

Alignment to the Indiana Academic Standards for Classical and Modern World Languages

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 Indiana Academic Standards for Classical and Modern World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Las amistades			
1C – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
Interpersonal Communication (1I): Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and 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 Communication (2I): Learners understand, interpret, and analyze what is heard, read, or viewed 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>	Reading	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 (P): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about 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.

2C - Culture: Interact with cultural competence and understanding.		
Interacting with Cultures (IC): Learners use language to interact with others in and from another culture.		
Section	Title	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	I can have a simple conversation about myself and my friends.
<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>Entrevistas</i>	<i>Arturo</i>	I can compare Independence Day celebrations in Mexico and in the United States.
<i>Cultura</i>	<i>Nota cultural: La mentirita</i>	Declining an invitation
Relating Cultural Practice and Products to Perspectives (Investigate) (CI): Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.		
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>Panorama</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 Mexico to help me explain and understand the perspectives of the target culture.
3C – Connections		
Acquiring Information and Diverse Perspectives (IP): Learners access and evaluate information and diverse perspectives that are available through 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
4C – Comparisons		
Cultural Comparisons (CC): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with 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.
Language Comparisons (LC): Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.		
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>	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>
5C – Communities		
School and Global (SG): Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
«Ser» y «estar»	<i>En la comunidad</i>	Stay connected
Lifelong Learning (LL): Learners set goals and reflect on their progress in 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
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For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

