

**Alignment to Global Citizenship Standards for Vermont World 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 the Global Citizenship Standards for Vermont World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Capítulo 1: México</b>  |                                    |             |   |
|--|------------------------------------|-------------|---|
| <b>Communication:</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                               |                                    |             |   |
| <b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. |                                    |             |   |
| <b>Section</b>   | <b>Title</b>                       | <b>Mode</b> | <b>Can-Do/Description</b>                                     |
| <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.  |
| <b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics. |   |           |  |
| 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.              |
| <b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |                                     |  |  |
| <b>Section</b>   | <b>Title</b>                        | <b>Mode</b>  | <b>Can-Do/Description</b>                                |
| <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   | Spell 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   | Recite phone numbers.                                    |
| Integrated Performance Assessment  | Presentation Speaking               | Speaking   | I can introduce and give information about myself.       |
| <b>Cultures:</b> Interact with cultural competence and understanding.  |                                     |  |  |
| <b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.   |                                     |  |  |
| <b>Section</b>   | <b>Title</b>                        | <b>Can-Do/Description</b>                                |  |
| <i>Lecturas</i>  | <i>Corredores tarahumara</i>        | I can read and understand a non-fiction text in Spanish. |  |

|  |  |  |
|--|--|--|
| Integrated Performance Assessment  | Interpretive Reading                               | I can recognize cognates in an infographic.                |
| <b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |  |  |
| <b>Section</b>   | <b>Title</b>                                       | <b>Can-Do/Description</b>                                  |
| <i>Exploración cultural</i>  | <i>Receta: Guacamole</i>                           | Guacamole recipe   |
| <i>Exploración cultural</i>  | <i>La tortilla mexicana</i>                        | I can understand some words and phrases in an infographic. |
| <b>Connections:</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.              |  |  |
| <b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.        |  |  |
| <b>Section</b>   | <b>Title</b>                                       | <b>Can-Do/Description</b>                                  |
| <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                   |
| <b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.                   |  |  |
| <b>Section</b>   | <b>Title</b>                                       | <b>Can-Do/Description</b>                                  |
| <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.   |
| <b>Comparisons:</b> Develop insight into the nature of language and culture in order to interact with cultural competence.   |  |  |
| <b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.                     |  |  |

| Section  | Title                                       | Can-Do/Description  |
|--|---|---|
| <i>Abecedario</i>  |   | Language Sounds   |
| <i>Palabras cognadas</i>   |   | Cognates<br>Punctuation   |
| <i>Videos y presentaciones</i>   | <i>Video: Saludos</i>                       | Greetings   |
| <i>Videos y presentaciones</i>   | <i>Presentación: Saludos</i>                | Greetings   |
| <b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of culture through comparisons of the culture studied and their own. |   |   |
| Section  | Title                                       | Can-Do/Description  |
| <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. |
| <b>Communities:</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                        |   |   |
| <b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.  |   |   |
| Section  | Title                                       | Can-Do/Description  |
| Integrated Performance Assessment  | Interpersonal Speaking                      | I can introduce myself and exchange information with someone.                               |
| Integrated Performance Assessment  | Presentational Speaking                     | I can introduce and give information about myself.  |
| <b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment,   |   |   |

| enrichment, and advancement. |       |  |
|------------------------------|-------|--|
| Section                      | Title | Can-Do/Description   |
| 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.

