

Alignment to Idaho State World Language Standards

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 Idaho State World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Las amistades			
Communication: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations.			
Interpersonal Communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.			
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 Communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.			
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 Communication COMM 3: Utilize appropriate media to present an idea to an audience.			
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.
Culture: Interact with cultural competence and understanding in an interconnected world.			

Relating cultural practices to perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.

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>	<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.

Relating cultural products to perspective Standard CLTR 2: Investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied in the target language.

Section	Title	Can-Do/Description
<i>Cultura</i>	Mexico at a Glance	Geography and statistics of 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: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.		
Making connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.		
Section	Title	Can-Do/Description
<i>Cultura</i>	Mexico at a Glance	Geography and statistics of Mexico
<i>Cultura</i>	¿Qué piensas? 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

Acquiring information and diverse perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.		
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: Develop insight and understanding of target culture and language in order to interact with cultural competence.		
Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Concordancia de adjetivos</i>		Gender-Number agreement and gender-neutral pronouns
<i>«Ser» y «estar»</i>		The difference between <i>ser</i> and <i>estar</i>
<i>Los verbos regulares</i>		Regular verbs
<i>Presentaciones</i>	Adjective Agreement	Gender-Number agreement
<i>Presentaciones</i>	<i>Ser</i> and <i>estar</i>	The difference between <i>ser</i> and <i>estar</i>
Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.		
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?</i> Holy Days in Mexico	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: Communicate and interact with cultural competence in multilingual communities at home and around the world.		
School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.		
Section	Title	Can-Do/Description
«Ser» y «estar»	<i>En la comunidad</i>	Stay connected
Lifelong learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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

