

## Alignment to the Nebraska World Language 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 the Nebraska World Language 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>Communication:</b> Students communicate effectively in a variety of situations for multiple reasons.			
<b>1.1</b> Students exchange information through interaction and negotiation of meaning.			
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>1.2</b> Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
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>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.

**1.3** Students present ideas and information according to a variety of purposes and audiences.

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.
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can talk about planning for a trip to a Spanish-speaking country.
Integrated Performance Assessment	Presentation Writing	Writing	I can describe a future trip. I can write an essay about the importance of travel.

**Culture:** Students work with the language in a way that show familiarity with and value for the cultures of the speakers of the language.

**2.1** Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.

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 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>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>2.2</b> Students identify and apply culturally appropriate language and behavior.		
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 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> .
<b>Connections:</b> Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.		
<b>3.1</b> Students apply the language of study to discuss other content areas of study.		
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.
<b>Communities:</b> Students can apply their world language skills to personal, community, and career experiences.		
<b>4.1</b> Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
<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
<b>4.2</b> Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Cognition:</b> Students explain what they know and are able to monitor their own learning journey with support from their teachers.		
<b>5.1</b> Students self-assess growth in language learning, practice, and understanding.		
<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
<b>5.2</b> Students set language learning goals and organize priorities.		
<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

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

