

Alignment to Tennessee Standards for Modern Languages

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 the Tennessee Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Capítulo 1: Venezuela | | | |
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| 1. Standard Number 1 (Goal One): Communicate in a Language Other Than English | | | |
| 1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | | | |
| 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 Understand and interpret both written and spoken forms of the target language 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. |

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| <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. |
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| <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 Present information, concepts, and ideas to an audience of listeners or readers 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> | 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 |

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| | | | improvement. I can state personal information about myself on an application. |
| 2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures | | | |
| 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture 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 Demonstrate an understanding of the relationship between the products and perspectives of the culture 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. | |

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| <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. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information | | |
| 3.1 Reinforce and further knowledge of other disciplines through the foreign language. | | |
| 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 Acquire information and recognize the distinctive viewpoints that are only available through the foreign 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. |

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| <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. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture | | |
| 4.1 Demonstrate understanding of 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 |
| <i>«Ser» y «estar»</i> | | The verbs “to be” |
| 4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture. | | |
| 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. |
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| <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. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies | | |
| 5.1 Use the language both within and beyond the school setting. | | |
| 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 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. | | |
| 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.

