

Alignment to Maryland Foreign Language Content 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 Maryland's Foreign Language Content Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapter 1: Greetings			
1.0 Communication			
1.1 Interpersonal: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange 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>Vocabulario</i>	<i>En la comunidad</i>	Speaking	Introduce yourself to a native speaker in the community
1.2 Interpretive: Students understand and interpret the target language in its spoken and written form 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.
<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.
1.3 Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<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.
2.0 Culture			
2.1 Practices and Perspectives: Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.			
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	
<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	
3.0 Connections			
3.1 Across Disciplines: Students reinforce and further knowledge of other content areas through a language other than English.			
Section	Title	Can-Do/Description	

<i>Nota cultural</i>		Learn where Spanish is spoken
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
3.2 Added Perspectives: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.		
Section	Title	Can-Do/Description
<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
4.0 Comparisons		
4.1 Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.		
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
4.2 Culture: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their 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
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
5.0 Communities		
5.1 Practical Applications: Students use the language both within and beyond the school setting.		
Section	Title	Can-Do/Description
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
5.0 Personal Enrichment: Students use the language for personal enjoyment and enrichment.		
Section	Title	Can-Do/Description

Can-Do Goals	Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
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For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

