

Voces por el mundo 2 Pacing Guide

Welcome to *Voces por el mundo 2*!

Voces por el mundo 2 is a continuation of your students' exposure to the exciting experience of learning a second language! Through thematic vocabulary lists, objective-oriented activities, native speaker examples, and engaging authentic materials, students will learn the basic vocabulary they need to interact with people in their new language. Lively photos, cultural notes, travel blogs, and comprehensible authentic resources will take your students on a virtual tour of the places, people, and practices of the Spanish-speaking world.

What's in a chapter?

Voces por el mundo 2 has a wide range of grammatical, interpersonal, cultural, and kinesthetic components to keep your students actively engaged as they learn about the Spanish language and Hispanic cultures. Here's what you will find in *Voces por el mundo 2*, with some ideas for how to use each component:

Introducción a... This section introduces the country of focus for the chapter. Before diving in, explore the images with your class and ask questions about what they think they will learn about this country. Continue with the country flag, basic facts, and map. To finish, have students complete the *Encuesta* at the end and compare answers. This page sets the stage for exploring the cultural content woven throughout the rest of the chapter.

Vocabulary and Grammar pages These sections are the "heart" of the chapter. While they will be the primary focus of the first day of instruction, you will want to spend some time over the first few days reviewing these concepts with your students. You may even wish to break this content into smaller, more manageable chunks that correspond to each day's learning objective and present each subset one day at a time.

Videos y presentaciones This section begins with a 2- to 4-minute video featuring a discussion between Pamela and Juan to demonstrate the chapter vocabulary in context. To follow up, you'll find one or two slideshows to further demonstrate the key vocabulary or grammar concepts of the chapter. You might use these as review before assigning the *Pruebas* or chapter *Examen*.

Actividades This section allows students to practice the language learned in the two previous sections. Assign as homework or complete together in class!

Materiales auténticos Each chapter includes several authentic resources to help your students see the interplay between language and culture. Each resource relates back to the vocabulary and grammar themes of the chapter. From commercials to infographics to narrated videos and even television shows, the *Materiales auténticos* are sure to help your students appreciate the real-world applications of their learning.

Viajamos por... This section encourages students to imagine themselves as a tourist in each country. Here you will find maps, videos, panoramas, and travel blogs that will transport your students to the different countries.

Exploración cultural Each chapter includes additional readings, infographics, and videos that explore different cultural points that might not be covered elsewhere in the chapter. This section celebrates what makes each Spanish-speaking culture unique.

Entrevistas Interviews by Mariel and Luis, two native Spanish speakers, are included in each chapter. Students will get to know each person as they move through the chapters. These videos are followed up by a speaking activity that gets students answering the same questions answered by the interviewees.

Historias These stories, written by both teachers of Spanish and native speakers, are yet another effective way for students to explore the language in context. Included are pre-reading activities to prepare students for new vocabulary, and post-reading activities to assess comprehension of the stories. There are so many ways to get students involved in the storytelling process: try asking students to take turns reading it aloud, act out the story, draw cartoon strips of story events, write their own alternative ending, and more!

¡Vamos a charlar! Each chapter comes with three or more discussion prompts to get your students conversing in the target language. Pairs of classmates will be able to record and submit conversations on a variety of topics.

Lecturas These embedded readings include three versions of the same story that increase in difficulty. Read these as a class to learn about significant historical and cultural figures from the target countries.

Pruebas Here you will find a short quiz for each of the vocabulary and grammar pages at the start of the chapter.

Capítulo Examen This two-part test allows you to assess students' progress in the target vocabulary and grammar topics of the chapter.

Integrated Performance Assessment In addition to the more traditional *Examen*, we have included this assessment that tests your students in three modes of communication under one scenario. This form of assessment allows students to practice using the language in a real-world context.

Game Center Located in the top toolbar, the Game Center gives your students opportunities to review chapter vocabulary through play. Students can choose to play alone or with a partner in games such as Match, Round Up, and Flash Card Challenge, or you can engage the whole class in a spirited Blocket game.

Pacing Your Course

Below, you will find one option for pacing the material in *Capítulo 1* in *Voces por el mundo 2*. This same pacing could be applied to later chapters and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate. Remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you're saying interesting, then keep going! Don't let a schedule stop you.

Also keep in mind that *Voces por el mundo 2* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

1 chapter = ~3 weeks, 50-minute classes, 5 days a week

Week 1

Monday

Minute	Section	Details	Device
10	Can-Do Pre-Assessment	Introduce Can-Do goals for the chapter and ask students to self-assess their language skills.	Students log in and go to the page.
10	<i>Introducción a Perú</i>	Project the photos for your class to see and then ask questions like: <i>¿Qué cosas ves en estas fotos?</i> <i>¿Ves algo familiar en estas fotos? ¿Qué? ¿Qué tienen de familiar?</i> On the first day of class, you might decide to pose these questions in English. Encourage students to use basic Spanish to describe what they see in the pictures. Use yes/no questions and either/or questions where appropriate to draw out students and provide comprehensible input.	Project for class.
15	<i>Introducción a Perú</i>	Take a look at the <i>Información del país</i> section with your students and ask some questions: What information here surprises you? How does this information compare with facts about the United States? How does it compare to other countries you've studied in other classes?	Project for class.
15	<i>Introducción a Perú</i>	Now have students fill out the written questions and <i>Encuesta</i> at the end of the page. When they've finished, take a look at the pie chart and discuss the answers of the class.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Tuesday

-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can describe rooms in a house.	
10	<i>En la casa</i> Las habitaciones Las partes de la casa	Project an image of a house, for example from the presentation <i>En la casa</i> , and ask students to name the rooms and parts of the house in Spanish. Point to the rooms and ask them “ <i>¿Qué es esto?</i> ” to elicit answers. You could do a kinesthetic activity by asking, for example, “ <i>¿Dónde está la cocina?</i> ” and having a student come up and point it out on the image. Students can log in and refer to the vocabulary list on this page to help them answer.	Project for class.
10	<i>En la casa</i>	Continue with the activity as above making use of	Project for

	Los muebles	the projected image to introduce the vocabulary interactively.	class.
10	<i>En la casa</i> Los pisos y Vocabulario suplementario	Continue with the activity as above making use of the projected image to introduce the vocabulary interactively.	Project for class.
5	<i>Introducción a Perú</i>	Go back to the previous page to show some images of different houses and ask questions with <i>Hay</i> and <i>Tiene</i> . Alternatively, project images of houses typical of your local area as you ask the questions.	Project for class.
15	<i>Actividades</i> Actividades 1, 2, 3	Have students complete <i>Actividades</i> 1–3 and then go over the activities as a class. This could be done individually or in pairs. It might be worthwhile to do the first one or two items in <i>Actividad 3</i> as a class, then let students complete the rest on their own.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can answer simple questions about a house.	
15	<i>Videos y presentaciones</i> Presentación: En la casa	Students will work on this slideshow with a partner to practice the house vocabulary. They take turns to read the questions and answers. They can also formulate their own questions. They will record a conversation with their partner.	Students log in and go to the page.
10	<i>Materiales auténticos</i> Apartamento en venta	Show the whole video and ask students if someone lives there and why the woman is showing the apartment. Elicit how to say “for sale.” Then show the video and pause as you ask questions like: <i>¿Qué hay en el salón? ¿Cómo está la vista? ¿Qué cuartos hay en el apartamento?, etc.</i> ”	Project for class.
15	<i>Materiales auténticos</i> Apartamento en venta	Have students complete the questions and then go over the activity as a class.	Students log in and go to the page.
10	<i>Actividades</i> Actividades 7, 8	Have students complete <i>Actividad 7</i> and then go over the activity as a class. Assign <i>Actividad 8</i> as homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource	Print out Exit Ticket beforehand.

