

## Alignment to South Carolina's Standard for World Language Proficiency

### 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 South Carolina's Standard for World Language Proficiency. 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>Language Competencies</b>			
<b>1. Interpretive Listening (IL) and Reading (IR):</b> Learners will be able to interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.			
<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>2. Interpersonal Communication (IC):</b> Learners will be able to exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.			
<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>3. Presentational Speaking (PS) and Writing (PW):</b> Learners will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.			
<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>Intercultural Competencies</b>			
<b>4. Investigation of Cultural Products and Practices (CPP):</b> Learners will be able to use their			

language skills to investigate the world beyond their immediate environment.		
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>5. Understanding of Cultural Perspectives (CP):</b> Learners will be able to use their language skills to recognize and understand others' ways of thinking as well as their own.		
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.

**6. Participation in Cultural Interaction (CIA):** Learners will be able to use their language skills and cultural understanding to interact in a cultural context other than their own.

<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
<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.
«Ser» y «estar»	<i>En la comunidad</i>	Stay connected

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