



Spanish I

Voces™ was designed by carefully analyzing the ACTFL National Standards and then creating quality content to match these standards. Below you will find the Scope and Sequence of **Voces™ Spanish I** and a chart illustrating how often our content meets the ACTFL National Standards. Each chapter in the eTextbook includes multiple videos (vocab, grammar and culture), games, presentations, speaking activities, workbook activities, listening mastery exercises and mini-quizzes. The culture in each chapter revolves around the Spanish-speaking country in the chapter title. Each chapter also has information about the title country including a map of the county and a picture of its flag. Statistics on each country explain area, capital, terrain, climate, population, ethnic groups, languages, major industries and agriculture.

Scope and Sequence: Vocabulary, Grammar and Culture

Chapter Number and Title	Vocabulary	Grammar	Culture
1: Mexico	Alphabet, greetings, numbers 0-30	Punctuation, "I," <i>hay</i>	Stereotypes and Prejudices, Day of the Dead, The Culture of Corn, <i>Mal de ojo</i>
2: Guatemala	The classroom	Gender and nouns, <i>hay</i> , indefinite and definite articles, plural nouns	Antigua, Guatemala; Military in the Streets; Ethnic Makeup of Guatemala; Guatemalan Forced Evictions and the Greater Good
3: El Salvador	Family, adjectives, question words, numbers 30-1,000	Subject pronouns, <i>ser</i> and <i>estar</i> , possessive adjectives, to have	The Ring of Fire, <i>La casa comunal</i>
4: Honduras	Clothing and accessories, colors, in a store	Demonstrative adjectives, regular -AR verbs	Honduras and the Peace Corps; Tegucigalpa and Hurricane Mitch; Markets in Honduras; <i>El mayoreo</i> ; Roatán, Honduras
5: Nicaragua	Weather and calendar	Regular -ER and -IR verbs	Diriamba, Nicaragua; Far Northwest Nicaragua Climate; Mechapa, Nicaragua
6: Costa Rica	Food and drink, restaurant	To like, indirect object pronouns (with <i>gustar</i>), preferences, stem-changing verbs, wants and needs	Foods of Costa Rica; Coffee-picking; Riches of the Costa Rican Wilderness; Beaches of Costa Rica; Guanacaste, Costa Rica; <i>La romería</i>
7: Panama	Diet and nutrition	Comparisons of inequality, the comparative, the superlative	Panama and the "Zonies," 1989 Political Corruption and Civil Dissension in

			Panama, Panamanian Cuisine, The Panama Canal
8: Colombia	Sports and pastimes	Irregular verbs, negative and indefinite words	Paragliding in Colombia; <i>Apartado</i> , Colombia; The Coca-Cola Company in Colombia; <i>Botos</i> (pink dolphins)
9: Venezuela	Body parts	Stem-changing verbs, <i>estar</i> , <i>doler</i>	Hugo Chávez; Caracas, Venezuela; <i>Ruletear</i> ; Art in Venezuela; Baseball in Venezuela
10: Ecuador	Daily routine	Reflexive verbs, additional irregular verbs (<i>caer</i> , <i>dar</i>)	Cultural Makeup of Ecuador; Quito, Ecuador; Prejudice in Ecuador; Farming in Ecuador
11: Peru	At home, household chores, on the phone	Prepositions and contractions, obligations, “need to,” <i>deber</i>	Spanish Conquest of the Inca; Peruvian Kitchens; Spirit Cleansing; Artifacts of Machu Picchu and Yale University; New Year’s Eve in Huancayo, Peru; <i>Pachamanca</i> (Andean meal)
12: Bolivia	In your city	<i>Estar</i> and location, direct object pronouns (and placement of direct object pronouns), the personal “ <i>a</i> ”	Bolivia and Child Miners, Bolivian Homemade Yogurt Dessert, The Aboriginal Peoples of Bolivia, Foods of Bolivia, Bolivia’s Natural Gas Reserves, <i>Salar de Uyuni</i> , Revolutions in Bolivia
13: Chile	Transportation, giving directions	Formal commands, common spelling changes, formal commands with direct object pronouns	The Transantiago, What Do You Know About Chile?, The <i>Mapuche</i> Peoples of Chile, Artwork Made of <i>crin</i>
14: Paraguay	Feelings and emotions	<i>Tener</i> idioms, <i>ponerse</i>	Gestures and Greetings in Paraguay, The Shopping District of Ciudad del Este, Ancestral Land vs. Progress, <i>La danza de la botella</i> , <i>Pombero</i> and <i>Luisón</i>
15: Argentina	Careers	<i>Saber</i> and <i>conocer</i>	<i>La Universidad Nacional de Córdoba</i> , At a Café in Buenos Aires, Junín de los Andes, The Housing Crisis in Buenos Aires, An <i>asado</i> in Buenos Aires
16: Uruguay	Nature, geography and vacations	<i>Ir + a + infinitive</i> , indirect object pronouns, redundant pronouns	<i>La costa de Uruguay</i> , School or Work in Uruguay?, Dairy farms and

			<i>dulce de leche</i> , Italian Influence in Uruguay
17: Dominican Republic	Travel, currency and hotel	With you/with me	Tourism in the Dominican Republic, Baseball and Sugar, <i>Batey</i> , <i>Décimas</i> , Boca Chica Fishing Village, <i>El mondongo</i>
18: Cuba	Animals	-----	<i>El dengue</i> , Political Refugees Fleeing from Castro's Communist Regime, Castro and Corruption in Cuba, <i>La libreta</i> Ration Book, Orishas
19: Puerto Rico	Technology	Reciprocal actions, the present progressive	Innovators, Inventors and Places of Importance in Puerto Rico; Folkloric Music; The Christmas Holiday and <i>octavitas</i> ; The Future of the Commonwealth of Puerto Rico; <i>Arroz con gandules</i> ; Vieques, Puerto Rico: Roaming Horses and the Bio-bay Experience
20: Equatorial Guinea	Environment	Present subjunctive with impersonal expressions	Environmental Problems and Equatorial Guinea, The Peoples of Equatorial Guinea, The Political System and President of Equatorial Guinea
21: Spain	Question words, verbs like <i>gustar</i> , negative and indefinite words	<i>Hay que</i> and <i>tener que</i> , <i>ser</i> and <i>estar</i> , subjunctive, <i>ponerse</i> , reciprocal actions, verbs like <i>gustar</i> , negative and indefinite words	Spain and Nationalism, Interesting Etiquette of Spain, "Spain: Where It All Began," "Globalization of Culture," Saint George, <i>Las plazas</i> (Markets)
22: United States of America	Holidays	-----	Hispanics in the United States, The U.S. and Illegal Immigration, A Colombian's Experience on NYC Transit, "To Be Cuban-American," A Mexican's First Thanksgiving Celebration

Alignment to ACTFL National Standards

ACTFL National Standards	Number of times standard is achieved in <i>Voces™</i> Spanish I
COMMUNICATION	
Communicate in Languages Other Than English	
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	142
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	262
Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	149
CULTURES	
Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	80
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	115
CONNECTIONS	
Connect With Other Disciplines and Acquire Information	
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	160
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	33
COMPARISONS	
Develop Insight Into the Nature of Language and Culture	
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	225
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	85
COMMUNITIES	
Participate in Multilingual Communities at Home and Around the World	
Standard 5.1: Students use the language both within and beyond the school setting.	86
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	31