		Library under Additional Resources.	
Thursday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can determine whether or not a statement is true. I can answer simple questions about my chore preferences.	
15	<i>Tareas de la casa</i>	In this section students will learn new vocabulary related to chores. Introduce the topic by saying some chores you do, making it comprehensible with images or actions. Ask them <i>¿Qué hacen ustedes en la casa?</i> and get a few answers. Then introduce the <i>tareas de la casa</i> list and have students repeat.	Project for class.
15	<i>Tareas de la casa:</i> Conjugating Verbs in the Present Tense	In this section students will review and recycle the present tense conjugation rules for regular verbs, some "go" verbs, and some stem-changing verbs. Go over the conjugation rules and let students volunteer to conjugate different verbs.	Project for class.
10	<i>Tareas de la casa:</i> Conjugating Verbs in the Present Tense	Ask students to complete the conjugation questions at the bottom of the page.	Students log in and go to the page.
10	<i>Actividades</i> Actividades 9, 10, 12	Have students complete <i>Actividades 9</i> and <i>10</i> individually or in pairs and then go over the activities as a class. Focus where necessary on accurate verb conjugation in the answers. Students can complete <i>Actividad 12</i> for homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
20	<i>Exploración cultural</i> La cocina peruana	Introduce the topic by describing your kitchen using simple language (<i>hay, tiene, es</i>) and recycling the <i>partes de la casa</i> and <i>muebles</i> vocabulary and asking a volunteer to describe theirs. Ask them to imagine what a Peruvian kitchen might be like in a mountain village or in a city apartment. Project the reading and read silently together. Then answer the questions and encourage discussion about traditional life.	Project for class.
5	<i>Exploración cultural</i>	Students answer the question individually then share with their classmates. This answer is in	Students log in and go to

	La cocina peruana	English. Let a student read their answer and rephrase the general idea in Spanish or ask another student to do so.	the page.
10	<i>Exploración cultural</i> La comida peruana	Ask students if they know any Peruvian dishes. Project the page and scroll to the pictures, naming the dishes and asking students to name the ingredients in Spanish from their previous knowledge and what they see in the pictures.	Project for class.
15	<i>Exploración cultural</i> La comida peruana	Students then log in and work in pairs to answer the questions on the page.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 2			
Monday			
Minute	Section	Details	Device
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can read a simple chore chart. I can read a letter explaining a family's responsibilities.	
15	<i>Obligaciones</i>	Introduce the topic by transforming the Can-Do statements into obligations with <i>Tener que</i> , <i>Hay que</i> , and <i>Deber</i> . Make use of the page to explain how to express obligations using these structures. Do the examples as a class, encouraging students to volunteer to answer the questions aloud.	Project for class.
15	<i>Obligaciones</i>	After listening to the sample dialogue, ask some basic comprehension questions. Students can volunteer to read the dialogue, substituting other chores. Then students work in pairs to read the dialogue and try to substitute other chores. To differentiate the lesson, you could provide a shortened, simplified version for students to choose from which you can add to the page using the editing function.	Project for class
20	<i>Actividades</i> Actividades 14, 15, 16, 17, y 18	Have students complete <i>Actividades 14–16</i> and then go over the activities as a class. They can work individually or in pairs. You can assign <i>Actividades 17</i> and <i>18</i> for homework.	Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess,	Print out

		and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Exit Ticket beforehand.
Tuesday			
20	<i>Viajamos por Perú</i> El mapa	Tell the students that in this class they will be able to travel virtually to Peru. Look at the map and ask the questions on the page to answer as a class. Students can also have the page open on their devices and complete their answers at the same time. Ask them where they would like to go on the map and say that they will be reading about the best places to visit as a tourist.	Project for class.
15	<i>Viajamos por Perú</i> 11 Best Things to Do in Peru	Look at the photos as a class and ask students “¿Qué ves? Have students read the article with a partner and answer questions 1 and 2. Share the answers as a class.	Project for class. Students log in and go to the page.
15	<i>Viajamos por Perú</i> 11 Best Things to Do in Peru	Have pairs come up with “ <i>Cinco cosas que hay que hacer en Perú.</i> ” in Spanish and share this with their classmates. Encourage them to use the “ <i>hay que</i> ” or other obligations structures in their answers. For homework they can complete question 3.	Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda. I can understand some spoken information about a house.	
10	<i>Preposiciones</i>	Use stick drawings or objects in the classroom to introduce the prepositions from this vocabulary and grammar page.	
10	<i>Preposiciones</i>	Project the page and go over as a class, asking questions about objects around the classroom with “¿Dónde está?” Listen to the dialogue and ask students to identify the prepositions of place. Have a student volunteer to draw the house from the dialogue.	Project for class.
20	<i>Actividades</i> Actividades 21, 22 y 23	Have students complete <i>Actividades 22</i> and <i>23</i> and then go over the activities as a class. They can work individually or in pairs. You can assign <i>Actividad 21</i> for homework.	Students log in and go to the page.
10	Voces Game Center	With any leftover class time, students should open up the Game Center to play Voces Flash Card	Students log in and go to

