

## Alignment to Arizona's World and Native Languages Standards

### 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 Arizona's World and Native Languages Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

Chapter 1: Greetings			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
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>En la comunidad</i>		Speaking	Introduce yourself to a native speaker in the community
Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
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.

Actividades	Actividad 9	Reading	I can respond appropriately to an introduction or basic greeting.
Actividades	Actividad 10	Reading	I can respond appropriately to an introduction or basic greeting.
Presentational (PS & PW): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
Actividades	Actividad 3	Writing	I can respond to an introduction or basic greeting.
Actividades	Actividad 4	Writing	I can greet someone appropriately in formal and informal situations.
Actividades	Actividad 8	Speaking	I can respond appropriately to an introduction or basic greeting.
Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.			
Section	Title	Can-Do/Description	
Introducción	Los saludos	Formal and informal greetings	
Panorama	De Chihuahua al Pacífico	Greeting someone while traveling	
Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop crucial thinking and creative problem solving.			
Section	Title	Can-Do/Description	
Nota cultural		Learn where Spanish is spoken	
Introducción	Los saludos	Formal and informal greetings	
Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one’s own.			
Section	Title	Can-Do/Description	

<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>Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>En la comunidad</i>		Introduce yourself to a native speaker in the community
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection