

Alignment to Louisiana World Language Content Standards for Modern 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 Louisiana World Language Content Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Las amistades			
Strand 1: Connections to Language and Literacy			
Standard 1: Interpersonal Communication			
Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures			
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.
Standard 2: Interpretive			
Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies			
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.
Standard 3: Presentational Present information, concepts and ideas to an audience orally or written.			
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.
Strand 2: Connections to Other Disciplines			

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

Section	Title	Can-Do/Description
<i>Cultura</i>	Mexico at a Glance	Geography and statistics of Mexico
<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

Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

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
<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>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.

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

