

Alignment to Connecticut World Language Curriculum Framework

Voces® Spanish Intermediate ~ Chapter 1

Voces Spanish Intermediate is an award-winning, highly effective Spanish curriculum for intermediate-level learners. Voces Spanish Intermediate will take your middle or high school students through two years of intermediate-level Spanish instruction and prepare them for AP®- and college-level Spanish.

This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first chapter in Spanish Novice aligns to the Connecticut World Language Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Capítulo 1: Las amistades | | | |
|--|----------------------------------|-------------|--|
| Communication | | | |
| Interpersonal Mode: In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>¡Vamos a charlar!</i> | <i>Preguntas personales</i> | Speaking | I can have a simple conversation about myself and my friends. |
| <i>¡Vamos a charlar!</i> | Interpersonal #1 | Speaking | I can ask and answer questions about the appearances of my family members. |
| <i>¡Vamos a charlar!</i> | Interpersonal #2 | Speaking | I can describe and identify items in a classroom. |
| Interpretive Mode: In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Materiales auténticos</i> | <i>Los colores de las flores</i> | Listening | I can understand a short film. |
| <i>Materiales auténticos</i> | <i>La escuela en España</i> | Listening | I can understand a student describing their typical school day. |
| <i>Materiales auténticos</i> | <i>La vuelta al cole de Domi</i> | Listening | I can understand an interview about the first day of school. |

| <i>Materiales auténticos</i> | <i>Los estudiantes de una escuela en Panamá</i> | Listening | I can understand students talking about themselves. |
|---|---|-------------|---|
| <i>Materiales auténticos</i> | <i>Tipos de amistad</i> | Reading | I can understand a text about friendship. |
| <i>Destrezas</i> | <i>Destreza auditiva A</i> | Listening | Listen to a question and response and see if they match |
| <i>Destrezas</i> | <i>Destreza auditiva B</i> | Listening | Listen and choose the most logical answer to each question |
| <i>Destrezas</i> | <i>Destreza auditiva C</i> | Listening | Watch a short video and choose the most logical answer to each question |
| <i>Entrevistas</i> | <i>Arturo</i> | Listening | I can compare Independence Day celebrations in Mexico and in the United States. |
| <i>Entrevistas</i> | <i>Nicole</i> | Listening | I can understand a story about going on vacation. |
| <i>Entrevistas</i> | <i>Michelle</i> | Listening | I can understand a story about what someone used to do for fun. |
| Presentational Mode: In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>¡Vamos a charlar!</i> | Presentational #1 | Speaking | I can talk about a famous person from history. |
| <i>Actividades</i> | <i>Actividad 2: Vocabulario 2</i> | Writing | I can describe a person. |
| <i>Actividades</i> | <i>Actividad 3: Vocabulario 3</i> | Writing | I can describe the perfect boyfriend or girlfriend. |
| <i>Actividades</i> | <i>Actividad 14: El presente progresivo 1</i> | Writing | I can describe what people are doing right now. |
| Cultures: In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication. | | | |

| Section | Title | Can-Do/Description |
|--|---|---|
| <i>Entrevistas</i> | <i>Michelle</i> | I can understand a story about what someone used to do for fun. |
| <i>Cultura</i> | Mexico at a Glance | Geography and statistics of Mexico |
| <i>Cultura</i> | <i>Nota cultural: La mentirita</i> | Declining an invitation |
| <i>Cultura</i> | <i>Nota cultural: el Día de los Muertos</i> | A description of Day of the Dead |
| <i>Cultura</i> | <i>¿Qué piensas? Holy Days in Mexico</i> | Cultural celebrations of Holy Days |
| <i>Videos</i> | <i>Las posadas: Christmas in Mexico</i> | A description of <i>las posadas</i> |
| <i>Videos</i> | <i>Tradiciones en Oaxaca, México</i> | Learning about the traditions and culture of Oaxaca, Mexico |
| <i>Panoramas</i> | <i>El zócalo de Veracruz</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture. |
| <i>Panoramas</i> | <i>La playa de Barro</i> | I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Spain to help me explain and understand the perspectives of the target culture. |
| Connections (Interdisciplinary Mode): In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa. | | |
| Section | Title | Can-Do/Description |
| <i>Cultura</i> | Mexico at a Glance | Geography and statistics of Mexico |

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|----------------------------------|---|--|
| <i>Cultura</i> | <i>¿Qué piensas?</i> Holy Days in Mexico | Cultural celebrations of Holy Days |
| <i>Cultura</i> | <i>Nota cultural: el Día de los Muertos</i> | A description of Day of the Dead |
| <i>Videos</i> | <i>Estereotipos de México (en español)</i> | Learn about stereotypes of Mexico and its people |
| <i>Videos</i> | <i>Tradiciones en Oaxaca, México</i> | Learn about the traditions and culture of Oaxaca, Mexico |
| <i>Concordancia de adjetivos</i> | Teacher Note: Gender-Neutral Pronouns | Understanding gender-neutral pronouns |

Connections (Intradisciplinary Mode): In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

| Section | Title | Can-Do/Description |
|----------------|--|--|
| <i>Cultura</i> | <i>¿Qué piensas?</i> Holy Days in Mexico | Cultural celebrations of Holy Days |
| <i>Videos</i> | <i>Estereotipos de México (en español)</i> | Learn about stereotypes of Mexico and its people |

Comparisons Among Languages: In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.

| Section | Title | Can-Do/Description |
|----------------------------------|----------------------------|---|
| <i>Concordancia de adjetivos</i> | | Gender-Number agreement and gender-neutral pronouns |
| «Ser» y «estar» | | The difference between <i>ser</i> and <i>estar</i> |
| <i>Los verbos regulares</i> | | Regular verbs |
| <i>Presentaciones</i> | <i>Adjective Agreement</i> | Gender-Number agreement |
| <i>Presentaciones</i> | <i>Ser and estar</i> | The difference between <i>ser</i> and <i>estar</i> |

Comparisons Among Cultures: In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

| Section | Title | Can-Do/Description |
|--------------------|-----------------|---|
| <i>Entrevistas</i> | <i>Michelle</i> | I can understand a story about what someone |

| | | |
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| | | used to do for fun. |
| <i>Cultura</i> | Mexico at a Glance | Geography and statistics of Mexico |
| <i>Cultura</i> | <i>Nota cultural: La mentirita</i> | Declining an invitation |
| <i>Cultura</i> | <i>Nota cultural: el Día de los Muertos</i> | A description of Day of the Dead |
| <i>Cultura</i> | <i>¿Qué piensas? Holy Days in Mexico</i> | Cultural celebrations of Holy Days |
| <i>Videos</i> | <i>Las posadas: Christmas in Mexico</i> | A description of <i>las posadas</i> |
| <i>Videos</i> | <i>Tradiciones en Oaxaca, México</i> | Learning about the traditions and culture of Oaxaca, Mexico |
| <i>Materiales auténticos</i> | <i>La escuela en España</i> | I can understand a student describing their typical school day. |
| <i>Materiales auténticos</i> | <i>La vuelta al cole de Domi</i> | I can understand an interview about the first day of school. |
| <i>Materiales auténticos</i> | <i>Los estudiantes de una escuela en Panamá</i> | I can understand students talking about themselves. |
| Communities: In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation. | | |
| Section | Title | Can-Do/Description |
| «Ser» y «estar» | <i>En la comunidad</i> | Stay connected |
| Can-Do Goals | | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |
| Integrated Performance Assessment | Can-Do Self-Assessment | Self-assessment on IPA Can-Do statements |

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

