

## Alignment to World Language Standards of Learning for Virginia Public Schools

### Voces® Spanish Intermediate ~ Chapter 1

Voces Spanish Intermediate is an award-winning, highly effective Spanish curriculum for introductory-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 classes.

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 World Language Standards of Learning for Virginia Public Schools. 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>Interpretive Communication</b>			
<b>STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)</b>			
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.			
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.			
1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.			
<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>Auditiva A</i>	Listening	Listen to a question and response and see if they match
<i>Destrezas</i>	<i>Auditiva B</i>	Listening	Listen and choose the most logical answer to each question
<i>Destrezas</i>	<i>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 2: Compare Intercultural Behaviors**

2.NL Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other cultures.

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>Panoramas</i>	<i>El zócalo de Veracruz</i>	Viewing	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>	Viewing	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.
<i>Entrevistas</i>	<i>Michelle</i>	Listening	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

### **STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed**

3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

<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>Auditiva A</i>	Listening	Listen to a question and response and see if they match
<i>Destrezas</i>	<i>Auditiva B</i>	Listening	Listen and choose the most logical answer to each question
<i>Destrezas</i>	<i>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>Interpersonal Communication</b>			
<b>STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)</b>			
4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.			
4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.			
4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.			
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.
<b>STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)</b>			
5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.			
5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.			
5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors			
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.
<b>STANDARD 6: Exchange Information and Ideas</b>			
6.NL Provide basic oral or signed information on very familiar topics.			
6.NM Request and share simple oral or signed information on familiar or everyday topics.			
6.NH Request and share oral or signed information on familiar and everyday topics.			
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 7: Meet Personal Needs or Address Situations**

- 7.NL Express a few basic personal needs in very familiar situations.  
 7.NM Express basic needs in familiar or everyday situations.  
 7.NH Interact with others to meet basic needs in familiar and everyday situations.

<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.

#### **STANDARD 8: Express, React to and Support Preferences, Opinions, or Viewpoints**

- 8.NL Express a few basic preferences or feelings.  
 8.NM Express basic preferences or feelings and react to those of others.  
 8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar 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.

#### **Presentational Communication**

#### **STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)**

- 9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.  
 9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.  
 9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

<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.

**STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)**

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.  
 10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.  
 10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

Section	Title	Mode	Can-Do/Description
<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.

**STANDARD 11: Inform, Describe, Explain, or Provide Instructions**

11.NL Name very familiar people, places, and objects.  
 11.NM Give simple information about very familiar topics.  
 11.NH Give simple descriptions of familiar and everyday topics.

Section	Title	Mode	Can-Do/Description
<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.

**STANDARD 12: Narrate About Life, Events, or Experiences**

12.NL Provide very basic details about self.  
 12.NM Provide simple details about self, interests, and activities.  
 12.NH Provide details about personal life, interests, and activities.

Section	Title	Mode	Can-Do/Description
<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.

### **STANDARD 13: Support Preferences, Opinions, or Viewpoints**

13.NL Express likes and dislikes about very familiar topics from native and other cultures.

13.NM Express likes and dislikes about familiar topics from native and other cultures.

13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

<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.

### **COMMUNICATIVE LITERACY**

#### **STANDARD 14: Develop Interpretive Literacy**

14.1 Infer Meaning and Nuances of Texts

14.2 Recognize and Use Organizational Features of Texts

14.3 Apply Self-Questioning Skills

14.4 Make Text Connections

14.5 Select, Use and Cite Resources

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Tipos de amistad</i>	Reading	I can understand a text about friendship.

#### **STANDARD 15: Develop Interpersonal Literacy**

15.1 Communicate, React, and Show Interest

15.2 Continue and Extend Conversations

15.3 Increase Comprehensibility and Clarity of Expression

15.4 Infer Meaning of Unfamiliar Language

15.5 Select, Use and Cite Resources

<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 16: Develop Presentational Literacy</b> 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources			
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.

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