

**Alignment to World Languages Standards for California Public Schools**  
***Voces por el mundo 3***

*Voces por el mundo 3* is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 3* will take your high school students through one year of intermediate-level Spanish instruction and prepare them for advanced-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 *Voces por el mundo 3* aligns to the World Languages Standards for California Public Schools. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Capítulo 1: Venezuela</b>			
<b>1. Communication</b>			
<b>1.1 Interpretive</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 2: Nuevos amigos 2</i>	Reading	I can interpret a simple description.
<i>Actividades</i>	<i>Actividad 9: Nuevos amigos 9</i>	Reading	I can interpret simple statements about someone's personal characteristics.
<i>Actividades</i>	<i>Actividad 10: Nuevos amigos 10</i>	Reading	I can understand a paragraph about a person's family.
<i>Materiales auténticos</i>	<i>Señales de un buen amigo</i>	Reading	I can read and understand an infographic about the signs of a good friend.
<i>Materiales auténticos</i>	<i>Yulimar Rojas</i>	Reading	I can understand an article about Yulimar Rojas.
<i>Materiales auténticos</i>	<i>Deyna Castellanos</i>	Reading	I can read and understand an infographic about Deyna Castellanos.
<i>Materiales auténticos</i>	<i>Las nacionalidades</i>	Reading	I can read and understand an infographic about Spanish-speaking people living in the United States and where they are from.

<i>Exploración cultural</i>	<i>Un tesoro de la naturaleza</i>	Reading	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.
<i>Exploración cultural</i>	<i>Destino turístico</i>	Reading	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	Reading	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	Reading	I can understand biographical information. I can identify the topic and some details in an article.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	Reading	I can understand a written narrative about a cultural product.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what someone says in an interview about transportation in Spain.
<i>Lecturas</i>	<i>La capital de los relámpagos</i>	Reading	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather in Venezuela.
<i>Lecturas</i>	<i>La corona de belleza</i>	Reading	I can follow the main message in various

			time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the history of beauty pageants in Venezuela.
Integrated Performance Assessment	Interpretive Reading	Reading	I can answer comprehension questions about the qualities of a good mentor. I can read and interpret an authentic article.
<b>1.2 Interpersonal</b>			
<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 provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can describe myself and why I would be a good mentor. I can ask and answer questions in a conversation about a mentor program.
<b>1.3 Presentational</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 5: Nuevos amigos 5</i>	Writing	I can make simple statements to describe myself.
<i>Actividades</i>	<i>Actividad 7: Nuevos amigos 7</i>	Writing	I can make simple statements to describe people.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about yourself
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about how my personality influences my reactions.
Integrated Performance	Presentational Writing	Writing	I can describe myself

Assessment			including my strengths and areas for improvement. I can state personal information about myself on an application.
<b>1.5 Receptive Structures in Service of Communication</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Actividades</i>	<i>Actividad 2: Nuevos amigos 2</i>	I can interpret a simple description.	
<i>Actividades</i>	<i>Actividad 9: Nuevos amigos 9</i>	I can interpret simple statements about someone's personal characteristics.	
<i>Actividades</i>	<i>Actividad 10: Nuevos amigos 10</i>	I can understand a paragraph about a person's family.	
<i>Materiales auténticos</i>	<i>Señales de un buen amigo</i>	I can read and understand an infographic about the signs of a good friend.	
<i>Materiales auténticos</i>	<i>Yulimar Rojas</i>	I can understand an article about Yulimar Rojas.	
<i>Materiales auténticos</i>	<i>Deyna Castellanos</i>	I can read and understand an infographic about Deyna Castellanos.	
<i>Materiales auténticos</i>	<i>Las nacionalidades</i>	I can read and understand an infographic about Spanish-speaking people living in the United States and where they are from.	
<i>Exploración cultural</i>	<i>Un tesoro de la naturaleza</i>	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.	
<i>Exploración cultural</i>	<i>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.	
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.	
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can understand biographical information. I can identify the topic and some details in an article.	
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can understand a written	

		narrative about a cultural product.
<i>Entrevistas</i>	<i>Cora</i>	I can understand some of what a person from Argentina says in an interview.
<i>Entrevistas</i>	<i>Josep</i>	I can understand some of what someone says in an interview about transportation in Spain.
<i>Lecturas</i>	<i>La capital de los relámpagos</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather in Venezuela.
<i>Lecturas</i>	<i>La corona de belleza</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the history of beauty pageants in Venezuela.
Integrated Performance Assessment	Interpretive Reading	I can answer comprehension questions about the qualities of a good mentor. I can read and interpret an authentic article.

#### 1.6 Productive Structures in Service of Communication

Section	Title	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	I can provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal Speaking	I can describe myself and why I would be a good mentor. I can ask and answer questions in a conversation about a mentor program.
<i>Actividades</i>	<i>Actividad 5: Nuevos amigos 5</i>	I can make simple statements to describe myself.
<i>Actividades</i>	<i>Actividad 7: Nuevos amigos 7</i>	I can make simple statements to describe people.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Answer questions about yourself
<i>¡Vamos a charlar!</i>	Presentation #1	I can talk about how my

		personality influences my reactions.
Integrated Performance Assessment	Presentational Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.
<b>1.7 Language Comparisons in Service of Communication</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 14: Ser y estar 4</i>	I can determine whether <i>ser</i> or <i>estar</i> should be used in a sentence.
<i>Nuevos amigos</i>		Vocabulary to describe people
<i>Concordancia de adjetivos</i>		Gender number agreement
<i>Nacionalidades</i>		Discuss nationalities
<i>«Ser» y «estar»</i>		The verbs “to be”
<b>2. Cultures</b>		
<b>2.1 Culturally Appropriate Interaction</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Entrevistas</i>	<i>Cora</i>	I can understand some of what a person from Argentina says in an interview.
<i>Entrevistas</i>	<i>Josep</i>	I can understand some of what someone says in an interview about transportation in Spain.
<i>Viajamos por Venezuela</i>	<i>Panorama: La plaza de Caracas</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<b>2.2 Cultural Products, Practices, and Perspectives</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Viajamos por Venezuela</i>	<i>Panorama: La plaza de Caracas</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Venezuela.
<i>Exploración cultural</i>	<i>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in

		Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.
<i>Lecturas</i>	<i>La corona de belleza</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the history of beauty pageants in Venezuela.
<b>2.3 Cultural Comparisons</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploración cultural</i>	<i>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
<i>Exploración cultural</i>	<i>La voz afrodescendiente</i>	I can answer questions about the Afro-descendant voice in Venezuela.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products

		from different countries.
<b>2.4 Intercultural Influences</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.
«Ser» y «estar»	<i>En la comunidad</i>	Send texts, follow popular sports or music stars on social media, subscribe to a Spanish word-of-the-day service
<b>3. Connections</b>		
<b>3.1 Connections to Other Disciplines</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Introducción a Venezuela</i>		See statistics and a map of Venezuela
<i>Viajamos por Venezuela</i>	<i>El mapa</i>	Interpret a map of Venezuela
<i>Exploración cultural</i>	<i>Un tesoro de la naturaleza</i>	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.
<i>Lecturas</i>	<i>La capital de los relámpagos</i>	I can follow the main message in various time frames in a straightforward, and sometimes descriptive, paragraph-length informational text about the geography and weather in Venezuela.
<b>3.2 Diverse Perspectives and Distinctive Viewpoints</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploración cultural</i>	<i>Un tesoro de la naturaleza</i>	I can answer questions about the diverse landscapes and unique

		wildlife of Venezuela and the environmental challenges it faces.
<i>Exploración cultural</i>	<i>Destino turístico</i>	I can write about a festival I would attend in Venezuela. I can read an article about festivals and events in Venezuela.
<i>Exploración cultural</i>	<i>Joropo: bailando con alegría</i>	I can follow dance instructions in Spanish. I can comprehend the cultural significance and key features of a traditional dance and music genre in Venezuela.
<i>Exploración cultural</i>	<i>Fiesta de locos y locainas</i>	I can understand the main idea and some details in an article about a celebration in Venezuela.
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
<i>Exploración cultural</i>	<i>La voz afrodescendiente</i>	I can answer questions about the Afro-descendant voice in Venezuela.
<i>Exploración cultural</i>	<i>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.

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