

Alignment to Louisiana World Language Content Standards for Modern Languages
Voces® *Por el mundo 1* ~ Chapter 1

Voces or el mundo 1 is an award-winning, highly effective Spanish program for novice-level learners. *Voces por el mundo 1* will take your middle or high school students through one year of novice-level Spanish instruction and prepare them for intermediate-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 *Voces por el mundo 1* aligns to Louisiana World Language Content Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
Strand 1: Connections to Language and Literacy			
Standard 1: Interpersonal Communication			
Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 13: Los saludos 7</i>	Speaking	I can communicate basic information about myself.
<i>Actividades</i>	<i>Actividad 14: Los saludos 8</i>	Writing	I can understand a simple greeting and respond appropriately.
<i>Actividades</i>	<i>Actividad 23: Los números 6</i>	Speaking	Ask classmates for their phone numbers.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer questions in Spanish about myself.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can communicate basic information about myself.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can greet someone and introduce myself in Spanish.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can respond to an introduction.
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking	I can ask for and give my telephone number.

<i>Actividades cinestésicas</i>	<i>Conversaciones</i>	Speaking	Introduce yourself to your classmates.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can introduce myself and exchange information with someone.
Standard 2: Interpretive Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 6: El abecedario 6</i>	Listening	I can understand someone spelling some words aloud in Spanish.
<i>Actividades</i>	<i>Actividad 9: Los saludos 3</i>	Reading	Complete the conversation.
<i>Actividades</i>	<i>Actividad 11: Los saludos 5</i>	Reading	Put the dialogue in order.
<i>Actividades</i>	<i>Actividad 16: Los saludos 10</i>	Listening	Decide if the response is appropriate.
<i>Actividades</i>	<i>Actividad 25: Los números 8</i>	Listening	I can understand a spoken phone number.
<i>Materiales auténticos</i>	<i>Concurso de deletreo</i>	Listening	I can understand some words and recognize letters in a video.
<i>Materiales auténticos</i>	<i>Anuncio de mermelada</i>	Listening	I can recognize some words and phrases in a commercial.
<i>Materiales auténticos</i>	<i>Anuncio de un sándwich</i>	Listening	I can recognize numbers and words in a commercial.
<i>Materiales auténticos</i>	<i>¡Gol!</i>	Listening	I can recognize numbers in a commercial.
<i>Materiales auténticos</i>	<i>Anuncio de abogados</i>	Listening	I can understand a commercial in Spanish.
<i>Materiales auténticos</i>	<i>Atractivos turísticos en la ciudad</i>	Reading	I can identify a few words in an authentic text.

<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some greetings and phrases in an interview with a Spanish speaker.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some words in an interview.
<i>Historias</i>	<i>La quinceañera pequeña</i>	Reading	Story about <i>quinceañeras</i>
<i>Historias</i>	<i>Elisa y la estatua</i>	Reading	Story about a girl
<i>Lecturas</i>	<i>La vida de Frida Kahlo</i>	Reading	I can read about a Mexican cultural figure.
<i>Lecturas</i>	<i>Corredores tarahumara</i>	Reading	I can read and understand a non-fiction text in Spanish.
Integrated Performance Assessment	Interpretive Reading	Reading	I can recognize cognates in an infographic.

Standard 3: Presentational

Present information, concepts and ideas to an audience orally or written.

Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can introduce myself to a group in Spanish.
<i>Actividades</i>	<i>Actividad 4: El abecedario 4</i>	Speaking	I can spell some words aloud.
<i>Actividades</i>	<i>Actividad 5: El abecedario 5</i>	Speaking	I can spell some words aloud.
<i>Actividades</i>	<i>Actividad 8: Los saludos 2</i>	Speaking	I can greet someone.
<i>Actividades</i>	<i>Actividad 20: Los números 3</i>	Speaking	I can tell phone numbers.
Integrated Performance Assessment	Presentation Speaking	Speaking	I can introduce and give information about myself.

Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language art skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is

integrated throughout world languages as a resource for materials and a means of expression and presentation.

Section	Title	Can-Do/Description
<i>Viajamos por México</i>	<i>El mapa</i>	Map of Mexico
<i>Viajamos por México</i>	<i>Tres pueblos mágicos</i>	Tourism program
<i>Exploración cultural</i>	<i>Arte de México: Los murales de Diego Rivera</i>	Learn about Diego Rivera and his artwork

Strand 3: Intercultural Competencies

Students preparing for success in the 21st century need to access knowledge and information from other communities and culture and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

Section	Title	Can-Do/Description
<i>Viajamos por México</i>	<i>La Ciudad de México</i>	Mexico City
<i>Viajamos por México</i>	10 Best Ruins in Mexico You Must Visit	Ruins/Tourism
<i>Exploración cultural</i>	<i>Arte de México: Las artesanías</i>	Learn about a variety of handcrafts
<i>Lecturas</i>	<i>La vida de Frida Kahlo</i>	I can read about a Mexican cultural figure.
<i>Lecturas</i>	<i>Corredores tarahumara</i>	I can read and understand a non-fiction text in Spanish.
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Exploración cultural</i>	<i>Días festivos: El Día de los Muertos</i>	Learn about Day of the Dead
<i>Exploración cultural</i>	<i>Días festivos: Las quinceañeras</i>	I can answer some basic questions about <i>quinceañeras</i> .
<i>Exploración cultural</i>	<i>Días festivos: Las posadas</i>	I can answer some basic questions about <i>las posadas</i> .

<i>Exploración cultural</i>	<i>Los sonidos de la ciudad</i>	I can compare and contrast the sounds in my community with the sounds heard in Mexico City.
Integrated Performance Assessment	Interpersonal Speaking	I can introduce myself and exchange information with someone.
Integrated Performance Assessment	Presentation Speaking	I can introduce and give information about myself.

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

