

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 3*

Each unit in *Nuestra historia 3* is based on a different **AP® subtheme** and focuses on several different Spanish-speaking cultures. These “drivers” of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 3 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 story sections 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.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
 - *Artículos* that highlight global issues in a scaffolded series of comprehensible texts.
 - *Biografías*, which feature one prominent figure from featured Spanish-speaking countries.
 - *Entrevistas*, representing the perspectives and experiences of native speakers from around the Spanish-speaking world.
 - *Charla de peli*, which are short films complete with PQAs, vocabulary, and a script. The films are chosen to compliment the themes and vocabulary present in the *historietas* and *historia larga*.
 - *PechaKucha* slideshows designed to help students discuss a topic or theme related to the unit.
 - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both students and 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.

Sample Pacing for Unidad 1

Below, you will find one option for pacing the material in *Unidad 1* in *Nuestra historia 3*. 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 into *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 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, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read a class novel, like *Los sobrevivientes*!

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 revisits 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 earbuds, 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
10-15	<i>Historieta 1: Una experiencia inolvidable Preguntas personales</i>	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine. 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.	Project for class.
20	<i>Introducción</i>	Project the page for your class to see and then ask questions, like: <i>¿Has visto alguna de estas imágenes antes? ¿Dónde?</i> <i>¿Cuál es tu imagen favorita? ¿Por qué?</i> <i>¿Te gusta el arte? ¿Te gusta dibujar? ¿Te gusta bailar? ¿Te gusta escuchar música?</i> <i>¿Qué tipo de mensajes hay en el arte? ¿Mensajes de belleza, de protesta?</i> <i>¿Piensas que el arte puede cambiar a las personas, sus pensamientos, sus acciones? ¿Por qué sí o por qué no?</i> Tip! Double-click any of the images to make them full screen. Talk about what the image is and why it is being included in this selection.	Project for class.
10	<i>Introducción</i>	Have students partner up to discuss the <i>preguntas esenciales</i> at the top of the page. After giving them time to discuss their ideas with each other, bring the class back together and ask some students to share their thoughts with the whole class.	Project for class.
10	<i>En el fondo</i>	Have students complete the questions. Students may need to finish this as homework.	Assign beforehand. Students log in and go to

			the page.
-	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 1: Una experiencia inolvidable Preguntas personales</i>	Open class by conducting a student interview using 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.
15	<i>Historieta 1: Una experiencia inolvidable Vocabulario importante</i>	Introduce the <i>Vocabulario importante</i> for <i>Historieta 1: Una experiencia inolvidable</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: Una experiencia inolvidable Preguntas personales</i>	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 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	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: Una experiencia inolvidable Preguntas personales</i>	Open class by conducting a student interview using 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	Project for class.

		other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	
-		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 descriptions of artwork.	
5	<i>Historieta 1: Una experiencia inolvidable</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 did and reestablishing the meaning of the structures.	Project for class.
15	<i>Historieta 1: Una experiencia inolvidable</i> Una experiencia inolvidable	Project the first story, <i>Una experiencia inolvidable</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: Una experiencia inolvidable</i> Una experiencia inolvidable	Next, 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 at your quieter kids).	Project for class.
15	<i>Historieta 1: Una experiencia inolvidable</i> Actividad 1: ¡No dicen lo que piensan! Actividad 2: Escucha y empareja	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 the pages.
-	Exit Ticket(s)	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: Una experiencia inolvidable</i> Preguntas personales	Open class by conducting a student interview using 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 responses are appropriate at this stage.	Project for class.
10	<i>Historieta 1: Una</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	Project for class.

