

Alignment to Michigan World Language Standards and Benchmarks

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 Michigan World Language Standards and Benchmarks. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapter 1: Greetings			
1. Communication: Communicate in Languages Other Than English			
1.1 Interpersonal Communication (IP): Students engage in conversations, 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 Communication (IT): Students understand and interpret written and spoken language 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 Communication (PS): Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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. Culture: Gain Knowledge and Understanding of Other Cultures

2.1 Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

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. Connections: Connect with Other Disciplines and Acquire Information

3.1 Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.

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 Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world 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. Comparisons: Develop Insight into the Nature of Language and Culture		
4.1 Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language 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
4.2 Comparing Cultures: Students demonstrate 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. Communities: Participate in Multilingual Communities at Home and Around the World		
5.1 Use of Language: 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.
5.2 Personal Enrichment: Students show evidence of becoming life-long learners by using 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.

