

## Alignment to Maine's Learning Results – World Languages Standards

### *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 Maine's Learning Results – World Languages Standards. 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>A. Communication:</b> Students communicate in the target language.			
<b>A1. Interpersonal:</b> Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences.			
<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>A2. Interpretive:</b> Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Actividades</i>	<i>Actividad 3: Viajes por el mundo 3</i>	Reading	I can interpret simple sentences about various travel-related words.
<i>Actividades</i>	<i>Actividad 7: Viajes por el mundo 7</i>	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	Interpretive Reading	Reading	I can read and interpret

Assessment			a travel itinerary.
<b>A3. Presentational:</b> Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.			
<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>A4. Language Comparisons:</b> Students compare the target language with English in order to better understand language systems.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Los viajes por el mundo</i>		Vocabulary related to traveling	
<i>Narrativas en tiempo: presente, pasado y futuro</i>		Review verb forms and uses in present, past, and future tense	
<i>El condicional en contexto</i>		Use the conditional tense	
<i>El subjuntivo y el indicativo</i>		The subjunctive versus the indicative	
<b>B. Cultures:</b> Students demonstrate an understanding of a culture(s) in which the target language is spoken.			
<b>B1. Practices and Perspectives:</b> Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	I can identify recommended actions on a bus.	
<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 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.
<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.
Integrated Performance Assessment	Interpretive Reading	I can compare a tourist destination in Argentina and my own community.
<b>B2. Products and Perspectives:</b> Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.		
Section	Title	Can-Do/Description
<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 understand an article about the tango in Argentina.
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	I can understand an article about <i>el gaucho argentino</i> .
<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>B3. Comparisons with Own Culture:</b> Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.		
Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Normas del autobús en Madrid</i>	I can identify recommended actions on a bus.
<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 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>Exploración cultural</i>	<i>Fugazzeta</i>	I can understand an article about <i>fugazzeta</i> .
<i>Exploración cultural</i>	<i>El dulce de leche de Argentina</i>	I can understand some of what someone says in a video about how to make <i>dulce de leche</i> .
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	I can understand an article about <i>el gaucho argentino</i> .
<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.
Integrated Performance Assessment	Interpretive Reading	I can compare a tourist destination in Argentina and my own community.

**C. Connections:** Students expand their knowledge by connecting their study of a world language(s) with other content areas.

**C1. Knowledge of Other Learning Results Content Areas:** Students apply information acquired in other learning results content areas to further their knowledge and skills in the target language.

Section	Title	Can-Do/Description
<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.

**C2. Distinctive Viewpoints:** Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.

Section	Title	Can-Do/Description
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<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.
<b>D. Communities:</b> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
<b>D1. Communities:</b> Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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