	<i>experiencia inolvidable</i> Actividad 1: <i>¡No dicen lo que piensan!</i> Actividad 2: <i>Escucha y empareja</i>	structures.	Students log in and go to the pages.
10	<i>Historieta 1: Una experiencia inolvidable</i> Atención: Indirect Object Pronouns	Review indirect object pronouns, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Historieta 1: Una experiencia inolvidable</i> Atención: Indirect Object Pronouns	Have students complete the activity and then go over the activity as a class to reinforce the structure of the indirect object pronouns in each case.	Assign beforehand. Students log in and go to the page.
10	<i>Historieta 1: Una experiencia inolvidable</i> Actividad 3: <i>Contesta las preguntas</i>	Have students complete <i>Actividad 3</i> . They may need to complete them as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	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.
Friday			
-		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 investigate the meaning and significance of a handicraft.	
10	<i>¡Extra! ¡Extra!</i> <i>Artículos Alebrijes</i>	Read version A with the class and complete the activity as a group.	Project for class. Students log in and go to the pages.
10	<i>¡Extra! ¡Extra!</i> <i>Artículos Alebrijes</i>	Have students partner up and read version B together and complete the second activity together.	Project for class. Students log in and go to the pages.
15	<i>¡Extra! ¡Extra!</i> <i>Artículos Alebrijes</i>	Have students read the last version on their own and work on the last set of questions.	Project for class. Students log

			in and go to the pages.
15	<i>¡Extra! ¡Extra!</i> <i>Artículos</i> <i>Alebríjes</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.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

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Week 2			
Monday			
10-15	<i>Historieta 1: Una experiencia inolvidable</i> Preguntas personales	Open class by conducting a student interview using 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 responses are appropriate at this stage.	Project for class.
5	<i>Historieta 1: Una experiencia inolvidable</i> Versión alternativa: Una experiencia inolvidable	Review the structures for the <i>Versión alternativa: Una experiencia inolvidable</i> . Use gestures and ask students simple questions using the structures.	Project for class.
15	<i>Historieta 1: Una experiencia inolvidable</i> Versión alternativa: Una experiencia inolvidable	Play the audio for the <i>Versión alternativa: Una experiencia inolvidable</i> . Pause the audio after every few sentences and ask a few simple comprehension questions to ensure students are following along.	Project for class.
20	<i>Historieta 1: Una experiencia inolvidable</i> Actividad 4: Cierto o falso + evidencia Actividad 5: Un final alternativo	Have students complete <i>Actividades 4</i> and <i>5</i> either alone or in pairs. Spend a few minutes at the end of class reviewing the answers to <i>Activité 5</i> .	Assign beforehand. Students log in and go to the page.
-	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 1: Una experiencia inolvidable</i> Preguntas personales	Open class by conducting a student interview using 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 responses are	Project for class.

		appropriate at this stage.	
-		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 form and express opinions about art. I can understand someone talking about a handicraft.	
15	<i>Historieta 1: Una experiencia inolvidable</i> Presentational Writing: Crítico de arte	Have students complete the Presentational Speaking task on their own. If time allows, let students who volunteer share their work with the class.	Assign beforehand. Students log in and go to the pages.
5	<i>¡Extra! ¡Extra! Entrevistas</i> La muñeca sin rostro	Before showing the video, you may want to ask your students a few questions: <i>¿Conoces algunas artesanías de América Latina? ¿Cuáles?</i> <i>¿Hay alguien en la clase que haya visitado la República Dominicana?</i> <i>¿Hay alguien que tenga descendencia o familia de allí?</i>	Assign beforehand. Students log in and go to the page.
10	<i>¡Extra! ¡Extra! Entrevistas</i> La muñeca sin rostro	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
15	<i>¡Extra! ¡Extra! Entrevistas</i> La muñeca sin rostro	Have students pair up or work individually and complete the activities. Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday			
10-15	<i>Historieta 1: Una experiencia inolvidable</i> Preguntas personales	Open class by conducting a student interview using 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 responses are appropriate at this stage.	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 accept and reject invitations in culturally appropriate ways. I can participate in a conversation about a work of art. I can use a series of sentences to identify products and describe practices to explain the perspectives of the Incan culture.	

