

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### 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 Intermediate aligns to the Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email [help@vocesdigital.com](mailto:help@vocesdigital.com).

<b>Capítulo 1: Las amistades</b>			
<b>1. Communication</b>			
<b>Interpersonal Mode of Communication (IP)</b>			
<b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b>			
<b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>Interpretive Mode of Communication (INT)</b>			
<b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b>			
<b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>Auditiva A</i>	Listening	Listen to a question and response and see if they match
<i>Destrezas</i>	<i>Auditiva B</i>	Listening	Listen and choose the most logical answer to each question
<i>Destrezas</i>	<i>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.
<b>Presentational Mode of Communication (P)</b> <b>MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.</b> <b>MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<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.

Actividades	Actividad 14: El presente progresivo 1	Writing	I can describe what people are doing right now.
II. Cultural Perspectives, Practices, and Products (CU)			
MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.			
Section	Title	Can-Do/Description	
Panoramas	El zócalo de Veracruz	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.	
Panoramas	La playa de Barro	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.	
Entrevistas	Michelle	I can understand a story about what someone used to do for fun.	
Cultura	Mexico at a Glance	Geography and statistics of Mexico	
Cultura	Nota cultural: La mentirita	Declining an invitation	
Cultura	Nota cultural: el Día de los Muertos	A description of Day of the Dead	
Cultura	¿Qué piensas? Holy Days in Mexico	Cultural celebrations of Holy Days	
Videos	Las posadas: Christmas in Mexico	A description of las posadas	
Videos	Tradiciones en Oaxaca, México	Learning about the traditions and culture of Oaxaca, Mexico	
III. Connections, Comparisons, and Communities (CCC)			
MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.			
MLI.CCC2 – The students demonstrate an understanding of the significance of culture			

through comparisons between the culture(s) studied and the students' own culture.  
**MLI.CCC3** – The students compare basic elements of the target language to the English language.

**MLI.CCC4** – The students demonstrate an awareness of current events in the target culture(s).

**MLI.CCC5** – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

Section	Title	Can-Do/Description
<i>Concordancia de adjetivos</i>		Adjective agreement
<i>Concordancia de adjetivos</i>	Teacher Note: Gender-Neutral Pronouns	Understanding gender-neutral pronouns
«Ser» y «estar»		<i>Ser</i> and <i>Estar</i>
«Ser» y «estar»	<i>En la comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
<i>Los verbos regulares</i>		Regular verbs
<i>Presente progresivo</i>		Present Progressive
<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.
<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.
<i>Entrevistas</i>	<i>Arturo</i>	I can compare Independence Day celebrations in Mexico and in the United States.
<i>Entrevistas</i>	<i>Nicole</i>	I can understand a story about going on vacation.
<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>Videos</i>	<i>Estereotipos de México (en español)</i>	Learning about stereotypes of Mexico
<i>Videos</i>	<i>Tradiciones en Oaxaca, México</i>	Learning about the traditions and culture of Oaxaca, Mexico
<i>Videos</i>	<i>Las posadas: Christmas in Mexico</i>	A description of <i>las posadas</i>
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection