

## Alignment to Maine's Learning Results - World Languages 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 Maine's Learning Results - World Languages Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Capítulo 1: Las amistades</b>			
<b>A. Communication: Students communicate in the target language.</b>			
<b>A1. Interpersonal:</b> Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences.			
<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>A2. Interpretive:</b> Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
<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>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.

**A3. Presentational:** Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>¡Vamos a charlar!</i>	Presentation #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.

**A4. Language Comparisons:** Students compare the target language with English in order to better understand language systems.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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<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>
<b>B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.</b>		
<b>B1. Practices and Perspectives:</b> Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.		
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.
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**B2. Products and Perspectives:** Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.

**B3. Comparisons with Own Culture:** Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>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.

**C. Connections:** Students expand their knowledge by connecting their study of a world language(s) with other content areas.

**C1. Knowledge of Other Learning Results Content Areas:** Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Cultura</i>	Mexico at a Glance	Geography and statistics of Mexico
<i>Cultura</i>	<i>¿Qué piensas? Holy Days in Mexico</i>	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
<b>C2. Distinctive Viewpoints:</b> Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>D. Communities:</b> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
<b>D1. Communities:</b> Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
«Ser» y «estar»	<i>En la comunidad</i>	Stay connected

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