20	<i>Historieta 1: Una experiencia inolvidable</i> Interpersonal Speaking: <i>Invitación a una exposición de arte</i>	Have students complete the Interpersonal Speaking task. They may need extra time outside of class to complete it.	Assign beforehand. Students log in and go to the page.
20	<i>¡Extra! ¡Extra! Panoramas: Ciudad perdida de los incas</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 the page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday			
10-15	<i>Historieta 2: Las arpilleras modernas</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
15	<i>Historieta 2: Las arpilleras modernas</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 2: Las arpilleras modernas</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. Review the answers to the <i>pregunta esencial</i> .	Project for class.
20	<i>Historieta 2: Las arpilleras modernas</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: Las arpilleras modernas</i> Nuestra historia – escritura	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.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida - Persona especial</i> , which you can find in the Resource Library under	Print out Exit Ticket

		Additional Resources.	beforehand.
Friday			
10-15	<i>Historieta 2: Las arpilleras modernas</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
5	<i>Historieta 2: Las arpilleras modernas</i> Vocabulario importante	Review the Vocabulario importante for <i>Historieta 2</i> .	Project for class.
15	<i>Historieta 2: Las arpilleras modernas</i> Las arpilleras modernas	First, play the native speaker audio for <i>Las arpilleras modernas</i> for students while projecting the page so students can see the structures and follow along with the story. Next, read <i>Las arpilleras modernas</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Historieta 2: Las arpilleras modernas</i> Actividad 1: Orden cronológico Actividad 2: La mejor descripción	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 the pages.
-	Exit Ticket(s)	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.

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Week 3			
Monday			
10-15	<i>Historieta 2: Las arpilleras modernas</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	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 the relationship between cause and effect in a story.	
10	<i>Historieta 2: Las arpilleras modernas</i> Atención: Past, Present, and Future	Review the past, present, and future tenses, drawing on examples that focus on your students as well as examples from the story.	Project for class.

10	<i>Historieta 2: Las arpilleras modernas</i> Atención: Past, Present, and Future	Have students complete the activity and spend a few minutes reviewing their responses as a way to reinforce the grammatical concept.	Assign beforehand. Students log in and go to the pages.
10	<i>Historieta 2: Las arpilleras modernas</i> Las arpilleras modernas	Review the story with students briefly.	Project for class.
10	<i>Historieta 2: Las arpilleras modernas</i> Actividad 3: Causa y efecto	Have students complete <i>Actividad 3</i> . Review activity as a class as time allows.	Assign beforehand. Students log in and go to the page.
		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	Exit Ticket(s)	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.
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 understand the importance of art in history or culture.	
10	<i>Historieta 2: Las arpilleras moderna</i> Interpretive Listening: Las arpillерistas	Watch the video as a class. Pause along the way and ask simple comprehension questions and/or clarify meaning. You may also want to connect some of the points in the video with the stories and videos students have read and watched.	Project for class.
30	<i>Historieta 2: Las arpilleras moderna</i> Interpretive Listening: Las arpillерistas	Have students complete the Interpretive Listening task. They can work in pairs or individually to complete it.	Assign beforehand. Students log in and go to the page.
10	<i>Historieta 2: Las arpilleras moderna</i> Interpretive Listening: Las arpillерistas	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
10-	<i>Historieta 2:</i>	Open class by conducting a student interview using the <i>Nuestra</i>	Project for

15	<i>Las arpilleras modernas</i> Preguntas personales	<i>clase, nuestra historia</i> routine.	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 recognize symbols in art that define a nation and reflect culture. I can understand someone talking about indigenous art.	
20	<i>Historieta 2: Las arpilleras moderna</i> Presentational Speaking: Arpilleras de Chile	Have students complete the Presentational Speaking task on their own. Tip! You may want to review the rubric as well, and make sure students know how they will be graded.	Assign beforehand. Students log in and go to the pages.
5	<i>¡Extra! ¡Extra! Entrevistas</i> El arte indígena	Before showing the video, you may want to ask your students a few questions: <i>¿En qué piensas cuando ves estas imágenes del Tumi y el torito de Pucará? ¿Para qué crees que sirven?</i> <i>¿Qué conoces de Perú?</i> <i>¿Conoces algunas artesanías de América Latina? ¿Cuáles?</i> <i>¿Hay alguien en la clase que haya visitado Perú?</i> <i>¿Hay alguien en la clase con descendencia peruana?</i>	Assign beforehand. Students log in and go to the page.
10	<i>¡Extra! ¡Extra! Entrevistas</i> El arte indígena	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
10	<i>¡Extra! ¡Extra! Entrevistas</i> El arte indígena	Have students pair up or work individually and complete the activities. Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket(s)	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.
Thursday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
15	<i>Historieta 3: El arte es una mentira</i> Vocabulario importante	Introduce the <i>Vocabulario importante</i> for <i>Historieta 3: El arte es una mentira</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 3: El arte es una mentira</i>	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.

	Vocabulario importante		
-	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.
Friday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	Project for class.
25	<i>Historieta 3: El arte es una mentira</i> El arte es una mentira	First, play the native speaker audio for <i>El arte es una mentira</i> for students while projecting the page so students can see the structures and story. Next, read <i>El arte es una mentira</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Historieta 3: El arte es una mentira</i> Actividad 1: ¿Cierto o falso? Actividad 2: Una persona famosa	Have students complete <i>Actividades 1</i> and <i>2</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to the page.
-	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.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	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 retell a story about a famous artist.	
10	<i>Historieta 3: El arte es una mentira</i> El arte es una mentira	Re-read the story with the class or ask comprehension questions to remind them of the storyline and characters.	Project for class.
10	<i>Historieta 3: El</i>	Review the grammar explanation, drawing on examples that	Project for

	<i>arte es una mentira</i> Nota de gramática: Review of present and past tenses	focus on your students as well as examples from the story.	class.
10	<i>Historieta 3: El arte es una mentira</i> Nota de gramática: Review of present and past tenses	Have students complete the activity and then go over the activity as a class to reinforce the past and present tenses.	Assign beforehand. Students log in and go to the page.
10	<i>Historieta 3: El arte es una mentira</i> Actividad 3: Cuéntame la historia	Have students complete <i>Activité 3</i> individually. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	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.
Tuesday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine.	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 participate in a conversation about art.	
10	<i>Historieta 3: El arte es una mentira</i> Versión alternativa: El arte es una mentira	Review the structures and point out some of the changes. Then, read the alternative version. Ask comprehension questions and even compare details in this version with those in the original.	Project for class.
15	<i>Historieta 3: El arte es una mentira</i> Actividad 4: ¿Cuál es correcta? Actividad 5: Habla con Pablo	Have students do <i>Actividades 4</i> and <i>5</i> on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.

-	Exit Ticket(s)	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.
Wednesday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student 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 biography.	
10	<i>¡Extra! ¡Extra!</i> <i>Biografía: José Guadalupe Posada</i> Antes de la lectura	Have students look at the image and answer the questions on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.
25	<i>¡Extra! ¡Extra!</i> <i>Biografía: José Guadalupe Posada</i> Biografía: José Guadalupe Posada	Next, read <i>Biografía: José Guadalupe Posada</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Assign beforehand. Students log in and go to the page.
10	<i>¡Extra! ¡Extra!</i> <i>Biografía: José Guadalupe Posada</i> Actividad 1: Orden cronológico Actividad 2: Mapamundi	Have students do <i>Actividades 1</i> and <i>2</i> on their own and then go over them as a class, as time allows. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	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 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
10	<i>¡Extra! ¡Extra!</i> <i>Biografía: José Guadalupe Posada</i> Biografía: José	Re-read the story with your students and ask comprehension questions to remind them of the storyline and main ideas.	Project for class.

