

Alignment to Idaho State World Language Standards

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 Idaho's State World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Venezuela			
Communication: Communicate effectively in multiple languages and utilize the target language to function in a variety of social/work related situations			
Interpersonal Communication COMM 1: Interact with others in the target language and gain meaning from interactions in the target language.			
Section	Title	Mode	Can-Do/Description
<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.
Interpretive Communication COMM 2: Discover meaning from what is heard, read or viewed on a variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<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 Communication COMM 3: Utilize appropriate media to present an idea to an audience.			
Section	Title	Mode	Can-Do/Description
<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.
Culture: Interact with cultural competence and understanding in an interconnected world.			
Section	Title	Can-Do/Description	
<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.	
«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	
Relating Cultural Practices to Perspective Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.			
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.

Connections: Acquire information and diverse perspectives in order to use the target language to connect to other disciplines and to function in academic and career related situations.

Making Connections Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.

Section	Title	Can-Do/Description
<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.
Acquiring Information and Diverse Perspectives Standard CONN 2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.		
Section	Title	Can-Do/Description
<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.
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<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.
Comparisons: Develop insight and understanding of target culture and language in order to interact with cultural competence.		
Language Comparisons Standard COMP 1: Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<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”
Cultural Comparisons Standard COMP 2: Investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<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.
Communities: Communicate and interact with cultural competence in multilingual communities at home and around the world.		
School and Global Communities Standard COMT 1: Interact and collaborate in communities and the globalized world both within and beyond the classroom.		
Section	Title	Can-Do/Description
«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
Lifelong Learning Standard COMT 2: Reflect on progress using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do

	statements, and unit reflection
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