

Alignment to World Language Standards of Learning for Virginia Public Schools

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 World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: Venezuela		
Interpretive Communication		
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode) 1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. 1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. 1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>Destino turístico</i>	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.
<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.
STANDARD 2: Compare Intercultural Behaviors 2.NL Recognize a few very simple behaviors in other cultures. 2.NM Identify familiar or everyday behaviors in other cultures. 2.NH Identify and compare familiar or everyday behaviors in native and other cultures.		
Section	Title	Can-Do/Description
<i>Actividades</i>	<i>Actividad 9: Nuevos amigos 9</i>	I can interpret simple statements about someone's personal characteristics.
<i>Actividades</i>	<i>Actividad 10: Nuevos amigos 10</i>	I can understand a paragraph about a person's family.
<i>Materiales auténticos</i>	<i>Señales de un buen amigo</i>	I can read and understand an infographic about the signs of a good friend.
<i>Materiales auténticos</i>	<i>Las nacionalidades</i>	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>	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>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>Hallacas venezolanas</i>	I can understand a written narrative about a cultural product.
<i>Entrevistas</i>	<i>Cora</i>	I can understand some of what a person from Argentina says in an interview.
<i>Entrevistas</i>	<i>Josep</i>	I can understand some of what someone says in an interview about transportation in Spain.
Integrated Performance Assessment	Interpretive Reading	I can answer comprehension questions about the qualities of a good mentor. I can read and interpret an authentic article.

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Señales de un buen amigo</i>	I can read and understand an infographic about the signs of a good friend.
<i>Materiales auténticos</i>	<i>Yulimar Rojas</i>	I can understand an article about Yulimar Rojas.
<i>Materiales auténticos</i>	<i>Deyna Castellanos</i>	I can read and understand an infographic about

		Deyna Castellanos.
<i>Materiales auténticos</i>	<i>Las nacionalidades</i>	I can read and understand an infographic about Spanish-speaking people living in the United States and where they are from.
Interpersonal Communication		
STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode) 4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. 4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.		
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>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode) 5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors. 5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. 5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>Verónica Barboza</i>	I can make comparisons between practices to help understand perspectives.
<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.

«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
STANDARD 6: Exchange Information and Ideas 6.NL Provide basic oral or signed information on very familiar topics. 6.NM Request and share simple oral or signed information on familiar or everyday topics. 6.NH Request and share oral or signed information on familiar and everyday topics.		
Section	Title	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	I can provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal 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.
«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
STANDARD 7: Meet Personal Needs or Address Situations 7.NL Express a few basic personal needs in very familiar situations. 7.NM Express basic needs in familiar or everyday situations. 7.NH Interact with others to meet basic needs in familiar and everyday situations.		
Section	Title	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	I can provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal 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.
«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
STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints		

8.NL Express a few basic preferences or feelings. 8.NM Express basic preferences or feelings and react to those of others. 8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.		
Section	Title	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	I can provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal 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.
«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
Presentational Communication		
STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode) 9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures. 9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. 9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.		
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>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.
STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors		

(Presentational Mode)

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.

10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.

10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

Section	Title	Can-Do/Description
<i>Actividades</i>	<i>Actividad 5: Nuevos amigos 5</i>	I can make simple statements to describe myself.
<i>Actividades</i>	<i>Actividad 7: Nuevos amigos 7</i>	I can make simple statements to describe people.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Answer questions about yourself
<i>¡Vamos a charlar!</i>	Presentation #1	I can talk about how my personality influences my reactions.
Integrated Performance Assessment	Presentation Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.

STANDARD 11: Inform, Describe, Explain, or Provide Instruction

11.NL Name very familiar people, places, and objects.

11.NM Give simple information about very familiar topics.

11.NH Give simple descriptions of familiar and everyday topics.

Section	Title	Can-Do/Description
<i>Actividades</i>	<i>Actividad 5: Nuevos amigos 5</i>	I can make simple statements to describe myself.
<i>Actividades</i>	<i>Actividad 7: Nuevos amigos 7</i>	I can make simple statements to describe people.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Answer questions about yourself
<i>¡Vamos a charlar!</i>	Presentation #1	I can talk about how my personality influences my reactions.
Integrated Performance Assessment	Presentation Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.

STANDARD 12: Narrate About Life, Events, or Experiences

12.NL Provide very basic details about self.

12.NM Provide simple details about self, interests, and activities.

12.NH Provide details about personal life, interests, and activities.

Section	Title	Can-Do/Description
<i>Actividades</i>	<i>Actividad 5: Nuevos amigos 5</i>	I can make simple statements to describe myself.
<i>Actividades</i>	<i>Actividad 7: Nuevos amigos 7</i>	I can make simple statements to describe people.

<i>Entrevistas</i>	<i>¿Y tú?</i>	Answer questions about yourself
<i>¡Vamos a charlar!</i>	Presentational #1	I can talk about how my personality influences my reactions.
Integrated Performance Assessment	Presentation Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.

STANDARD 13: Support Preferences, Opinions, or Viewpoints

13.NL Express likes and dislikes about very familiar topics from native and other cultures.

13.NM Express likes and dislikes about familiar topics from native and other cultures.

13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Section	Title	Can-Do/Description
Integrated Performance Assessment	Presentation Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.

Communicative Literacy

STANDARD 14: Develop Interpretive Literacy

14.1 Infer Meaning and Nuances of Texts

14.2 Recognize and Use Organizational Features of Texts

14.3 Apply Self-Questioning Skills

14.4 Make Text Connections

14.5 Select, Use and Cite Resources

Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Señales de un buen amigo</i>	I can read and understand an infographic about the signs of a good friend.
<i>Materiales auténticos</i>	<i>Yulimar Rojas</i>	I can understand an article about Yulimar Rojas.
<i>Materiales auténticos</i>	<i>Deyna Castellanos</i>	I can read and understand an infographic about Deyna Castellanos.
<i>Materiales auténticos</i>	<i>Las nacionalidades</i>	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>	I can answer questions about the diverse landscapes and unique wildlife of Venezuela and the environmental challenges it faces.
<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>Hallacas venezolanas</i>	I can understand a written narrative about a cultural product.
<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>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.
Integrated Performance Assessment	Interpretive Reading	I can answer comprehension questions about the qualities of a good mentor. I can read and interpret an authentic article.
STANDARD 15: Develop Interpersonal Literacy 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources		
Section	Title	Can-Do/Description
<i>Entrevistas</i>	<i>Cora</i>	I can understand some of what a person from Argentina says in an interview.
<i>Entrevistas</i>	<i>Josep</i>	I can understand some of what someone says in an interview about transportation in Spain.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	I can provide personal information about myself and friends.
<i>¡Vamos a charlar!</i>	Interpersonal #1	I can discuss important personality traits.
<i>¡Vamos a charlar!</i>	Interpersonal #2	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal 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.
STANDARD 16: Develop Presentational Literacy 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources		
Section	Title	Can-Do/Description
Integrated Performance Assessment	Presentational Writing	I can describe myself including my strengths and areas for improvement. I can state personal information about myself on an application.

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

