

Alignment to Utah State Office of Education Core Standards for World 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 Utah State Office of Education Core Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Venezuela			
Language Competencies			
1. Interpretive Listening (IL) and Reading (IR): I can interpret information, concepts, and ideas from a variety of culturally authentic sources 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.
2. Interpersonal Communication (IC): I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.			
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.
3. Presentational Speaking (PS) and Writing (PW): I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.			
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.
-----------------------------------	------------------------	---------	---

Intercultural Competencies

4. Investigation of Cultural Products and Practices (CPP): I can use my language skills to investigate the world beyond my immediate environment.

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.

5. Understanding of Cultural Perspectives (CP): I can use my language skills to recognize and understand others' ways of thinking as well as my own.

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.
6. Participation in Cultural Interaction (CIA): I can use my language skills and cultural understanding to interact in a cultural context other than my own.		
Section	Title	Can-Do/Description
<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>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
--	--	--

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

