the editor and add your own pictures from your travels to these countries or from around the internet.	Project for class.
10	<i>México y Guatemala</i> Descubre México y Guatemala	Once students have been introduced to both countries, have them complete the survey. When everyone has taken the survey, project the survey results for all to see and discuss them as a class. <u>Tip!</u> Choose a student and ask: What country did you choose? Why would you prefer to visit that country? You can ask in Spanish, but if you want to assess them on what they understood from your presentation, then asking them in	Assign beforehand. Students log in and go to page.

		English and accepting answers in English is fine, especially for Novice-level students.	
10	<i>México y Guatemala</i> Visitemos México	Explore Mexican culture more by looking at the pictures and map. Choose a few questions from the ones at the bottom of the page to ask your students or just look and comment on the pictures. <u>Tip!</u> Double click any image to make it full screen.	Project for class.
10	<i>México y Guatemala</i> Visitemos Guatemala	Explore Guatemalan culture more by looking at the pictures and map. Choose a few questions from the ones at the bottom of the page to ask your students or just look and comment on the pictures. <u>Tip!</u> Double click any image to make it full screen.	Project for class.
-	Exit Ticket	As an exit ticket, have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Boleto de salida</i> templates in the Resource Library, which you would need to print out in advance. The <i>Actualización de estado</i> template prompts students to give a status update, like they would on a social media site, and the <i>Hoy aprendí</i> template prompts students to write down what they learned on this day.	Students log in.
Tuesday			
10-15	<i>Historieta 1: Necesita un lápiz</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. Choose one student—ideally one of your more outgoing students for this first time—and “interview” them, asking some of the questions from the chart. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about the presenting student. English responses are appropriate at this stage.	Project for class.
15	<i>Historieta 1: Necesita un lápiz</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: Necesita un lápiz</i> . There are directions for introducing the structures using TPR on the page.	Project for class.
25	<i>Historieta 1: Necesita un lápiz</i> Preguntas personales	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout.	Project for class.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	Students complete exit ticket.
Wednesday			
10-	<i>Historieta 1:</i>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i>	Project for

15	<i>Necesita un lápiz</i> Preguntas personales	routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	class.
5	<i>Historieta 1: Necesita un lápiz</i> Vocabulario importante	Project the <i>Vocabulario importante</i> and reestablish meaning. <u>Tip!</u> You could use some of the questions from the PQAs from the day before, reviewing what you did, and reestablishing the meaning of the structures.	Project for class.
15	<i>Historieta 1: Necesita un lápiz</i> Necesita un lápiz	Project the first story, <i>Necesita un lápiz</i> . Make sure the structures and their definitions are visible for students to see. Then read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
5	<i>Historieta 1: Necesita un lápiz</i> Necesita un lápiz	When you are done reading the story, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but directed toward your quieter kids).	Project for class.
15	<i>Historieta 1: Necesita un lápiz</i> Actividad 1: Opción múltiple Actividad 2: ¿Cierto o falso?	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	Students complete exit ticket.
Thursday			
10-15	<i>Historieta 1: Necesita un lápiz</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check comprehension with the class by circling the responses and asking either/or questions. English responses are appropriate at this stage. <u>Tip!</u> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested,	Project for class.

		then move on.	
10	<i>Historieta 1: Necesita un lápiz</i> Actividad 1: Opción múltiple Actividad 2: ¿Cierto o falso?	Review <i>Actividades 1</i> and 2 in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to pages.
10	<i>Historieta 1: Necesita un lápiz</i> Actividad 3: Escucha y empareja	Have students do <i>Actividad 3</i> . If time allows, review the answers to <i>Actividad 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
10	<i>Historieta 1: Necesita un lápiz</i> Versión alternativa: Necesito un lápiz	Project the alternative version on the board and play the native speaker audio or read it out loud. Follow up with yes/no and true/false comprehension questions.	Project for class.
10	<i>Historieta 1: Necesita un lápiz</i> Actividad 4: Cuéntame la historia (versión alternativa)	Have students complete <i>Actividad 4</i> .	Assign the page beforehand. Students log in and go to page.
-	<i>Historieta 1: Necesita un lápiz</i>	For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Hand out the blank comic strips
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	Students complete exit ticket.
Friday <u>Tip!</u> You could call Friday “Voces video viernes”!			
5		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can understand a video about school.	
10	<i>Profe Loco</i> El monstruo en la clase	Preteach the structures. Then, practice the structures with your class by asking them questions (and letting them respond either by raising their hand or blurting out an answer, whatever you prefer) and making statements. See the teacher notes on the Profe Loco video page for tips and examples on how to do this.	Project for class.
5	<i>Profe Loco</i>	Review each statement by asking the questions. See Profe	Project for

	<i>El monstruo en la clase</i>	Loco's notes and examples.	class.
20	<i>Profe Loco</i> <i>El monstruo en la clase</i>	Watch the video. Review the video. Retell the video.	Project for class.
10	<i>Profe Loco</i> <i>El monstruo en la clase</i>	Assess students with the activity provided.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Boleto de salida</i> templates in the Resource Library, which you would need to print out in advance. The <i>Actualización de estado</i> template prompts students to give a status update, like they would on a social media site, and the <i>Hoy aprendí</i> template prompts students to write down what they learned on this day.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 2			
Monday			
10-15	<i>Historieta 2: El maestro furioso</i> <i>Preguntas personales</i>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
15	<i>Historieta 2: El maestro furioso</i> <i>Vocabulario importante</i>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 2</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nuestra historia</i> .	Project for class.
25	<i>Historieta 2: El maestro furioso</i> Story Script	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nuestra historia</i> . <u>Tip!</u> For each <i>historieta</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase</i> ,	

		<i>nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
Tuesday			
10-15	<i>Historieta 2: El maestro furioso</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Historieta 2: El maestro furioso</i> Vocabulario importante	Review the <i>Vocabulario importante</i> for <i>Historieta 2</i> .	Project for class.
15	<i>Historieta 2: El maestro furioso</i> El maestro furioso	First, play the native speaker audio for <i>El maestro furioso</i> for students while projecting the page so students can see the structures and story. Next, read <i>El maestro furioso</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students. <u>Tip!</u> Compare your students with the students in the story. You may get some laughs.	Project for class.
15	<i>Historieta 2: El maestro furioso</i> Actividad 1: ¿Quién es? Actividad 2: Completa la frase	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5	<i>Historieta 2: El maestro furioso</i> Actividad 3: Cuéntame la historia	Once everyone is done with <i>Actividades 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Actividad 3</i> on their own.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
Wednesday			
10-15	<i>Historieta 2: El maestro furioso</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Historieta 2: El maestro furioso</i> Versión alternativa: El maestro furioso	Read <i>Versión alternativa: El maestro furioso</i> to your students. Pause every sentence or two and ask simple questions, changing names with people in your school (i.e. the principal, counselor, etc.).	Project for class.
10	<i>Historieta 2: El maestro furioso</i>	Do <i>Actividad 4</i> as a class. Let students follow along online, but read the questions out loud and answer them together.	Project for class and

