

## Alignment to the Alaska Content Standards for World Languages

### Voces® Introductory Spanish ~ Chapter 1

Voces Introductory Spanish is an award-winning, highly effective Spanish curriculum for introductory-level learners. Voces Introductory Spanish will take your upper elementary or middle school students through one year of introductory-level Spanish instruction and prepare them for further Spanish 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 the first chapter in Introductory Spanish aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

Chapter 1: Greetings			
<b>A. A student should be able to communicate in two or more languages, one of which is English.</b>			
<b>A1</b> – A student who meets the content standard should understand written and oral communication in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Ejemplos</i>		Listening	Listen to simple introductions
<i>Actividades</i>	<i>Actividad 2</i>	Reading	I can recognize basic greetings vocabulary.
<i>Actividades</i>	<i>Actividad 5</i>	Reading	I can greet someone appropriately in formal and informal situations.
<i>Actividades</i>	<i>Actividad 7</i>	Reading	I can recognize the correct greeting in formal and informal situations.
<i>Actividades</i>	<i>Actividad 9</i>	Reading	I can respond appropriately to an introduction or basic greeting.
<i>Actividades</i>	<i>Actividad 10</i>	Reading	I can respond appropriately to an introduction or basic greeting.
<b>A2</b> – A student who meets the content standard should write and speak understandably in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>		Speaking	I can introduce myself and ask how someone is.

<i>Preguntas personales</i>		Speaking	Listen and respond to simple Spanish greetings
<i>Vocabulario</i>	<i>En la comunidad</i>	Speaking	Introduce yourself to a native speaker in the community
<i>Actividades</i>	<i>Actividad 3</i>	Writing	I can respond to an introduction or basic greeting.
<i>Actividades</i>	<i>Actividad 4</i>	Writing	I can greet someone appropriately in formal and informal situations.
<i>Actividades</i>	<i>Actividad 8</i>	Speaking	I can respond appropriately to an introduction or basic greeting.
<b>A3</b> – A student who meets the content standard should use two or more languages effectively in real life situations.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>¡Vamos a charlar!</i>		Speaking	I can introduce myself and ask how someone is.
<i>Preguntas personales</i>		Speaking	Listen and respond to simple Spanish greetings
<i>Vocabulario</i>	<i>En la comunidad</i>	Speaking	Introduce yourself to a native speaker in the community
<b>A4</b> – A student who meets the content standard should use two or more languages to learn new information in academic subjects.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural Greetings	
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings	
<b>B. A student should expand the student’s knowledge of peoples and cultures through language study.</b>			
<b>B1</b> – A student who meets the content standard should understand the relationship between language and culture.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings	

<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<b>B2</b> – A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling
<i>Materiales auténticos</i>	<i>Lengua de señas</i>	Sign language and Spanish greetings
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<b>B3</b> – A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling
<i>Materiales auténticos</i>	<i>Lengua de señas</i>	Sign language and Spanish greetings
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<b>B4</b> – A student who meets the content standard should improve the student’s understanding of the student’s language and culture through experiences with other languages and cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling
<b>B5</b> – A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling
<b>B6</b> – A student who meets the content standard should recognize through language study that all cultures contribute to the global society.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling
<b>C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.</b>		
<b>C1</b> – A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
<i>¡Vamos a charlar!</i>		I can introduce myself and ask how someone is.
<i>Preguntas personales</i>		Listen and respond to simple Spanish greetings
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community
<b>C2</b> – A student who meets the content standard should use experiences with language and culture to explore the student’s personal interests and career options.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and

		unit reflection
<b>C3</b> – A student who meets the content standard should learn how language skills and cultural knowledge enhance a person’s competitiveness in the international marketplace.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
<b>C4</b> – A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
Can-Do Goals		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.

