

**Alignment to the 2016 Mississippi World Languages Framework**  
**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 2016 Mississippi World Languages Framework. 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>Communication</b>			
<b>1. Interpersonal</b> – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
Section	Title	Mode	Can-Do/Description
<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>2. Presentational Speaking</b> – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can talk about planning for a trip to a Spanish-speaking country.
<b>3. Presentational Writing</b> – Write short messages and notes on familiar topics related to everyday life.			
Section	Title	Mode	Can-Do/Description

<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.
Integrated Performance Assessment	Presentation Writing	Writing	I can describe a future trip. I can write an essay about the importance of travel.

**4. Interpretive Listening** – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.

Section	Title	Mode	Can-Do/Description
<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>El dulce de leche de Argentina</i>	Listening	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>Las Murciélagas</i>	Listening	I can understand some of what someone says in an interview about soccer in Argentina.
<i>Exploración cultural</i>	<i>El gaucho argentino</i>	Listening	I can understand some of what someone says in an interview about <i>el gaucho argentino</i> .
<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.

**5. Interpretive Reading** – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being said.

Section	Title	Mode	Can-Do/Description
<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>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>	Reading	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>	Reading	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	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>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>Cultures</b>			
<b>1. Relating Cultural Practices to Perspectives</b> – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
<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>2. Relating Cultural Products to Perspectives</b> – Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Connections</b>		
<b>1. Making Connections</b> –Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
<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>2. Acquiring Information and Diverse Perspectives</b> – Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		

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.

## Comparisons

**1. Language Comparisons** – Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Section	Title	Can-Do/Description
<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

**2. Cultural Comparisons** – Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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.
<b>Communities</b>		
<b>1. School and Global Communities</b> – Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Interpersonal Speaking	I can plan a trip to Argentina with a friend.
<b>2. Lifelong Learning</b> – Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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