	Actividad 4: ¿Cierto o falso? (<i>versión alternativa</i>)		assign beforehand. Students log in and go to page.
10	<i>Historieta 2: El maestro furioso</i> Nota de gramática: Masculino y femenino	Project the <i>Nota de gramática</i> and then go around asking specific students questions using <i>estar</i> + an adjective that is a cognate and has a masculine/feminine option. (i.e. <i>activo</i> , <i>atlético</i> , <i>cómico</i> , <i>curioso</i> , etc.) Help them answer— <i>Estoy curioso</i> , etc. After demonstrating it, bring their attention to the page projected from <i>Nuestra historia</i> and explain the grammar briefly and in English.	Project for class.
10	<i>Historieta 2: El maestro furioso</i> Nota de gramática: Masculino y femenino	Have students log in and complete the <i>Nota de gramática</i> activity. You may want to write “extra” adjectives and their English translation on the board so students can go above and beyond the options presented.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
Thursday			
10-15	<i>Historieta 2: El maestro furioso</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
10	<i>Historieta 2: El maestro furioso</i> Versión alternativa: El maestro furioso	Re-read <i>Versión alternativa: El maestro furioso</i> as a class.	Project for class.
15	<i>Historieta 2: El maestro furioso</i> Actividad 5: Contesta las preguntas (<i>versión alternativa</i>)	Print out the 4-Panel Blank Comic in Additional Resources in the Resource Library. Have students illustrate and caption the story. Have students complete <i>Actividad 5</i> on their own. Walk around and help students who are struggling. Remind them that one-word answers are okay. Review <i>Actividad 5</i> as a class.	Print off blank comic and assign activity beforehand. Students log in and go to page.
15	<i>¡Extra! ¡Extra!</i> Panoramas Una clase en	Project the panorama in class and talk about it/describe it to your students using some of the structures from the <i>El maestro furioso</i> story.	Project for class and assign

	México	Have students log in and answer the questions. Do this as a class, while also encouraging students to type original answers.	beforehand. Students log in and go to page.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library. <u>Tip!</u> You can use one of the other two <i>Boleto de salida</i> templates in the Resource Library, but the <i>Nuestra clase, nuestra historia</i> template is relevant on those days when you begin class with the <i>Nuestra clase, nuestra historia</i> routine.	
<p style="text-align: center;">Friday</p> <p>Note: This is the only exception to “Voces video viernes” for the unit. However, if you choose option 1 below, you could say it is a live video, a.k.a. una obra de teatro!</p>			
5	<i>Historia larga 1: La muchacha fantástica</i> La muchacha fantástica	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can read a story about a boy and a girl in class.	
5	<i>Historia larga 1: La muchacha fantástica</i> La muchacha fantástica	Project the structures for all to see and review their meaning—whether that is done by using gestures or just projecting and pointing to them.	Project for class.
15	<i>Historia larga 1: La muchacha fantástica</i> La muchacha fantástica	Option 1: You could have three students act out this story, with one being Mateo, another Camila, and a third the teacher. See the notes under “Presenting the Story” on the page in <i>Nuestra historia</i> . You would be telling the story as the students act it out. Option 2: You could also play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no, true/false questions to make sure everyone understood the story.	Project for class.
25	<i>Historia larga 1: La muchacha fantástica</i> Actividad 1: ¿Muchacho o muchacha? Actividad 2: Ordena la historia	Have students complete <i>Actividades 1</i> and <i>2</i> on their own. Review as a class if time permits.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess. <u>Tip!</u> In addition to clicking on the Can-Do and self-assessing, you may also want to use one of the other <i>Boleto de salida</i> templates in the Resource Library, which you would need to print out in advance. The <i>Actualización de estado</i> template prompts students to give a status update, like they would on a	

		social media site, and the <i>Hoy aprendí</i> template prompts students to write down what they learned on this day.	
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1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 3			
Monday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand events in a story about a boy and a girl in class. I can read a list of school supplies.	
5	<i>Historia larga 1: La muchacha fantástica</i> Nota de gramática: Un/una vs. el/la	Project the <i>Nota de gramática</i> . <u>Tip!</u> Gather a few school supplies beforehand—like pencils, notebooks, glue, a ruler, a marker, a pencil sharpener—and ask either/or questions. For example: <i>¿Es un lápiz o un ____?</i>	Project for class.
5	<i>Historia larga 1: La muchacha fantástica</i> Nota de gramática: Un/una vs. el/la	Have students log in and complete the <i>Nota de gramática</i> activity.	Assign beforehand. Students log in and go to page.
15	<i>Historia larga 1: La muchacha fantástica</i> Actividad 1: ¿Muchacho o muchacha? Actividad 2: Ordena la historia Actividad 3: Opción múltiple	Have students continue to work on <i>Actividades 1</i> and <i>2</i> and then stop them and go over one or both activities out loud as a class. Next, have students work on <i>Actividad 3</i> .	Project for class and assign beforehand. Students log in and go to pages.
20	<i>Historia larga 1: La muchacha fantástica</i> Interpretive Reading: Útiles escolares	Have students go to the Interpretive Reading: <i>Útiles escolares</i> assignment and project it. Then ask students a few questions to prepare them for the authentic material, like <i>¿Hay un cuaderno en la mesa?</i> After establishing meaning of some of the key words from the source, have students complete the activity individually or with a partner.	Project for class and assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Tuesday			
10-15	<i>Historieta 3: Amigos por teléfono</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.

10	<i>Historieta 3: Amigos por teléfono</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nuestra historia</i> .	Project for class.
20	<i>Historieta 3: Amigos por teléfono</i> Preguntas personales	Next, do the PQA scripts with your students. Download the scripts and print them out—there are tips for you throughout.	Project for class.
10	<i>Historieta 3: Amigos por teléfono</i> Amigos por teléfono	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> - First read it only without anything projected, pausing and asking simple questions along the way. - Then, read it again with the illustrations projected. Pause and ask simple questions as you read it, referring to the illustrations. - You may want to act out some of the story, having various students “play” the different characters. 	Project for class.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
Wednesday			
10-15	<i>Historieta 3: Amigos por teléfono</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Historieta 3: Amigos por teléfono</i> Amigos por teléfono	Print out the illustrations or project them on the board, and have students copy the parts of the story that match each illustration. When they’re done, review the story with them—retell it while looking at the illustrations.	Project for class and students log in. They will need paper too.
20	<i>Historieta 3: Amigos por teléfono</i> Actividad 1: Empareja Actividad 2: Contesta las preguntas	Have students complete <i>Actividades 1</i> and <i>2</i> on their own. Then go over them as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
Thursday			
10-15	<i>Historieta 3: Amigos por teléfono</i> Preguntas	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.

	personales		
5	<i>Historieta 3: Amigos por teléfono</i> Versión alternativa: Amigos por teléfono	Review the structures for the <i>Versión alternativa: Amigos por teléfono</i> . Use gestures and use the structures in questions you ask your students.	Project for class.
15	<i>Historieta 3: Amigos por teléfono</i> Versión alternativa: Amigos por teléfono	Play the audio for the <i>Versión alternativa: Amigos por teléfono</i> . At the end, ask a few comprehension questions.	Project for class.
10	<i>Historieta 3: Amigos por teléfono</i> Nota de gramática: Tú Form	Go to the <i>Nota de gramática: Tú Form</i> . Explain the <i>Tú</i> form simply and concisely (or read the explanation at the top of the page). Have students log in and complete the activity.	Project for class and assign beforehand. Students log in and go to page.
10	<i>Historieta 3: Amigos por teléfono</i> Actividad 3: Opción múltiple (versión alternativa) Actividad 4: Contesta las preguntas (versión alternativa)	If students have extra time, have them work on <i>Actividades 3</i> and <i>4</i> .	Assign beforehand. Students log in and go to page.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
Friday			
<u>Tip! You could call Friday “Voces video viernes”!</u>			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day’s agenda. I can understand some of what a person says about where they live. I can write a short note about where I live.	
5	<i>¡Extra! ¡Extra! Entrevistas Tania</i>	Play the interview for the class. Ask a question or two to get a sense of how well they understood it. Maybe ask in English what was challenging about hearing it. Note that this might be one of the first times they’re hearing a speaker speak quickly (or normally) in Spanish.	Project for class.

5	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Tania	Play the video again, but this time project the transcript so they can follow along with it. Pause three or four times to ask comprehension questions. <u>Tip!</u> You may even ask some of the comprehension questions they're about to answer.	Project for class.
15	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Tania	Now have students log in and do the comprehension questions and fill-in-the-blank section either in pairs or on their own. Spend a few minutes reviewing as a class.	Project for class and assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> Tania	Let them complete the writing section on their own. Walk around the class and be available to give them guidance as necessary. <u>Tip!</u> There are a few other activity ideas on this page in <i>Nuestra historia</i> , which you could also do on this day, time permitting.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> ¿Y tú? ¿Quién eres?	Have students record themselves talking, responding to the prompt on this page. If you would like, you could have them write out their answer ahead of time on a piece of paper. This could be done in class, time permitting, or done as homework.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
10-15	<i>Historieta 4:</i> <i>Una escuela nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
5	<i>Historieta 4:</i> <i>Una escuela nueva</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 4</i> —project it on the board and associate a gesture for each structure. There are ideas for these gestures on this page in <i>Nuestra historia</i> .	Project for class.
25	<i>Historieta 4:</i> <i>Una escuela nueva</i> Story Script	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nuestra historia</i> .	Project for class.
10	<i>Historieta 4:</i> <i>Una escuela nueva</i> Una escuela nueva	If time allows, play the audio of the story <i>Una escuela nueva</i> and ask some questions about it afterward.	Project for class.
-	Exit Ticket	Then, have students write down three things about that student. This can serve as an exit ticket.	

Tuesday			
10-15	<i>Historieta 4: Una escuela nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Historieta 4: Una escuela nueva</i> Una escuela nueva	Begin class by reading the story, pausing a few times to check for comprehension.	Project for class.
20	<i>Historieta 4: Una escuela nueva</i> Actividad 1: ¿Cierto o falso? Actividad 2: Cuéntame la historia	Have students log in and complete <i>Actividades 1</i> and <i>2</i> on their own. Time permitting, review the answers as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
Wednesday			
10-15	<i>Historieta 4: Una escuela nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student than before to interview.	Project for class.
20	<i>Historieta 4: Una escuela nueva</i> Versión alternativa: Una escuela nueva	Now read the <i>Versión alternativa</i> to your students, pausing every few sentences and checking for comprehension.	Project for class.
5	<i>Historieta 4: Una escuela nueva</i> Versión alternativa: Una escuela nueva	See the <i>¡Atención!</i> —Explain the <i>Yo</i> form briefly, using examples from the story and about your students using the structures.	Project for class.
15	<i>Historieta 4: Una escuela nueva</i> Actividad 3: Ordena la historia (versión alternativa)	Have students illustrate and caption the story using the 4-Panel Blank Comic in the Additional Resources in the Resource Library. Then have students log in and begin work on <i>Actividad 3</i> .	Print off blank comic and assign activity beforehand. Students log in and go to page.

-	Exit Ticket	At the end of class, have students fill out the Exit Ticket, <i>Boleto de salida - Nuestra clase, nuestra historia</i> , which can be found under Additional Resources in the Resource Library.	
Thursday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can recognize dates and days of the week. I can say hello to my teacher and introduce myself.	
15	<i>Historieta 4: Una escuela nueva</i> Interpretive Reading: Sistema Educativo Nacional	Assign this ahead of time. If you feel like students need it, then introduce the assignment and talk about the authentic resource. However, if students have been completing exit tickets and if you have established a daily routine of talking about the date, etc., then they should have no trouble doing this on their own.	Assign beforehand. Students log in and go to page.
15	<i>Historieta 4: Una escuela nueva</i> Presentational Speaking: Primer día de clases	Similarly, assign this ahead of time and have students work on this individually. Keep in mind that if they're all recording themselves, then background noise may become an issue, so either position them in strategic ways to cut down on this or have half the class work on this assignment first and the other half work on it later in the class period.	Assign beforehand. Students log in and go to page.
15	<i>Historieta 4: Una escuela nueva</i> Interpretive Reading: Sistema Educativo Nacional Presentational Speaking: Primer día de clases	Review both assignments together as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Friday			
Tip! You could call Friday "Voces video viernes"!			
10	<i>Señor Jordan</i> Class Discussion Questions	Begin class with the class discussion questions. Print out the questions and notes or have your own device with you to refer to, but don't project these for students.	
10	<i>Señor Jordan</i> Predictions about Pictures	Next, create Predictions about Pictures. Follow the script provided for you.	Project for class.
15	<i>Señor Jordan</i> ¡ Súper Lápiz!	Play the video, but be prepared to pause the video at key moments and ask the students questions, checking for their	Project for class.

	Episodio 1	understanding. Use the script on the Questions During the Video page. Print these out beforehand or have them visible on your own personal device since you will be projecting the video in class for all to see.	
15	<i>Señor Jordan</i> Actividad 1: ¿Sí o no? Actividad 2: Completa la frase Actividad 3: Preguntas	Have students work on <i>Actividades 1, 2, and 3</i> for the rest of the period. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the first activity as a group.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	At the end of class, have students fill out either the <i>Actualización de estado</i> template, which prompts students to give a status update, like they would on a social media site, or the <i>Hoy aprendí</i> template, which prompts students to write down what they learned on this day. Both can be found under Additional Resources in the Resource Library and need to be printed out ahead of time.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 5			
Monday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can read a story about school in Mexico. I can understand what happened in a story about school in Mexico.	
45	<i>Historia larga 2: Los maestros en México</i> Actividad 1: ¿Cuál es correcto? Actividad 2: Opción múltiple Actividad 3: Contesta las preguntas	Have students log in and work independently on the <i>Historia larga 2</i> section. You could treat this very formally, assigning <i>Actividades 1–3</i> and limiting the number of submissions and even making it so students can't leave the page once they begin. This would be treated like a quiz grade. <u>Tip!</u> If students finish early, have them illustrate and caption the story using a 4-Panel Blank Comic page (which you would have to print out ahead of time).	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Tuesday			
5		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can identify classes and understand days of the week in a class schedule.	
5	<i>Historia larga 2: Los maestros en México</i>	Do some simple PQAs with common classes and days of the week and then project the page, Interpretive Reading: <i>3er Grado</i> and ask some questions specifically about the schedule.	Project for class.

	Interpretive Reading: 3er. Grado		
10	<i>Historia larga 2: Los maestros en México</i> Interpretive Reading: 3er. Grado	Have students work on the Interpretive Reading task.	Assign beforehand. Students log in and go to page.
10	<i>Historia larga 2: Los maestros en México</i> Interpretive Reading: 3er. Grado	Review the Interpretive Reading task with students.	Project for class and have students log in and go to page.
20	<i>¡Extra! ¡Extra! Panoramas Una clase en México</i>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, provide them—writing them on the board as they come up. Make sure you are exploring the panorama with the class, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can compare my school with a school in Mexico. I can talk about my school.	
10	<i>¡Extra! ¡Extra! Artículos Escuela de CdMx</i>	Read version 1 with the class and complete the activity as a group.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos Escuela de CdMx</i>	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos Escuela de CdMx</i>	Have students read the last version on their own and work on the last set of questions.	Project for class. Have students log in and go to page.
15	<i>¡Extra! ¡Extra! El mundo en fotos Benito Juárez</i>	Spend a few minutes talking about the photograph and reading the descriptions, and then have students complete the interpersonal speaking task individually.	Project for class and assign beforehand.

			Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can read a story about a student. I can understand the order of events in a story about a student.	
20	<i>Historia larga 3: Pedro el estudiante</i> Pedro el estudiante	Review the structures—perhaps not all, but some. Students should be familiar with these. Play the audio of the story while keeping only the structures visible at the front of the class. Pause and ask simple questions. Compare Pedro and the other characters with people in your school or community.	Project for class.
25	<i>Historia larga 3: Pedro el estudiante</i> Actividad 1: ¿Cierto o falso? Actividad 2: Empareja	Have students work on <i>Actividades 1, 2, and 3</i> . Review work as a class afterwards.	Assign beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Friday			
<u>Tip! You could call Friday “Voces video viernes”!</u>			
5		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand a video about food.	
5	<i>Profe loco: Tengo comida</i>	Preteach the structures. Much of this is review, but Profe Loco includes some good mnemonic devices that would be worth sharing with your students.	Project for class.
10	<i>Profe loco: Tengo comida</i>	Practice the structures with your class by asking them questions (and letting them respond either by raising their hand or blurting out an answer, whatever you prefer) and making statements. See the teacher notes on the Profe Loco video page for tips and examples on how to do this.	Project for class.
5	<i>Profe loco: Tengo comida</i>	Review each statement by asking the questions. See the teacher notes on the Profe Loco video page for tips and examples on how to do this.	Project for class.
10	<i>Profe loco: Tengo comida</i>	Watch the video.	Project for class.
5	<i>Profe loco: Tengo comida</i>	Review the video	Project for class.
10	<i>Profe loco: Tengo comida</i>	Have students do the Listen and Draw Activity and Assessment.	Project for class and hand out

			paper.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 6			
Monday			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can compare my school with a school in Guatemala. I can list my schedule of classes.	
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <i>Escuela en Guatemala</i>	Read version 1 with the class and complete the activity as a group.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <i>Escuela en Guatemala</i>	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <i>Escuela en Guatemala</i>	Have students read the last version on their own and work on the last set of questions.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <i>Escuela en Guatemala</i>	Open discussion up as a whole class, going over their responses to the last set of questions and discussing the article in general.	Project for class. Have students log in and go to page.
10	<i>Historia larga 3: Pedro el estudiante</i> Presentational Writing: Mis clases	Have students work independently on the presentational writing task. Review as a class or ask some students to share.	Project for class and assign beforehand. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Tuesday			
5	<i>¡Extra! ¡Extra!</i> <i>Entrevistas</i> <i>Verónica</i>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can understand some of what a person says about where they live and what they do.	

		I can talk about my friends and what I wear.	
20	<i>¡Extra! ¡Extra! Entrevistas Verónica</i>	Play the interview for the class. Then have students complete the multiple-choice questions on their own. Afterwards, go over the questions as a class. Extend the questions and relate them to your students and peers as much as possible.	Project for class and assign beforehand. Have students log in and go to page.
25	<i>¡Extra! ¡Extra! Amigas de Guatemala</i>	Spend a few minutes talking about the photograph and reading the descriptions, and then have students complete the interpersonal speaking task individually.	Project for class and assign beforehand. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
<p style="text-align: center;">Wednesday Final Unit Assessment: Option 1 Please note: If you prefer to assign the IPA as the final unit assessment, see Option 2 below.</p>			
5		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p>I can read a story about a teacher. I can write a story about a teacher. I can talk about what I need for class.</p> <p><u>Tip!</u> Remind students that today will be a formal unit assessment and they will be working independently.</p>	
45	<i>Historia larga 4: Un maestro no normal Un maestro no normal Actividad 1: ¿Cierto o falso? Actividad 2: Contesta las preguntas Actividad 3: Cuéntame la historia Interpersonal Speaking: Compras de material escolar</i>	Assign the <i>Historia larga 4</i> , all parts, including the interpersonal speaking task. Set the assignment so that students can't submit more than 2–3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

Thursday Final Unit Assessment: Option 1 Please note: If you prefer to assign the IPA as the final unit assessment, see Option 2 below.			
15	<i>Historia larga 4: Un maestro no normal</i> Un maestro no normal Actividad 1: ¿Cierto o falso? Actividad 2: Contesta las preguntas	Reread <i>Historia larga 4</i> as a class or by playing the audio. Go over <i>Actividades 1</i> and <i>2</i> and review correct answers.	Project for class. Have students log in and go to pages.
5		Introduce the Can-Dos after reviewing <i>Historia larga 4</i> and the activities above. Write them on the board, project them, or display them on the day's agenda. I can write an original story. I can tell an original story. <u>Tip!</u> Remind students that this writing/speaking assignment is also a formal assessment and they will be working independently.	
30	End-of-Unit Review and Assessment ¡Mi historia original! Cuéntanos una historia original	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Have students log in and go to page(s).
-		When students finish creating their original story, have them illustrate their story using a 4-Panel Blank Comic page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday Final Unit Assessment: Option 2 Please note: If you prefer to assign <i>Historia larga 4</i> and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.			
5		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can identify classes and instructors in a class schedule. I can read a list of classroom supplies. I can understand a commercial about school supplies.	Project for class.
5	Integrated Performance Assessment Context	Read the context and look at the pictures as a class. <u>Tip!</u> Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated	Assign the tasks ahead of time. Set the assignment so that	Assign

	Performance Assessment Interpretive Reading 1 Interpretive Reading 1 Interpretive Listening	students can't submit more than 2-3 times and can't leave the page once they begin.	beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
<p style="text-align: center;">Thursday Final Unit Assessment: Option 2 Please note: If you prefer to assign <i>Historia larga 4</i> and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.</p>			
5		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p>I can talk about which school supplies I need for what classes on what days.</p> <p>I can describe my class schedule, including what classes I have and what supplies I need for each class.</p> <p>I can recognize some similarities and differences between school in Mexico and school in the United States.</p>	Project for class.
45	Integrated Performance Assessment Interpersonal Speaking Presentational Speaking Intercultural Competencies	Assign the tasks ahead of time. Set the assignment so that students can't submit more than 2-3 times and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
<p style="text-align: center;">Friday End of Unit Wrap-Up Day! We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and choose from these options or do something different.</p>			
	<i>Unidad 1: Mi vida escolar</i> Can-Do Checklist	Have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
	<i>México y Guatemala</i> En mi comunidad	Set up international key pals and introduce students to these key pals on this day. Or, encourage students to interact on social media in Spanish according to your school's policy. <u>Tip!</u> Have students complete the Can-Do, imagining what they will be able to do now that they have completed one unit of <i>Nuestra historia</i> .	Project for class and assign beforehand.
	End-of-Unit Review and Assessment	Have students share the original stories they wrote.	Have students log in.

	<i>¡Mi historia original!</i>		
	Día de Muertos Reader o El Día de los Muertos by Teacher's Discovery	If the timing is right (and <i>Día de muertos</i> is approaching), then read <i>Las mariposas vienen de visita</i> with your students or, to keep the <i>Voces viernes video</i> routine established, play the Teacher's Discovery original Day of the Dead video, which can be found in the <i>¡Extra! ¡Extra!</i> section under <i>Investigación cultural</i> .	Project for class.
	Voces Game Center	You could also have students play games against each other or as a class!	Have students log in.

Here's a list of Unit 1 Can-Dos, if you choose to follow the Pacing Guide and use Option 1 for the final assessment.

Unit 1 Can-Dos

Interpretive Reading

- I can understand events in a story about a boy and a girl in class.
- I can read a story about a boy and a girl in class.
- I can recognize dates and days of the week.
- I can read a story about school in Mexico.
- I can understand what happened in a story about school in Mexico.
- I can identify classes and understand days of the week in a class schedule.
- I can read a story about a student.
- I can understand the order of events in a story about a student.
- I can read a story about a teacher.
- I can read a list of school supplies.
- I can understand a video about food.

Interpretive Listening

- I can understand some of what a person says about where they live.
- I can understand a video about school.
- I can understand some of what a person says about where they live and what they do.

Interpersonal Speaking

- I can talk about my friends and what I wear.
- I can talk about my school.
- I can talk about what I need for class.
- I can talk about places, celebrations, and customs in other countries.

Interpersonal Writing

- I can write a short note about where I live.

Presentational Speaking

- I can say hello to my teacher and introduce myself.
- I can tell an original story.

Presentational Writing

- I can list my schedule of classes.
- I can write a story about a teacher.

I can write an original story.

Intercultural Competencies

I can compare my school with a school in Mexico.

I can compare my school with a school in Guatemala.

Nuestra historia brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding

Overview of *Nuestra historia 2*

Each unit in *Nuestra historia 2* is based on a different **AP® subtheme** and focuses on **two Spanish-speaking countries**. These two "drivers" of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 2 include:

- **Stories:** Each *historieta* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
 - Total Physical Response (TPR®)
 - Personalized Questions and Answers (PQAs)
 - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in the *historietas* and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Historias largas* increase interactions with the structures presented in the *historietas*. The *historias largas* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Chapter Story:** *Zoe y Zack: Una aventura increíble* is a chapter story that students read as they progress through the curriculum. There are one or two chapters in each unit.
- **Profe Loco CI Videos:** These videos focus on the target structures in the unit, and provide highly engaging, often hilarious, and always compelling interactions with a unit's target structures. Profe Loco's videos in level 2 are stories and cover many different genres, from romance to horror to drama.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
 - *Artículos* that highlight global issues in a scaffolded series of comprehensible texts.
 - *Notas culturales* that offer compelling cultural insights on each unit's target countries.
 - *Entrevistas* that present the perspectives and experiences of native speakers from around the Spanish-speaking world.
 - *El mundo en fotos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
 - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
 - Cultural videos, which depict key cultural elements mentioned along their journey through the unit.

- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both student and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit. There are also optional Can-Do Pre-Assessments in each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpersonal, and presentational skills.

As you can see, *Nuestra historia* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

Sample Pacing for *Unidad 1*

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 2*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students – about a story, a culture, or their personal lives – and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Nuestra historia* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements, and/or conducting a *Nuestra clase, nuestra historia* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log in to *Nuestra historia* and play games. Learn more about the Voces Game Center [here](#).

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your "flow."

If you every feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit

using the Voces Editor, or incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year reading a class novel, like *Bajo el agua*, as a class!

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials – for instance, the *Historia larga* which recycles already learned material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or ear buds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can talk about family, food, and places in other countries.	
20	<i>Los Estados Unidos y España</i> Descubre Los Estados Unidos y España	Present each slideshow of pictures. Use the scripts provided to ask students questions about the pictures and countries. Tip! Use the Voces Editor and add your own pictures from your travels to these countries or from around the internet.	Project for class.
10	<i>Los Estados Unidos y España</i> Descubre Los Estados Unidos y España	Once students have been introduced to both countries, have them complete the survey. When everyone has taken the survey, project the survey results for all to see and discuss them as a class. Tip! Choose a student and ask: What country did you choose? Why would you prefer to visit that country? You can ask in Spanish, but if you want to assess them on what they understood from your presentation, then asking them in English and accepting answers in English is fine, especially for Novice-level students.	Assign beforehand. Students log in and go to page.
10	<i>Los Estados Unidos y España</i> Visitemos los Estados Unidos	Explore Spanish-speaking communities in the United States more by looking at the pictures and map. Ask students questions about the photographs, read the captions, or just look and comment on the pictures. Tip! Double click any image to make it full screen.	Project for class.
10	<i>Los Estados Unidos y</i>	Explore Spanish culture more by looking at the pictures and map. Ask students questions about the photographs, read the	Project for class.

	<i>España</i> Visitemos España	captions, or just look and comment on the pictures. Tip! Double click any image to make it full screen.	
-	<i>Los Estados Unidos y España</i> En mi comunidad	Tell students that the class will be creating a bulletin board with items that are evidence of the Spanish-speaking community in your area. Everyone is responsible for bringing in one item. You will want to remind them of this as the unit progresses, bring in items that you have, and then revisit this project before the end of the unit.	Project for class.
-	Can-Do Pre-Assessment	Optional: Have students pre-assess before completing tasks within the unit. Their responses provide baseline data on where they are in their use of language across the three modes of communication, as well as their interculturality. Students are then able to identify their own proficiency and are encouraged to begin their progress towards greater language and intercultural proficiency!	Assign beforehand. Students log in and go to the page.
-	<i>Los Estados Unidos y España</i> Descubre los Estados Unidos y España	Have students click on the Can-Do and self-assess.	
Tuesday			
10-15	<i>Historieta 1: La chica nueva</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine (which is on the <i>Preguntas personales</i> page, at the bottom). Choose one student – ideally, one of your better, more outgoing students for this first time – and “interview” them, asking some of the questions on the list. Tip! Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student. Some English responses are appropriate at this stage.	Project for class.
15	<i>Historieta 1: La chica nueva</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: La chica nueva</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English, and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Historieta 1: La chica nueva</i> Preguntas personales	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout. Tip! For each <i>historieta</i> , you can choose to do either the PQAs or the class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It’s what they’re naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the	Project for class.

		students respond best to.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Historieta 1: La chica nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a story about a new friend.	
5	<i>Historieta 1: La chica nueva</i> Vocabulario importante	Project the <i>Vocabulario importante</i> and reestablish meaning. Tip! You could use some of the questions from the PQAs from the day before, reviewing what you asked and reestablishing the meaning of the structures.	Project for class.
10	<i>Historieta 1: La chica nueva</i> La chica nueva	Project the first story, <i>La chica nueva</i> . Make sure the structures and their definitions are visible for students to see. Then, read the story out loud, stopping after every sentence or two and asking simple comprehension questions (such as yes/no, true/false, and either/or), ensuring that students are following along.	Project for class.
10	<i>Historieta 1: La chica nueva</i> La chica nueva	When you are done reading the story, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them to your quieter kids).	Project for class.
15	<i>Historieta 1: La chica nueva</i> Actividad 1: ¿Quién es? Actividad 2: Falso a cierto	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 1: La chica nueva</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English	Project for class.

		<p>responses are appropriate at this stage.</p> <p>Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.</p>	
10	<i>Historieta 1: La chica nueva</i> Actividad 1: <i>¿Quién es?</i> Actividad 2: <i>Falso a cierto</i>	Review <i>Actividades 1</i> and <i>2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to pages.
10	<i>Historieta 1: La chica nueva</i> Actividad 3: <i>Contesta las preguntas</i>	Have students do <i>Actividad 3</i> . If time allows, review the answers to <i>Actividad 3</i> as a class.	Assign the page beforehand. Students log in and go to page.
10	<i>Historieta 1: La chica nueva</i> Versión alternativa: La chica nueva	Project the alternative version on the board and play the native speaker audio or read it out loud. Follow up with yes/no and true/false comprehension questions.	Project for class.
10	<i>Historieta 1: La chica nueva</i> Actividad 4: <i>Completa la frase (versión alternativa)</i>	Have students complete <i>Actividad 4</i> .	Assign the page beforehand. Students log in and go to page.
-	<i>Historieta 1: La chica nueva</i>	For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Hand out the blank comic strips
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<p style="text-align: center;">Friday</p> <p style="text-align: center;">Tip! You could call Friday “Voces video viernes”!</p>			
		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day’s agenda.</p> <p>I can understand a video about a crush.</p> <p>I can retell a story about a crush.</p>	
10	<i>Profe Loco Anita</i>	Play the video. Pause as you go, asking simple yes/no and either/or comprehension questions as you go.	Project for class.
30	<i>Profe Loco</i> Actividad 1: <i>¿Quién es?</i> Actividad 2: <i>La historia vs. la vida real</i>	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . Spend some time reviewing <i>Actividad 1</i> and sharing responses for <i>Actividad 2</i> before moving on to <i>Actividad 3</i> .	Assign the page beforehand. Students log in and go to pages.

10	<i>Profe Loco</i> Actividad 3: <i>Cuéntame la historia</i>	Have students work independently on <i>Actividad 3</i> .	Assign the page beforehand. Students log in and go to page.
-	<i>Profe Loco</i> <i>Anita</i>	Have students click on the Can-Dos and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 2			
Monday			
10-15	<i>Historieta 2: El primer viaje a Nueva York</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 2: El primer viaje a Nueva York</i> . You may want to create a gesture or action for each phrase, or you can simply read the Spanish and English, and give some synonyms or other contextualized meaning.	Project for class.
20	<i>Historieta 2: El primer viaje a Nueva York</i> Story Script	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Nuestra historia</i> . Tip! For each <i>historieta</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
5	<i>Historieta 2: El primer viaje a Nueva York</i> Nuestra historia	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Historieta 2: El primer viaje a Nueva York</i> Preguntas	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.

	personales		
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a story about a trip to New York. I can tell a story about a trip to New York.	
5	<i>Historieta 2: El primer viaje a Nueva York</i> Vocabulario importante	Review the <i>Vocabulario importante</i> for <i>Historieta 2</i> .	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> El primer viaje a Nueva York	First, play the native speaker audio for <i>El primer viaje a Nueva York</i> for students while projecting the page so students can see the structures and story. Next, read <i>El primer viaje a Nueva York</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> Actividad 1: Ordena la historia Actividad 2: ¿Posible o imposible?	Have students pair up or work individually and complete <i>Actividades 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
5	<i>Historieta 2: El maestro furioso</i> Actividad 3: Cuéntame la historia	Once everyone is done with <i>Actividades 1</i> and <i>2</i> and you reviewed their work as a class, have students work on <i>Actividad 3</i> on their own. This can be finished as homework, if need be.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can order food in a Dominican restaurant.	
10	<i>Historieta 2: El primer viaje a Nueva York</i> Nota de gramática: ¿Qué está pasando?	Write examples of sentences in the present progressive on the board. Read each of the sentences out loud to your students and, as a class, discuss how you know each sentence indicates an action happening right now. Encourage students to find a pattern for the present progressive tense.	Project for class
15	<i>Historieta 2: El primer viaje a Nueva York</i> Nota de gramática:	Have students pair up or work individually and complete the activity. Review their answers as a class. Tip! Add your own examples using the Voces editor. You can write example sentences based on what is actually happening in your classroom at the moment.	Assign beforehand. Students log in and go to page.

	<i>¿Qué está pasando?</i>		
10	<i>Historieta 2: El primer viaje a Nueva York</i> Interpersonal Speaking: Un restaurante dominicano en Nueva York	Spend a few minutes talking about what food you might find on the menu at a Dominican restaurant. Look at the photograph and read the menu options as a class.	Project for class.
15	<i>Historieta 2: El primer viaje a Nueva York</i> Interpersonal Speaking: Un restaurante dominicano en Nueva York	Have students log in and complete the Interpersonal Speaking task on their own. Tip! Use the transcript to read the questions out loud to your students and call on students to give their answers as a form of review.	Assign beforehand. Students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a story about a school trip.	
5	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them.	Project for class.
20	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Option 1: You could have three students act out this story, with one being Marcos, another <i>Abuelo</i> , and a third Gabi. You can also assign other minor parts like Marcos' parents, the agent at the airport, and the teacher. See the notes under "Presenting the Story" on the page in <i>Nuestra historia</i> . You would be telling the story as the students act it out. Option 2: You could also play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no, true/false questions to make sure everyone understood the story.	Project for class.
25	<i>Historia larga 1: El viaje de escuela</i> Actividad 1: Completa la frase Actividad 2: ¿Probable o improbable?	Have students complete <i>Actividad 1</i> and 2 on their own. Since the structures in this story have been introduced in the preceding <i>historietas</i> , you can – if you feel your students are ready – have them work independently and treat their scores as quiz grades. Review as a class if time permits.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday Tip! You could call Friday "Voces video viernes"!			

		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand the main idea of a video about a cultural celebration.	
10	<i>Historia larga 1: El viaje de escuela</i> Interpretive Listening: Una celebración en Valencia	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
20	<i>Historia larga 1: El viaje de escuela</i> Interpretive Listening: Una celebración en Valencia	Have students pair up or work individually and complete the Interpretive Listening task. Review the activity as a class.	Assign beforehand. Students log in and go to page.
20	<i>¡Extra! ¡Extra! Panoramas Puerto Rico Day en Nueva York</i>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 3			
Monday			
10-15	<i>Historieta 2: El primer viaje a Nueva York</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Review the events in the story by asking yes/no and true/false questions about the plot. You may also want to ask some questions from <i>Actividades 1</i> and <i>2</i> to review.	Project for class.
10	<i>Historia larga 1: El viaje de escuela</i> Actividad 3: Preguntas para ti	Have students work on <i>Actividad 3</i> and then stop them and go over the activity out loud as a class.	Assign beforehand. Students log in and go to page.
10	<i>Historia larga 1: El viaje de escuela</i>	Write examples using the present perfect on the board. Read them aloud and encourage students to find the pattern in the verb formation.	Project for class.

	Nota de gramática: Have you ever...?	Tip! Use examples of things you have done or not done and ask students to guess which ones they think are true.	
10	<i>Historia larga 1: El viaje de escuela</i> Nota de gramática: Have you ever...?	Have students pair up or work individually and complete the activity. Review the activity as a class.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write a story about a school trip. I can understand an infographic about Spain.	
10	<i>Historia larga 1: El viaje de escuela</i> El viaje de escuela	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Review the events in the story by asking yes/no and true/false questions about the plot.	Project for class.
10	<i>Historia larga 1: El viaje de escuela</i> Actividad 4: Cuéntame la historia	Have students work on <i>Actividad 4</i> and then stop them and go over the activity out loud as a class. Tip! You could also assign this activity as a quiz, having students complete it individually and without the option of leaving the page.	Assign beforehand. Students log in and go to page.
25	<i>Historia larga 1: El viaje de escuela</i> Interpretive Reading: ¡Ciudades de España!	Have students go to the Interpretive Reading: <i>¡Ciudades de España!</i> task and project it. Then, ask students a few questions to prepare them for the authentic material, like <i>¿Qué sabes de las ciudades de España?</i> After establishing meaning of some of the key words from the source, have students complete the Interpretive Reading task individually or with a partner.	Project for class and assign beforehand. Students log in and go to pages.
5	<i>Historia larga 1: El viaje de escuela</i> Interpretive Reading: ¡Ciudades de España!	Review the activity as a class. Tip! Take a vote on which of the cities your students would most like to visit in Spain. It's the last question on the activity.	Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday			
10-15	<i>Historieta 3: El Parque del Dominó Preguntas</i>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.

	personales		
15	<i>Historieta 3: El Parque del Dominó</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3</i> – project it on the board and associate a gesture for each structure.	Project for class.
20	<i>Historieta 3: El Parque del Dominó</i> Preguntas personales	Next, do the PQA scripts with your students. Download the scripts and print them out – there are tips for you throughout.	Project for class.
5	<i>Historieta 3: El Parque del Dominó</i> El Parque del Dominó	In preparation for reading the story, show the <i>Investigación cultural</i> video on Maximo Gomez Park in Little Havana. Play a few seconds and pause and clarify meaning, asking simple questions about where this is, what they’re doing, etc.	
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Historieta 3: El Parque del Dominó</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can read a story about a vacation.	
20	<i>Historieta 3: El Parque del Dominó</i> El Parque de Dominó	Now, read the story with them. Read it multiple times... <ul style="list-style-type: none"> - First read it only without anything projected, pausing and asking simple questions along the way. - Then read it with the text projected, again asking simple questions as you read. - You may want to act out some of the story, having various students “play” the different characters. 	Project for class.
10	<i>Historieta 3: El Parque del Dominó</i> El Parque de Dominó	Have students log in and complete the high-frequency verbs activity with a classmate. Then go over it as a class.	Assign beforehand. Students log in and go to pages.
10	<i>Historieta 3: El Parque del Dominó</i> Actividad 1: Ordena la historia Actividad 2: ¿Probable o improbable?	Have students begin work on <i>Actividad 1</i> and <i>Actividad 2</i> on their own.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have	Print out

		students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Exit Ticket beforehand.
Friday			
10-15	<i>Historieta 3: El Parque del Dominó</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Historieta 3: El Parque del Dominó</i> Actividad 1: Ordena la historia Actividad 2: ¿Probable o improbable?	Review the story by going over <i>Actividades 1</i> and <i>2</i> as a class and asking some other comprehension questions as time allows.	Project for class and assign beforehand. Students log in and go to pages.
10	<i>Historieta 3: El Parque del Dominó</i> Actividad 3: Contesta las preguntas	Have students complete <i>Actividad 3</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to pages.
5	<i>Historieta 3: El Parque del Dominó</i> Versión alternativa: El Parque del Dominó Actividad	Review the structures for the <i>Versión alternativa: El Parque del Dominó</i> . Use gestures and use the structures in questions you ask your students.	Project for class.
15	<i>Historieta 3: El Parque del Dominó</i> Versión alternativa: El Parque del Dominó Actividad	Play the audio for the <i>Versión alternativa: El Parque del Dominó</i> . At the end, ask a few comprehension questions.	Project for class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 4

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week
Week 4

Monday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write a letter about my favorite park.	
15	<i>Historieta 3: El Parque del Dominó</i> Versión alternativa: El Parque del Dominó	Re-read the story with them. You may want to: <ul style="list-style-type: none"> - Read it only without anything projected, pausing and asking simple questions along the way. - Read it with the text projected, again asking simple questions as you read. - You may want to act out some of the story, having various students "play" the different characters. 	Project for class.
20	<i>Historieta 3: El Parque del Dominó</i> Actividad 4: ¿Quién es? (versión alternativa) Actividad 5: Preguntas para ti (versión alternativa)	Have students pair up or work individually and complete <i>Actividad 4</i> and <i>Actividad 5</i> . Review the activities as a class.	Assign beforehand. Students log in and go to pages.
15	<i>Historieta 3: El Parque del Dominó</i> Presentational Writing: Mi parque favorito	Have students complete the Presentational Writing task on their own.	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
10-15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10-15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 4</i> – project it on the board and associate a gesture for each structure.	Project for class.
20	<i>Historieta 4: El mejor restaurante de San Antonio</i> Preguntas personales	Next, do the PQA scripts with your students. Download the scripts and print them out – there are tips for you throughout.	Project for class.
10	<i>Historieta 4: El</i>	If time allows, play the first few paragraphs of the story. Or you	Project for

	<i>mejor restaurante de San Antonio</i> El mejor restaurante de San Antonio	could read them out loud. Pause every few sentences and ask simple comprehension questions. You could even incorporate some additional PQAs throughout based on the details from the story.	class.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Preguntas personales	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a story about a family's restaurant.	
25	<i>Historieta 4: El mejor restaurante de San Antonio</i> El mejor restaurante de San Antonio	Read the story in full, pausing and asking questions along the way. You may want to enlist the help of some "actors" to act out the story.	Project for class.
15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Actividad 1: ¿Cierto o falso? Actividad 2: Lógico o ilógico	Have students work individually or in pairs on <i>Actividad 1</i> and <i>Actividad 2</i> . Tip! <i>Actividad 1</i> includes audio, so students will need headphones. If they don't have headphones, then do this activity as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can tell a story about a family's restaurant. I can give some information about myself when applying for a job.	
20	<i>Historieta 4: El</i>	Talk with students about the story – remind them of key	Assign

	<i>mejor restaurante de San Antonio</i> Actividad 3: Cuéntame la historia	characters and events. Then, have students re-tell the story on their own.	beforehand. Students log in and go to page.
15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Nota de gramática: The Best	Have students complete the <i>Nota de gramática</i> afterwards. This can be done independently. In the transition between this task and the next, ask some students what they wrote down – ask what the best restaurant is, what the best city to vacation in is, and so on.	Assign beforehand. Students log in and go to page.
15	<i>Historieta 4: El mejor restaurante de San Antonio</i> Presentational Speaking: Trabajo en un restaurante mexicano local	Lastly, have students do the Presentational Speaking task.	Assign beforehand. Students log in and go to page
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
<p style="text-align: center;">Friday Tip! You could call Friday “Voces video viernes”!</p>			
		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day’s agenda.</p> <p>I can understand some of what someone says about a trip to Machu Picchu.</p> <p>I can identify some common practices in Spain and compare them to my own.</p>	
15	<i>¡Extra! ¡Extra! Entrevistas Luis</i>	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
15	<i>¡Extra! ¡Extra! Entrevistas Luis</i>	Have students work on the activities independently. Tip! Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra! El mundo en fotos La playa</i>	Read the description together while projecting the photo. Talk about it – use the transcript (which students can’t see) for ideas on questions to ask. Model what they’ll do on their own.	Project for class.
10	<i>¡Extra! ¡Extra! El mundo en fotos</i>	Have students do the speaking activity.	Assign beforehand. Students log in and go to

	<i>La playa</i>		pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 5			
Monday			
	<i>Historia larga 2: Aventura en Valencia</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand a story about a festival in Spain.	
50	<i>Historia larga 2: Aventura en Valencia</i> Actividad 1: ¿Posible o imposible? Actividad 2: Completa la frase Actividad 3: Habla con Julia	Have students log in and work independently on the <i>Historia larga 2</i> section. You could treat this very formally, assigning <i>Actividades 1-3</i> and limiting the number of submissions and even making it so students can't leave the page once they begin. This would be treated like a quiz grade. Tip! If students finish early, have them illustrate and caption the story on the 4 Panel Comic Pages (which you would have to print out ahead of time).	Assign beforehand. Students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
	<i>Historia larga 2: Aventura en Valencia</i>	Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can write a story about a festival in Spain.	
20	<i>Historia larga 2: Aventura en Valencia</i> Actividad 4: Un final alternativo	Read the story to students or play the audio, pausing and answering questions throughout. You may want to combine this with reviewing the activities from the day before. The idea here is to check their comprehension and give them a chance to hear the story again before completing <i>Actividad 4</i> .	Project for class.
10	<i>Historia larga 2: Aventura en Valencia</i> Actividad 4: Un final alternativo	Have students complete <i>Actividad 4</i> .	Assign beforehand. Students log in and go to page.
20	<i>¡Extra! ¡Extra! Panoramas</i> Pescador en Puerto Pesquero, San Sebastián, España	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can read an article about a Twitter controversy.	
10	<i>¡Extra! ¡Extra!</i>	Read version 1 as a class and complete the activity as a group.	Project for

	<i>Artículos Brillante pero indocumentada</i>		class and assign beforehand. Have students log in and go to page.
15	<i>¡Extra! ¡Extra! Artículos Brillante pero indocumentada</i>	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos Brillante pero indocumentada</i>	Have students read the last version on their own and work on the last set of questions.	Project for class. Have students log in and go to page.
20	<i>¡Extra! ¡Extra! Artículos Brillante pero indocumentada</i>	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Thursday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can identify some aspects of national identity.	
15	<i>¡Extra! ¡Extra! El mundo en fotos Los galanes</i>	Spend a few minutes talking about the photograph and reading the description and story. Ask a few comprehension questions in preparation for the interpersonal activity.	Project for class.
15	<i>¡Extra! ¡Extra! El mundo en fotos Los galanes</i>	Have students complete the interpersonal speaking task individually.	Have students log in and go to page.
20	<i>¡Extra! ¡Extra! Notas culturales La inmigración en Estados Unidos: Un debate abierto</i>	Read the culture note to the class. Pause and ask questions. Discuss in more depth by asking the questions on the page out loud to students for discussion. Tip! Depending on your students' proficiency, you could have students answer the questions individually or discuss the questions as a class. Alternatively, you could discuss the questions as a class in Spanish and then allow students to answer the questions in English.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday Tip! You could call Friday "Voces video viernes"!			
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the	

		<p>day's agenda.</p> <p>I can understand some of what someone says about the weather where they live and what they do for fun.</p> <p>I can understand some of what someone says about a trip they took.</p> <p>I can give information about myself and where I live.</p>	
15	<i>¡Extra! ¡Extra! Entrevistas Pablo</i>	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
10	<i>¡Extra! ¡Extra! Entrevistas Pablo</i>	Have students work on the activities independently. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra! Entrevistas Alessia</i>	Project the video in class. Play a few seconds, and stop at key moments to clarify or ask a simple question or two. End with a few additional comprehension questions, preparing students for the activity.	Project for class.
10	<i>¡Extra! ¡Extra! Entrevistas Alessia</i>	Have students work on the activities independently. Walk around and assist as needed. If they seem to be losing focus, then stop everyone and do the activities as a group. If time permits, review the last question as a class.	Assign beforehand. Students log in and go to page.
5	<i>¡Extra! ¡Extra! Entrevistas ¿Y tú? ¿Quién eres?</i>	Have students do the speaking activity, modeling their presentation on the two interview presentations they just watched.	Project for class and hand out paper.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

Week 6

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 6			
Monday			
		<p>Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda.</p> <p>I can identify the similarities between festivals.</p>	
15	<i>¡Extra! ¡Extra! Artículos La procesión de las Ánimas</i>	Have students read versions 1 and 2 and complete the activities for both individually.	Assign beforehand. Students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos La procesión de las Ánimas</i>	Read the final version as a class, asking a few questions that will help them prepare for the final activity set.	Project for class. Have students log in and go to page.
10	<i>¡Extra! ¡Extra!</i>	Have students complete the final activity. Review as time	Assign

	<i>Artículos</i> La procesión de las Ánimas	allows.	beforehand. Students log in and go to page.
15	<i>¡Extra! ¡Extra! Notas culturales</i> Los Castelleros	Read the culture note to the class. Pause and ask questions. Discuss in more depth by asking the questions on the page out loud to students for discussion. You could compare and contrast this celebration with <i>La procesión de las Ánimas</i> and others students have learned about in this unit.	Project for class. Have students log in and go to page.
	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can read about a popular celebration.	
15	<i>¡Extra! ¡Extra! Artículos</i> Cinco de Mayo	Have students read versions 1 and 2 and complete the activities for both individually.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos</i> Cinco de Mayo	Read the final version as a class, asking a few questions that will help them prepare for the final activity set.	Project for class and assign beforehand. Have students log in and go to page.
10	<i>¡Extra! ¡Extra! Artículos</i> Cinco de Mayo	Have students complete the final activity. Review as time allows.	
15	<i>Los Estados Unidos y España</i> En mi comunidad	Have students review the items on the class bulletin board. What has been added? Are there flyers for festivals in your area that celebrate any of the celebrations you learned about in the unit? What else can students do in your area to encounter the Spanish language?	Reference the bulletin board in class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
Final Unit Assessment – Option 1			
Please note: If you prefer to assign the IPA as the final unit assessment, see Option 2 below.			
5	<i>Zoe y Zack: Una aventura increíble</i> Capítulo uno: ¿El mejor viaje?	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a chapter of a novel about travel. I can write a journal entry. Tip! Remind students that today will be a formal unit	

		assessment and they will be working independently.	
45	<i>Zoe y Zack: Una aventura increíble</i> Capítulo uno: <i>¿El mejor viaje?</i> Actividad 1: <i>¿Quién es?</i> Actividad 2: <i>Mala memoria</i> Actividad 3: La perspectiva de Zack Actividad 4: El diario de Zack	Assign the <i>Zoe y Zack: Una aventura increíble</i> , all parts. Set the assignment so that students can't submit more than one time and can't leave the page once they begin.	Assign beforehand. Have students log in and go to page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
<p style="text-align: center;">Thursday Final Unit Assessment – Option 1 Please note: If you prefer to assign the IPA as the final unit assessment, see Option 2 below.</p>			
15	<i>Zoe y Zack: Una aventura increíble</i> Capítulo uno: <i>¿El mejor viaje?</i> Actividad 1: <i>¿Quién es?</i> Actividad 2: <i>Mala memoria</i> Actividad 3: La perspectiva de Zack Actividad 4: El diario de Zack	Read <i>Zoe y Zack: Una aventura increíble - Capítulo uno: ¿El mejor viaje?</i> as a class or by playing the audio. Go over <i>Actividades 1-4</i> and review correct answers. More generally, discuss Zack's perspective. Ask students to share their journal entries with others.	Project for class. Have students log in and go to pages.
5	End-of-Unit Review and Assessment <i>¡Mi historia original!</i> <i>Cuéntanos una historia original</i>	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can write an original story. I can tell an original story. Tip! Remind students that this writing/speaking assignment is also a formal assessment and they will be working independently.	
30	End-of-Unit Review and Assessment <i>¡Mi historia original!</i> <i>Cuéntanos una historia</i>	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Have students log in and go to page(s).

	<i>original</i>		
-		When students finish creating their original story, have them illustrate their story using the 4 Panel Comic Page (which you would need to print off beforehand) or play games in the Voces Game Center.	
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday Final Unit Assessment – Option 2 Please note: If you prefer to assign <i>Zoe y Zack: Una aventura increíble</i> and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.			
5	Integrated Performance Assessment Can-Do Self-Assessment	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand the main idea of a radio announcement. I can understand an article about sports and culture.	Project for class.
5	Integrated Performance Assessment Context	Read the context and look at the pictures as a class. Tip! Remind students that this assignment is a formal assessment and they will be working independently.	Project for class.
40	Integrated Performance Assessment Interpretive Listening Interpretive Reading	Assign the tasks ahead of time. Set the assignments so that students can only submit one time and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday Final Unit Assessment – Option 2 Please note: If you prefer to assign <i>Zoe y Zack: Una aventura increíble</i> and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.			
5	Integrated Performance Assessment Can-Do Self-Assessment	Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can have a conversation about biographical information, hobbies, and culture. I can write about a cultural event. I can explain how a certain practice is important to a cultural identity.	Project for class.
45	Integrated Performance Assessment Interpersonal Speaking Presentational Writing	Assign the tasks ahead of time. Set the assignment so that students can only record or submit one time and can't leave the page once they begin.	Assign beforehand. Have students log in and go to pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Friday End of unit wrap-up day!			

We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and choose from these options or do something different!			
	<i>Unidad 1: La aventura empieza</i> Can-Do Checklist	Have students go to the Can-Do Checklist and complete the “Reflections on My Work” section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
	<i>Los Estados Unidos y España</i> En mi comunidad	Have students look over their class bulletin board with evidence of community events where Spanish is spoken where they live, including pictures of signs, brochures, menus, and flyers. I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world. Tip! Have students complete the Can-Do, imagining what they will be able to do now that they have completed one unit of <i>Nuestra historia</i> .	Project for class and assign beforehand.
	End-of-Unit Review and Assessment ¡Mi historia original!	Have students share the original stories they wrote.	
	<i>Día de Muertos</i> Reader	If the timing is right (and <i>Día de Muertos</i> is approaching), then read <i>Las mariposas vienen de visita</i> with your students.	
	Voces Game Center	You could also have students play games against each other or as a class!	

Here’s a list of Unit 1 Can-Dos, if you choose to follow our pacing guide and use the Option 1 for the final assessment.

Unit 1 Can-Dos

Interpretive Reading

I can read a story about a new friend.
 I can read a story about a trip to New York.
 I can read a story about a vacation.
 I can read a story about a school trip.
 I can understand an infographic about Spain.
 I can read an article about a Twitter controversy.
 I can read about a popular celebration.
 I can read a chapter of a novel about travel.

Interpretive Listening

I can understand a story about a family's restaurant.
 I can understand the main idea of a video about a cultural celebration.
 I can understand some of what someone says about a trip to Machu Picchu.
 I can understand a story about a festival in Spain.

I can understand some of what someone says about the weather where they live and what they do for fun.
I can understand some of what someone says about a trip they took.

Interpersonal Speaking

I can order food in a Dominican restaurant.
I can identify some common practices in Spain and compare them to my own.
I can identify some aspects of national identity.

Presentational Speaking

I can tell a story about a family's restaurant.
I can give some information about myself when applying for a job.
I can give information about myself and where I live.
I can tell an original story.

Presentation Writing

I can tell a story about a trip to New York.
I can write a story about a school trip.
I can write a letter about my favorite park.
I can write a story about a festival in Spain.
I can write a journal entry.
I can write an original story.

Intercultural Competencies

I can talk about family, food, and places in other countries.
I can identify the similarities between festivals.
I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can understand an article about sports and culture.

Interpretive Listening

I can understand the main idea of a radio announcement.

Interpersonal Speaking

I can have a conversation about biographical information, hobbies, and culture.

Presentation Writing

I can write about a cultural event.

Intercultural Competencies

I can explain how a certain practice is important to a cultural identity.