	Guadalupe Posada		
15	<i>¡Extra! ¡Extra! Biografía: José Guadalupe Posada</i> Actividad 3: Opción múltiple Actividad 4: Escribe	Have students do <i>Actividades 3</i> and <i>4</i> on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.
10	<i>¡Extra! ¡Extra! Biografía: José Guadalupe Posada</i> Después de la lectura	Have students look at the image and answer the questions on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	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.
Friday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
-		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 popular works of art by a famous artist.	
15	<i>Historieta 3: El arte es una mentira</i> Interpretive Reading: Guernica	Read the text aloud to your students, pausing occasionally to ask questions or have students describe what they see.	Project for class.
15	<i>Historieta 3: El arte es una mentira</i> Interpretive Reading: Guernica	Have students complete the Interpretive reading tasks. If time allows, go over them as a class.	Assign beforehand. Students log in and go to the 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.

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

Week 5

Monday

-		Introduce the Can-Do at the beginning of class. Write it on the	
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		board, project it for the class, or display it on the day's agenda. I can understand a story about the meaning and significance of art.	
10	<i>Historia larga: Un inolvidable tour del mejor arte</i> Vocabulario importante	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. Remember that these structures have all appeared in the preceding short stories.	Project for class.
20	<i>Historia larga: Un inolvidable tour del mejor arte</i> Un inolvidable tour del mejor arte	First, play the native speaker audio for <i>Un inolvidable tour del mejor arte</i> for students while projecting the page so students can see the structures and story. Next, read <i>Un inolvidable tour del mejor arte</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Historia larga: Un inolvidable tour del mejor arte</i> Actividad 1: La mejor descripción Actividad 2: Opción múltiple	Have students complete <i>Actividades 1</i> and <i>2</i> independently. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the 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 write a story about the meaning and significance of art.	
15	<i>Historia larga: Un inolvidable tour del mejor arte</i> Un inolvidable tour del mejor arte	Play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no and true/false questions to make sure everyone understood the story.	Project for class.
15	<i>Historia larga: Un inolvidable tour del mejor arte</i> Actividad 3: Contesta las preguntas Actividad 4: Cuéntame la historia	Have students complete <i>Actividades 3</i> and <i>4</i> independently or in pairs. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the page.
20	<i>¡Extra! ¡Extra!</i> Panoramas:	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their	Project for class and

	Artesanías mayas	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.	have students log in and go to the 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, or display it on the day's agenda. I can investigate the origin, meaning, and significance of a handicraft.	
10	<i>¡Extra! ¡Extra!</i> Artículos El origen de los alebrijes	Read version A with class and complete the activity as a group.	Project for class. Students log in and go to the pages.
10	<i>¡Extra! ¡Extra!</i> Artículos El origen de los alebrijes	Have students partner up and read version B together and complete the second activity together.	Project for class. Students log in and go to the pages.
15	<i>¡Extra! ¡Extra!</i> Artículos El origen de los alebrijes	Have students read the last version on their own and work on the last set of questions.	Project for class. Students log in and go to the pages.
15	<i>¡Extra! ¡Extra!</i> Artículos El origen de los alebrijes	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Thursday			
10-15	Historieta 3: El arte es una mentira Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
-		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 talk about icons in my own community. I can investigate products and perspectives in my own and other communities.	
10	<i>¡Extra! ¡Extra!</i> Entrevistas ¿Y tú? ¿Qué nos cuentas?	Prepare students for the <i>¿Y tú?</i> speaking task by asking students their names and how to spell them, where they are from, and about an icon in their own community.	Project for class.
15	<i>¡Extra! ¡Extra!</i> Entrevistas ¿Y tú? ¿Qué	Have students complete the activity.	Assign beforehand. Students log

	<i>nos cuentas?</i>		in and go to the pages.
-	Exit ticket	Have students click on the Can-Dos and self-assess.	
Friday			
10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
10	<i>¡Extra! ¡Extra! PechaKucha</i> Arte callejero	Read the <i>situación</i> paragraph together with your students. To introduce your students to the presentation, go over each image in the slide, asking simple yes/no questions.	Project for class.
20	<i>¡Extra! ¡Extra! PechaKucha</i> Arte callejero	Have students complete the activity.	Assign beforehand. Students log in and go to the 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.

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

Week 6

Monday

10-15	<i>Historieta 3: El arte es una mentira</i> Preguntas personales	Open class by conducting a student interview using the <i>Nuestra clase, nuestra historia</i> routine, choosing a different student to interview.	Project for class.
10	<i>¡Extra! ¡Extra! PechaKucha</i> Artesanías de diferentes países de América Latina	Read the <i>situación</i> paragraph together with your students. To introduce your students to the presentation, go over each image in the slide, asking simple yes/no questions.	Project for class.
20	<i>¡Extra! ¡Extra! PechaKucha</i> Artesanías de diferentes países de América Latina	Have students complete the activity.	Assign beforehand. Students log in and go to the 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-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 write an original story.	
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		I can tell an original story.	
15	<i>Introducción</i>	Revisit the photos and captions on this page. Connect some of the artworks with stories you have read during the course of the unit. Revisit the <i>Preguntas esenciales</i> and discuss them as a class.	Assign beforehand. Students log in and go to the page.
35	<i>Revisión y evaluación ¡Mi historia original! Cuéntenos una historia original</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. Students log in and go to the page(s).
-		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.	Print out blank comic strips beforehand.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday Final Unit 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 read about the meaning and significance of art. I can write my point of view about the cultural and historical significance of art. I can participate in a conversation about the cultural and historical significance of art.	
50	Integrated Performance Assessment Interpretive Reading Presentational Writing Interpersonal Speaking	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. Students log in and go to the pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday Final Unit Assessment			
-		Remind students of the Can Dos. These are the same as the day before, since they will just be continuing with the Integrated Performance Assessment. I can read about the meaning and significance of art. I can write my point of view about the cultural and historical significance of art. I can participate in a conversation about the cultural and	

		historical significance of art.	
45	Integrated Performance Assessment Interpretive Reading Presentational Writing Interpersonal Speaking	Assign the task ahead of time. Set the assignment so that students can only submit one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the page.
5	Integrated Performance Assessment Can-Do Self-Assessment	Have students go to the Can-Do Self-Assessment page and self-assess.	Assign beforehand. Have students log in and go to the page.
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!			
	End-of-Unit Review and Assessment <i>¡Mi historia original!</i>	Have students share the original stories they wrote.	
	Voces Game Center	You could also have students play games against each other or as a class!	

Unit 1 Can-Dos

Interpretive Reading

- I can read about popular works of art by a famous artist.
- I can understand the relationship between cause and effect in a story.
- I can understand a biography.

Interpretive Listening

- I can understand the importance of art in history or culture.
- I can understand a story about the meaning and significance of art.
- I can understand someone talking about a handicraft.
- I can understand someone talking about indigenous art.
- I can understand descriptions of artwork.

Interpersonal Speaking

- I can participate in a conversation about a work of art.
- I can accept and reject invitations in culturally appropriate ways.
- I can participate in a conversation about art.

Presentational Speaking

- I can recognize symbols in art that define a nation and reflect culture.

I can retell a story about a famous artist.
I can tell an original story.
I can talk about icons in my own community.

Presentational Writing

I can form and express opinions about art.
I can write a story about the meaning and significance of art.
I can write a new ending to the story.
I can write an original story.

Intercultural Competencies

I can investigate the meaning and significance of a handicraft.
I can use a series of sentences to identify products and describe practices to explain the perspectives of the Incan culture.
I can use a series of sentences to identify products and describe practices to explain the perspectives of the Mayan culture.
I can investigate products and perspectives in my own and other communities.
I can investigate the origin, meaning, and significance of a handicraft.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can read about the meaning and significance of art.

Interpersonal Speaking

I can participate in a conversation about the cultural and historical significance of art.

Presentational Writing

I can write my point of view about the cultural and historical significance of art.