

Alignment to South Dakota's 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 chapter one of *Voces por el mundo 3* aligns to South Dakota's World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Venezuela			
1. Communication: Communicate effectively in more than one language for various purposes in multiple contexts.			
1.1 Interpersonal Communication: Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.			
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.
1.2 Interpretive Communication: Understand, interpret, and analyze what is viewed, heard, or read on a variety of topics.			
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.
1.3 Presentational Communication: Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate on a variety of topics.			
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>	Presentation #1	Speaking	I can talk about how my personality influences my reactions.
Integrated Performance Assessment	Presentation Writing	Writing	I can describe myself including my strengths

			and areas for improvement. I can state personal information about myself on an application.
2. Culture: Interact with respect and cultural competence in search of understanding our world.			
2.1 Cultural Practices in Relation to Cultural Perspectives: Use the language to explore, reflect on, and explain the relationship between the <u>practices</u> , customs, and perspectives of the cultures studied.			
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>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.	
2.2 Cultural Products in Relation to Cultural Perspectives: Use the language to explore, reflect on, and explain the relationship between the <u>products</u> , customs, and perspectives of the cultures studied.			
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>Hallacas venezolanas</i>	I can answer questions about a traditional Venezuelan food. I can compare cultural products from different countries.
3. Connections: Connect with other disciplines and acquire information and diverse perspectives through language.		
3.1 Connections Across Disciplines: Acquire, expand, and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and 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.
3.2 Acquisition of Information and Diverse Perspectives: Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).		
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.
<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.
4. Comparisons: Develop insight into the nature of language and culture to enhance linguistic and cultural competence.		
4.1 Language Comparisons: Use the language to investigate, explain, and reflect on the <u>nature of language</u> by comparing and contrasting their own language with others.		
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
<i>«Ser» y «estar»</i>		The verbs “to be”
4.2 Cultural Comparisons: Use the language to investigate, explain, and reflect on the <u>concept of culture</u> by comparing and contrasting their own culture with others.		
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.
5. Communities: Communicate and interact in the language with respect and cultural competence in both local and global communities.		
5.1 School and Global Communities: Interact and collaborate using the language in the classroom, the community, and the world.		
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
5.2 Lifelong Learning: Set lifelong learning goals and reflect on progress in using the language for enjoyment, enrichment, enhancement, and advocacy.		
Section	Title	Can-Do/Description
Can-Do Checklist		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 or call 1-800-848-0256.

