

## Alignment to Louisiana World Language Content Standards for Modern Languages

### *Voces por el mundo 4*

*Voces por el mundo 4* is an award-winning, highly effective Spanish curriculum for intermediate-level learners. *Voces por el mundo 4* 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 4* aligns to the Louisiana World Language Content Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Capítulo 1: Argentina</b>			
<b>Strand 1: Connections to Language and Literacy</b>			
<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	Answer questions about going on a trip
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can respond to questions about travel.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can discuss the importance of speaking the local language when traveling.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can discuss what different types of vacations mean to me.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer questions about a trip. I can plan a trip to Argentina with a friend.
<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 3: Viajes por el mundo</i> 3	Reading	I can interpret simple sentences about various travel-related words.
<i>Actividades</i>	<i>Actividad 7: Viajes por el mundo</i> 7	Reading	I can understand simple sentences about various

			travel-related words.
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	Reading	I can identify recommended actions on a bus. I can read and interpret an authentic sign on public transportation.
<i>Materiales auténticos</i>	<i>Las tendencias de viaje post coronavirus</i>	Reading	I can read and interpret survey results related to travel plans.
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	Reading	I can compare the vacation preferences of Peruvian people with my own. I can read and interpret survey results related to travel preferences.
<i>Materiales auténticos</i>	<i>Guía para visitar las cataratas del Iguazú</i>	Reading	I can identify activities I would like to do at a travel destination. I can read and interpret travel recommendations.
<i>Materiales auténticos</i>	<i>Los pasajes de tren en Argentina</i>	Listening	I can listen to and interpret advice about purchasing train tickets.
<i>Exploración cultural</i>	<i>Fugazzeta</i>	Reading	I can understand an article about <i>fugazzeta</i> .
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	Listening/ Reading	I can understand some of what someone says in a video about how to make <i>dulce de leche</i> . I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	Reading	I can understand an article about the tango in Argentina.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	Reading	I can understand an article about a tango festival.
<i>Exploración cultural</i>	<i>Las Murciélagas</i>	Listening/ Reading	I can understand some of what someone says in an interview about soccer in Argentina. I can understand an article about a soccer

			team in Argentina.
<i>Exploración cultural</i>	<i>El lunfardo</i>	Reading	I can understand an article about <i>lunfardo</i> .
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	Reading/ Listening	I can understand some of what someone says in an interview about <i>el gaucho argentino</i> . I can understand an article about <i>el gaucho argentino</i> .
<i>Exploración cultural</i>	<i>La voz feminista</i>	Reading	I can understand an article about Alfonsina Storni.
<i>Exploración cultural</i>	<i>La música de Argentina con Trueno</i>	Reading	I can understand an article about Trueno.
<i>Entrevistas</i>	<i>Cora</i>	Listening	I can understand some of what a person from Argentina says in an interview about travel.
<i>Entrevistas</i>	<i>Josep</i>	Listening	I can understand some of what a person from Spain says in an interview about travel.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	Reading	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about a solar train in Argentina. I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	Reading	I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational text about the process of Argentinean

			independence.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read and interpret a travel itinerary.
<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 10: Viajes por el mundo 10</i>	Writing	I can write about a trip.
<i>Actividades</i>	<i>Actividad 22: El condicional en contexto 6</i>	Writing	I can write about what I would do in certain situations.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about planning for a trip to a Spanish-speaking country.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe a future trip. I can write an essay about the importance of travel.
<b>Strand 2: Connections to Other Disciplines</b>			
Studying a world language involves making connections with other academic disciplines, formally and informally. The language art skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.	
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.	
<i>Lecturas</i>	<i>Los héroes de la independencia argentina</i>	In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives of the people who fought for freedom.	
<b>Strand 3: Intercultural Competencies</b>			
Students preparing for success in the 21 <sup>st</sup> Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse			

backgrounds. To avoid stereotyping cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Los gustos de los peruanos</i>	I can compare the vacation preferences of Peruvian people with my own.
<i>Viajamos por Argentina</i>	<i>Panorama: Perito Moreno</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Argentina to help me explain and understand the perspectives of the target culture.
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand an article about the history of Argentinian <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El tango argentino</i>	I can compare the impact of immigration on music in Argentina to immigration on music in my country.
<i>Exploración cultural</i>	<i>El Festival y Mundial de Tango</i>	I can understand an article about a tango festival.
<i>Lecturas</i>	<i>El tren solar de la Quebrada</i>	I can read about a solar train in Argentina to learn about sustainable tourism practices to compare them with my culture.

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