

Alignment to the Mississippi World Languages Framework

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 stories, communicative tasks, 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 Mississippi World Languages Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapter 1: Greetings			
Communication			
1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
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
2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 8</i>	Speaking	I can respond appropriately to an introduction or basic greeting.
3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.			
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.
4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.			
Section	Title	Mode	Can-Do/Description
Ejemplos		Listening	Listen to simple introductions
5. Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.			
Section	Title	Mode	Can-Do/Description
Actividades	Actividad 2	Reading	I can recognize basic greetings vocabulary.
Actividades	Actividad 5	Reading	I can greet someone appropriately in formal and informal situations.
Actividades	Actividad 7	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.
Cultures			
1. Relating Cultural Practices to Perspectives – Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title		Can-Do/Description
Introducción	Los saludos		Formal and informal greetings
Panorama	De Chihuahua al Pacífico		Greeting someone while traveling
Materiales auténticos	Lengua de señas		Sign language and Spanish greetings
Materiales auténticos	Saludos sin contacto de manos		Different cultural greetings
Connections			

1. Making Connections – Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
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
2. Acquiring Information and Diverse Perspectives – