

Nuestra historia 4 Pacing Guide

In *Nuestra historia 4*, you will find culturally-relevant and heartfelt stories to encourage your students to reflect on their own lives and think about the world around them. Each unit features three short stories and one longer story carefully written to introduce both high-frequency and high-interest structures. We have included stories that highlight some of the most compelling and beautiful aspects of the Spanish-speaking world while instilling valuable insight into the practices and perspectives of target cultures. Our hope is that each story will not only teach students the language, but also provide you as the teacher a springboard for some interesting conversations in class.

Each story includes varying levels of comprehension activities that provide repeated exposure to targeted structures in novel ways. Each activity is designed to prompt students to think critically about the text and demonstrate their comprehension through various modes of communication. Teacher tips for presenting target structures, such as Total Physical Response (TPR®) methods, Personalized Questions and Answers (PQAs), and Storyasking, are provided to support teachers who are new to the best practices of teaching with comprehensible input.

To give your students an even deeper CI experience, *Nuestra historia* comes equipped with abundant supplemental resources. Expose your students to different world accents with our *Entrevistas* or Dreaming Spanish with Pablo videos, or explore the richness of the Spanish-speaking world with interviews, articles, and panoramas. Enjoy extensive, compelling context with the comprehensible reader *Novela: El carterista de Pamplona* or the highly-popular *Go! Vive a tu manera* Netflix series. With *Nuestra historia*, the possibilities for impactful comprehensible input are as limitless as your imagination!

Profiles

In this guide, you will find four options for pacing the material of *Nuestra historia 4*. Because of *Nuestra historia*'s convenient structure that permeates all units, you can apply one of these basic frameworks to all units within the title. This pacing is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do. Just choose the profile that best fits your teaching situation and dive in!

- **Rock Skipper:** This is the teacher who regularly dips into *Nuestra historia* but also uses other instructional materials and/or has limited time with their students. The Rock Skipper teacher will focus primarily on the *Historietas* with a quick *Historia larga* thrown in as an assessment and a video or two for novelty.
- **Surface Skimmer:** A Surface Skimming teacher uses *Nuestra historia* as the backbone of their curriculum but also supplements frequently with external instructional materials and/or takes a slow approach to language acquisition. This teacher will focus primarily on the *Historietas* and *Historias largas* with carefully-selected videos and cultural lessons to further students' experience with comprehensible input.

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- **Knee Deep:** When going Knee Deep, *Nuestra historia* serves as a teacher’s primary curriculum. This teacher selects the most engaging and relevant of the copious supplemental resources available in *Nuestra historia* and schedules them frequently into lesson plans to vary course routines and give students a rich cultural understanding.
- **Deep Diver:** For the Deep Diver, *Nuestra historia* is a treasure trove of instructional materials. In a Deep Dive, *Nuestra historia* serves as the exclusive curriculum. Because students have both the time and the proficiency level, the Deep Diver incorporates as many resources as possible within every unit.

Flexibility

As you look over this pacing guide, keep in mind that our pacing and timing for these tasks is approximate and may need to be adapted for different contexts. Of course, you should be prepared to adapt your instruction to spend more time on topics that your students really connect with and move on more quickly when your students’ interest is low. Remember that the main goal is to provide compelling, comprehensible input. If you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged, then they are acquiring language! A successful CI program shouldn’t fit into neat boxes, so don’t let an ideal schedule prevent you from exploring further.

Take some time to discover what might best suit your students’ needs. Take advantage of the plentiful resources at your fingertips, or use the Voces Editor to create activities of your own. Again, the goal of Comprehensible Input is to engage and connect with your students in such a way that they acquire language subconsciously. As long as they are engaged and you are delivering comprehensible input, do not worry too much about how fast or slow you’re moving in the curriculum. Ultimately, *Nuestra historia* is meant to be a responsive, student-driven curriculum.

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.

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Profile: Rock Skipper		3-5 weeks
Section	Description	Duration
<i>Historieta 1</i>	<i>Vocabulario importante</i> Read story and alternative version Assign activities	3-4 days
<i>Historieta 2</i>	<i>Vocabulario importante</i> Read story and alternative version Assign activities	3-4 days
<i>Historieta 3</i>	<i>Vocabulario importante</i> Read story and alternative version Assign activities	3-4 days
<i>Historia larga</i>	Use as an assessment	1-2 days
Dreaming Spanish with Pablo	Choose a topic to explore as needed to supplement students' learning and provide extra CI.	As needed
<i>¡Extra! ¡Extra!</i> ¹	Choose a topic to explore as needed to supplement students' learning and provide extra CI.	As needed

¹ These activities can be easily interchangeable with comprehensible readers/novels or the *Exploración Cultural*.

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Profile: Surface Skimmer		4-6 weeks
Section	Description	Duration
Introductory Sections	Can-Do Pre-Assessment Essential Question Connection	1-3 days
<i>Historieta 1</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Read story and alternative version Assign activities	4-5 days
<i>Historieta 2</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Read story and alternative version Assign activities	4-5 days
<i>Historieta 3</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Read story and alternative version Assign activities	4-5 days
<i>Historia larga</i>	Read story Assign activities Authentic communication task	1-2 days
Dreaming Spanish with Pablo	Choose a topic to explore as needed to supplement students' learning and provide extra CI.	1 day
<i>¡Extra! ¡Extra!</i> ²	Choose a topic to explore as needed to supplement students' learning and provide extra CI.	As needed

² These activities can be easily interchangeable with comprehensible readers/novels or the *Exploración Cultural*.

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Profile: Knee Deep		5-8 weeks
Section	Description	Duration
Introductory Sections	Can-Do Pre-Assessment Essential Question Connection	2-4 days
<i>Historieta 1</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Ask a class story and follow up Read story and alternative version Assign activities	5-6 days
<i>Historieta 2</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Ask a class story and follow up Read story and alternative version Assign activities	5-6 days
<i>Historieta 3</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Ask a class story and follow up Read story and alternative version Assign activities	5-6 days
<i>Historia larga</i>	Read story Assign activities Authentic communication task	1-2 days
Dreaming Spanish with Pablo	Choose a topic to explore as needed to supplement students' learning and provide extra CI.	1 day
<i>¡Extra! ¡Extra!</i> ³	Plan an <i>¡Extra! ¡Extra!</i> day after each <i>Historieta</i> and <i>Historia larga</i> . Explore 2-3 topics per day.	4-8 days
End of Unit	Can-Do Checklist End-of-Unit Review and Assessment	1 day

³ These activities can be easily interchangeable with comprehensible readers/novels or the *Exploración Cultural*.

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Profile: Deep Diver		6-9 weeks
Section	Description	Duration
Introductory Sections	Can-Do Pre-Assessment Essential Question Connection	2-4 days
<i>Historieta 1</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Ask a class story and follow up Read story and alternative version Assign activities	6-8 days
<i>Historieta 2</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Ask a class story and follow up Read story and alternative version Assign activities	6-8 days
<i>Historieta 3</i>	<i>Vocabulario importante</i> <i>Preguntas personales</i> Ask a class story and follow up Read story and alternative version Assign activities	6-8 days
<i>Historia larga</i>	Read story Assign activities Authentic communication task	1-2 days
Dreaming Spanish with Pablo	Choose a topic to explore as needed to supplement students' learning and provide extra CI.	1 day
<i>¡Extra! ¡Extra!</i> ⁴	Plan an <i>¡Extra! ¡Extra!</i> day after each <i>Historieta</i> or wherever students need a change of pace. Explore 2-3 topics per day.	4-8 days
End of Unit	Can-Do Checklist End-of-Unit Review Original story assessment	1 day
Assessment	Integrated Performance Assessment or Traditional unit assessment	1-3 days, depending on assessment choice

⁴ These activities can be easily interchangeable with comprehensible readers/novels or the *Exploración Cultural*.

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