

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### *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 Georgia Performance Standards for Modern Languages Level 1. 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>Interpersonal Mode of Communication (IP)</b> <b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b> <b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</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>Interpretive Mode of Communication (INT)</b> <b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b> <b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</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.

#### **Presentational Mode of Communication (P)**

**MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.**

**MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.**

<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 Assessment	Presentational Writing	Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.

## II. Cultural Perspectives, Practices, and Products (CU)

**MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.**

Section	Title	Can-Do/Description
<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>III. Connections, Comparisons, and Communities (CCC)</b>		
<b>MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.</b> <b>MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.</b> <b>MLI.CCC3 – The students compare basic elements of the target language to the English language.</b> <b>MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).</b> <b>MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.</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>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>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 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.
«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
<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
«Ser» y «estar»		The verbs “to be”
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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