

Alignment to the Mississippi World Languages Framework

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 Mississippi World Languages Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Las amistades			
Communication			
1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
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.
2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about a famous person from history.
3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.			
Section	Title	Mode	Can-Do/Description
<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.

4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.

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>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.

5. Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.

Section	Title	Mode	Can-Do/Description
<i>Materiales auténticos</i>	<i>Tipos de amistad</i>	Reading	I can understand a text about friendship.
Cultures			
1. Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
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.
2. Relating Cultural Products to Perspectives – Learners use the language to investigate, explain, and			

reflect on the relationship between the products and perspectives of the cultures studied.		
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		
1. Making Connections – Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<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
2. Acquiring Information and Diverse Perspectives – Learners access and evaluate information and diverse perspectives that are available through the 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		
1. Language Comparisons – Learners use the language to 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
«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>
2. Cultural Comparisons – Learners use the language to investigate, explain, and reflect on the concept of culture through 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? 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.
Communities		
1. School and Global Communities – 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
2. Lifelong Learning – 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

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



