

## Alignment to the New Hampshire Guidelines for World Languages Learning

### 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 New Hampshire Guidelines for World Languages Learning. 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>Goal One: Communication</b>   |                                  |             |  |
| Communicate in languages other than English  |                                  |             |  |
| <b>Standard 1.1</b> Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. |                                  |             |  |
| <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>Standard 1.2</b> Students understand and interpret written and spoken language on a variety of topics.                                  |                                  |             |  |
| <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.                 |
| <b>Standard 1.3</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |   |             |   |
| <b>Section</b>   | <b>Title</b>                                    | <b>Mode</b> | <b>Can-Do/Description</b>   |
| <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.                                 |
| <b>Goal Two: Cultures</b><br>Gain knowledge and understanding of other cultures  |   |             |   |
| <b>Standard 2.1</b> Students demonstrate an understanding of the relationship between the practices and                              |   |             |   |

| perspectives of the culture 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.  |
| <b>Standard 2.2</b> Students demonstrate an understanding of the relationship between the products and perspectives of the culture 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.  |

### Goal Three: Connections

Connect with other disciplines and acquire information

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through the world language.

| 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                    |

**Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

| Section | Title | Can-Do/Description |
|---------|-------|--------------------|
|---------|-------|--------------------|

| <i>Cultura</i>  | ¿Qué piensas? 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>Goal Four: Comparisons</b><br>Develop insight into the nature of language and culture  |   |   |
| <b>Standard 4.1</b> Students demonstrate understanding of 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>              |
| <b>Standard 4.2</b> Students demonstrate understanding of 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>  | ¿Qué piensas? 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.  |
| <b>Goal Five: Communities</b><br>Participate in multilingual communities at home and around the world                                  |   |  |
| <b>Standard 5.1</b> Students use the language both within and beyond the school setting.   |   |  |
| <b>Section</b>   | <b>Title</b>                                    | <b>Can-Do/Description</b>  |
| «Ser» y «estar»  | <i>En la comunidad</i>                          | Stay connected   |
| <b>Standard 5.2</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |   |  |
| <b>Section</b>   | <b>Title</b>                                    | <b>Can-Do/Description</b>  |
| 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](http://VocesDigital.com) or call 1-800-848-0256.