		Challenge or Voces Match to practice the new preposition vocabulary or chores and the parts of the house. Students may play alone or in pairs. As the teacher, you can create your own vocabulary sets or students can practice using the vocabulary in the current chapter. Students can compete to reach the top of the leaderboard!	the Game Center.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
20	<i>Videos y presentaciones</i> Video: Preposiciones	<i>Antes de ver el video.</i> Do this section as a class, with students volunteering to provide the matches. Then project the video and watch as a class at least twice. Pause at intervals and have students tell you, <i>¿Qué dijo Pamela?</i> For the second viewing, you could play without sound and have students suggest what she said.	Project for class.
10	<i>Videos y presentaciones</i> Video: Preposiciones	Have students complete questions 15–18. They could rewatch on their devices as many times as needed.	Students log in and go to the page.
15	<i>Viajamos por Perú</i> Panorama: El megamercado Huamantanga	Explore the panorama as a class and ask questions like <i>¿Qué hay? ¿Dónde está? ¿Qué tiene? ¿Qué ves? ¿Qué hace?</i> Ask questions to practice the prepositions, like <i>¿Qué hay arriba de, al lado de, entre, etc.?</i> Students can log in and complete the questions on the page.	Project for class. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
20	<i>Entrevistas</i> Luis	Watch the video without pausing and ask what the topic of the video is. Then watch again, pausing and asking students to take notes in words and phrases. Students work with a partner to create a plan of Luis' home from both their notes, then watch again as a class and check their plans. Have students log in and answer the questions, then check as a class.	Project for class. Students log in and go to the page.
20	<i>Entrevistas</i> Mariel	Have students log in to watch the video independently and complete the activities. Then review the answers as a class.	Students log in and go to the page.
10	<i>Entrevistas</i> ¿Y tú?	Have a student or students volunteer to briefly describe their homes for the class. Students log in and answer the questions then check as a class. You	Students log in and go to the page.

		can have students first write their answers and then do the recording for homework.	
	<i>Entrevistas</i>	Interviews by Mariel and Luis are included in every chapter of <i>Voces por el mundo 1 & 2</i> . Take this opportunity to create a graphic organizer as a class, comparing the two individuals as you learn more about them. You can hang up a large poster, keep it handy as a word document that you project, or students can add onto their own graphic organizers in their notebooks.	
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 3			
Monday			
Minute	Section	Details	Device
15	<i>Materiales auténticos</i> Tareas para edades diferentes	This activity will help students review the vocabulary for chores and obligations. To introduce the topic, ask students what chores they have to do at home. Look at the text and ask some general questions about the text, like <i>¿Quién tiene que hacer...?</i> Ask PQAs to find out who does what in their home.	Project for class.
10	<i>Materiales auténticos</i> Tareas para edades diferentes	Students work with a partner to answer the questions on this page. Check the answers as a class. Students share their opinions about the infographic	Students log in and go to the page.
15	<i>Actividades</i> Actividad 19	Students answer the questions individually. When everyone is finished, you can ask a few students to say their answers out loud in front of the class.	Students log in and go to the page.
10	Voces Game Center	With any leftover class time, students should open up the Game Center to play Voces Flash Card Challenge or Voces Match to practice the vocabulary of this unit. Students may play alone or in pairs. As the teacher, you can create your own vocabulary sets or students can practice using the vocabulary in the current chapter. Students can compete to reach the top of the leaderboard!	Students log in and go to the Game Center.
-	Exit Ticket	Have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.	

		<p>I can answer simple questions about my chore preferences.</p> <p>I can describe a room in detail.</p>	
20	<p><i>Historias</i> Luis está harto de limpiar</p>	Introduce the story by asking students if they like household chores like cleaning. You could choose five basic chores and ask students to rank them from worst to best. Read this story aloud for your class, pausing and asking comprehension questions and PQAs as you progress through the story.	Project for class.
10	<p><i>Historias</i> Luis está harto de limpiar: Después de leer: Actividad 1</p>	Students log in and complete the activity. Then check the answers as a class.	Students log in and go to the page.
10	<p><i>Historias</i> Luis está harto de limpiar: Después de leer: Actividad 2</p>	Students log in and complete the activity with a partner then check the answers as a class.	Students log in and go to the page.
10	<p><i>Actividades</i> Actividad 6</p>	Students observe the photo and take turns to add details to make up a description of the room. They should use <i>hay</i> and <i>está</i> to say what there is and they can use prepositions to say where the objects and the items of furniture are. You can assign the paragraph for homework. This will be a good review of furniture and prepositions.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p>I can describe my dream home.</p> <p>I can have a conversation about my home.</p> <p>I can read about a Peruvian archaeologist.</p>	
15	<p><i>Actividades</i> Actividad 5</p>	Students describe their dream house then share with a partner and give peer feedback. A student can volunteer to read theirs out to the class.	Students log in and go to the page.
15	<p><i>¡Vamos a charlar!</i> Preguntas personales</p>	Students pair up and listen to the questions and reply. They should listen to each other's replies and give peer feedback. When the students are done, then listen and reply as a class and give feedback.	Students log in and go to the page.
20	<p><i>Lecturas</i> La vida de un</p>	Students read version A in pairs, then complete the true/false questions. Check these as a class. You	Students log in and go to

	<i>arqueólogo</i>	could use the K-W-L chart in the resources section for students to respond to the topic. You could assign version B and/or C for homework.	the page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can have a conversation about what chores I have to do. I can have a conversation about what a home is like.	
15	<i>Actividades</i> Actividades 11 y 13	First project <i>Actividad 13</i> and complete the activity as a class. Then students complete <i>Actividad 11</i> about what chores they do at home with a partner, first speaking then writing. Check answers as a class.	Students log in and go to the page.
15	<i>¡Vamos a charlar!</i> Interpersonal 1	Students partner with a classmate and follow the directions in the prompt.	Students log in and go to the page.
10	<i>¡Vamos a charlar!</i> Interpersonal 2	Students partner with a classmate and follow the directions in the prompt.	Students log in and go to the page.
10	Voces Game Center	With any leftover class time, students should open up the Game Center to play Voces Flash Card Challenge or Voces Match to practice the vocabulary of this unit. Students may play alone or in pairs. As the teacher, you can create your own vocabulary sets or students can practice using the vocabulary in the current chapter. Students can compete to reach the top of the leaderboard!	Students log in and go to the Game Center.
-	Exit Ticket	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Boleto de salida – Hoy aprendí</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand some information about homes in a video. I can have a conversation about what a home is like.	

		I can write about what my home is like.	
10	Integrated Performance Assessment	Explain the idea and context of this unit's Integrated Performance Assessment. Tell your students how these types of assessments work and talk through the rubrics.	Project for class.
15	Integrated Performance Assessment: Interpretive Listening	Have students work through the interpretive listening task. Give them as much time as they need.	Students log in and go to page.
15	Integrated Performance Assessment: Interpersonal Speaking	Have students work through the interpersonal speaking task.	Students log in and go to page.
15	Integrated Performance Assessment: Presentational writing	Have students work through the presentational writing task.	Students log in and go to page.
-	Voces Game Center	If they finish early, students should review with the games in the Voces Game Center.	Students log in and go to page.