

**Alignment to Georgia Performance Standards for Modern Languages Level I and II  
Voces® Spanish Novice Digital Courseware ~ Chapter 1 and Chapter 11**

Voces® Spanish Novice Digital Courseware is an award-winning, highly effective Spanish program for novice-level learners. Voces® Spanish Novice will take your middle or high school students through two years of novice-level Spanish instruction and prepare them for intermediate-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. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

**Alignment of Chapter 1 to the Georgia Performance Standards for Modern Languages Level I**

<b>Chapter 1: Mexico</b>		
<b>Georgia Performance Standards with Examples</b>		
<b>Standard</b>	<b>Section/Type</b>	<b>Title/Location</b>
<b>I. Communication</b>		
<b>Interpersonal Mode of Communication (IP)</b> MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. MLI.IP2: The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
	<b>Interpretive Mode of Communication (INT)</b> MLI.INT1: The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. MLI.INT2: The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.	<i>Materiales auténticos</i> (Listening)
	<i>Materiales auténticos</i> (Reading)	Animal Express <i>Atractivos turísticos en la ciudad</i>
	Videos	Guanajuato
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Daniel

<b>Presentational Mode of Communication (P)</b> MLI.P1: The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. MLI.P2: The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: El abecedario</i> <i>Actividad 10: Los números de teléfono</i>

## II. Cultural Perspectives, Practices, and Products (CU)

MLI.CU1: The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

Presentations	Sweet 15 Celebration Day of the Dead
Interviews	Miguel Octavio
Videos	<i>El Día de los Muertos</i> Sweet 15 Celebration <i>Las posadas: Christmas in Mexico</i>
Presentation	Mexican Food
Panorama	Taxco
Interviews	Paulina Rebeca

## III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1: The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.

MLI.CCC2: The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

MLI.CCC3: The students compare basic elements of the target language to the English language.

MLI.CCC4: The students demonstrate an awareness of current events in the target culture(s).

MLI.CCC5: The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

Reader	<i>El Día de los Muertos</i>
Videos	Quintana Roo
Alphabet	Language Sounds
Videos	Consonants Vowels
Greetings	Formal vs. Informal Greetings

Videos	Greetings Vocabulary Chiapas Mexico City
<i>En la comunidad</i>	
Can-Do Goals Can-Do Checklist	

**Alignment of Chapter 11 to the Georgia Performance Standards for Modern Languages Level II**

<b>Chapter 11: Peru</b>		
<b>Georgia Performance Standards with Examples</b>		
<b>Standard</b>	<b>Section/Type</b>	<b>Title/Location</b>
<b>I. Communication</b>		
<b>Interpersonal Mode of Communication (IP)</b> MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate. MLI.IP2: The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 <i>Preguntas personales A</i> <i>Preguntas personales B</i>
	<b>Interpretive Mode of Communication (INT)</b> MLI.INT1: The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. MLI.INT2: The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language.	<i>Materiales auténticos (Listening)</i> <i>Materiales auténticos (Reading)</i> <i>Lectura</i> <i>Actividades</i> Masteries Interviews
<b>Presentational Mode of Communication (P)</b> MLI.P1: The students	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 5: La casa de tus sueños</i>

present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. MLI.P2: The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.		<i>Actividad 7: ¿Quién hace las tareas de la casa?</i> <i>Actividad 8: ¡Tú eres el jefe!</i> <i>Actividad 10: ¡Casa en venta!</i> <i>Actividad 16: Tu recámara</i>
<b>II. Cultural Perspectives, Practices, and Products (CU)</b>		
MLI.CU1: The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.		
Videos	Sights of Peru	
Videos	Machu Picchu	
Panorama	<i>El megamercado Huamantanga</i>	
Interviews	Julio	
<b>III. Connections, Comparisons, and Communities (CCC)</b>		
MLI.CCC1: The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.		
MLI.CCC2: The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.		
MLI.CCC3: The students develop a better understanding of the English language through the study of the target language.		
MLI.CCC4: The students identify current events and issues in the target culture(s).		
MLI.CCC5: The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.		
Social Issue	Artifacts of <i>Machu Picchu</i> and Yale University	
Presentations	Expressing Obligation	
Videos	My House	
Cultural Note	Cooking in Peru	
Interviews	José Verónica	
Videos	Surfing	
<i>En la comunidad</i>		
Can-Do Goals		
Can-Do Checklist		