

Alignment to West Virginia College- and Career-Readiness Standards for World Languages

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 West Virginia's College- and Career-Readiness Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Capítulo 1: Las amistades | | | |
|--|-----------------------------|-------------|--|
| Language | | | |
| Interpersonal Communication: Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal Communication may be oral or written, and participants utilize the language to negotiate meaning. | | | |
| 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. |
| Presentational Speaking: Presentational Speaking is one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>¡Vamos a charlar!</i> | Presentational #1 | Speaking | I can talk about a famous person from history. |
| Presentational Writing: Presentational Writing is one-way written communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and | | | |

narrate. More advanced learners are able to adapt the language to various audiences.

| 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. |

Interpretive Listening: Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage.

| 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 |

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|--|---|---|---|
| | | | about what someone used to do for fun. |
| Interpretive Reading: Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Materiales auténticos</i> | <i>Tipos de amistad</i> | Reading | I can understand a text about friendship. |
| Interculturality | | | |
| Investigation of Products and Practices: Investigation of Products and Practices involves the study of common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s). | | | |
| 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?</i> Holy Days in Mexico | Cultural celebrations of Holy Days | |
| <i>Cultura</i> | Mexico at a Glance | Geography and statistics of Mexico | |
| <i>Videos</i> | <i>Las posadas:</i> Christmas in Mexico | 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. | |

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| <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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Understanding of Cultural Perspectives: Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual lives.

| 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 |
| <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 |

Participate in Cultural Interaction: Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to individuals from the target culture.

| Section | Title | Can-Do/Description |
|--------------------------|------------------------------------|---|
| <i>Cultura</i> | <i>Nota cultural: La mentirita</i> | Declining an invitation |
| <i>¡Vamos a charlar!</i> | <i>Preguntas personales</i> | I can have a simple conversation about myself and my friends. |
| <i>¡Vamos a charlar!</i> | Interpersonal #1 | I can ask and answer questions about the |

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| | | appearances of my family members. |
| <i>¡Vamos a charlar!</i> | Interpersonal #2 | I can describe and identify items in a classroom. |
| <i>¡Vamos a charlar!</i> | Presentation #1 | I can talk about a famous person from history. |

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

