

Alignment to Georgia Performance Standards for Modern Languages Level III and IV

Voces® Spanish Intermediate Digital Courseware ~ Chapter 1 and Chapter 7

Voces® Spanish Intermediate Digital Courseware is an award-winning, highly effective Spanish program for intermediate-level learners. Voces® Spanish Intermediate will take your high school students through two years of intermediate-level Spanish instruction and prepare them for AP- and college-level Spanish. The standards-based, 100% online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Alignment of Chapter 1 to the Georgia Performance Standards for Modern Languages Level III

Chapter 1: <i>Las amistades</i>		
Georgia Performance Standards with Examples		
Standard	Section/Type	Title/Location
I. Communication		
Interpersonal Mode of Communication (IP) MLIII.IP1: The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. MLIII.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales</i>
	Interpretive Mode of Communication (INT) MLIII.INT1: The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials.	<i>Materiales auténticos</i> (Listening)
<i>Materiales auténticos</i> (Reading)		<i>Tipos de amistad</i>
Masteries		Listening A Listening B Listening C
Presentational Mode of Communication (P) MLIII.P1: The students	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 3: El novio perfecto/La novia perfecta</i>

present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. MLIII.P2: The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language.		<i>Actividad 14: El presente progresivo</i>
II. Cultural Perspectives, Practices, and Products (CU)		
MLIII.CU1: The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.		
Interviews	Michelle	
Culture	Mexico at a Glance <i>Nota cultural: la mentirita</i> <i>Nota cultural: el Día de los Muertos</i> <i>¿Qué piensas?</i> Holy Days in Mexico	
Videos	<i>Las posadas:</i> Christmas in Mexico	
Panoramas	<i>El zócalo de Veracruz</i> <i>La playa de Barro</i>	
Videos	Traditions of Oaxaca, Mexico	
III. Connections, Comparisons, and Communities (CCC)		
MLIII.CCC1: The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. MLIII.CCC2: The students investigate similarities and differences that exist within and among the cultures studied. MLIII.CCC3: The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language. MLIII.CCC4: The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.		
Culture	<i>¿Qué piensas?</i> Tanning Booths Won't Be a Big Business in Mexico	
Videos	Stereotypes of Mexico (in Spanish)	
Adjective Agreement		
<i>Ser</i> and <i>estar</i>		
<i>Palabra divertida</i>		
Videos	Quack! <i>Ser</i> Quack! <i>Estar</i>	
Presentations	Adjective Agreement <i>Ser</i> and <i>Estar</i>	

Interviews	Arturo Nicole
<i>En la comunidad</i>	
Can-Do Goals	
Can-Do Checklist	

Alignment of Chapter 7 to the Georgia Performance Standards for Modern Languages Level IV

Chapter 7: <i>La medicina</i>		
Georgia Performance Standards with Examples		
Standard	Section/Type	Title/Location
I. Communication:		
Interpersonal Mode of Communication (IP) MLIV.IP1: The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. MLIV.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
	Interpretive Mode of Communication (INT) MLIV.INT1: The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.	<i>Materiales auténticos</i> (Listening)
	<i>Materiales auténticos</i> (Reading)	<i>El día mundial sin tabaco</i> <i>Precauciones para evitar la gripe</i> <i>El catarro común: síntomas y remedios</i>
	Masteries	Listening A Listening B Listening C
Presentation Mode of Communication (P) MLIV.P1: The students present information orally and in writing using familiar and new vocabulary, phrases,	<i>¡Vamos a charlar!</i>	Presentation #1
	<i>Actividades</i> (Writing)	<i>Actividad 2: ¡No fui a clase!</i> <i>Actividad 3: Lo que me pasa cuando...</i> <i>Actividad 4: Mi visita al médico</i>

and patterns in increasingly complex sentences and strings of sentences. MLIV.P2: The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.		<i>Actividad 5: ¡Haz esto, no eso!</i> <i>Actividad 6: Consejos médicos</i> <i>Actividad 16: ¿Cómo te sientes?</i>
II. Cultural Perspectives, Practices, and Products (CU)		
MLIV.CU1: The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated		
Interviews	Brenda Claudia Rubén	
Panoramas	<i>Una calle de Oaxaca, México</i> <i>Volando en parapente sobre un castillo</i>	
Videos	Alameda Central Park	
III. Connections, Comparisons, and Communities (CCC)		
MLIV.CCC1: The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. MLIV.CCC2: The students investigate the similarities and differences that exist within and among the cultures studied MLIV.CCC3: The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. MLIV.CCC4: The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.		
Videos	Introducing the History & Culture of Mexico	
Videos	An Aztec Woman's Story	
<i>Expresión divertida</i>		
Culture	<i>Nota cultural: Medical Tourism</i> <i>¿Qué piensas? Mexican vs. US Healthcare</i> <i>¿Qué piensas? Malpractice?</i>	
<i>En la comunidad</i>		
Can-Do Goals Can-Do Checklist		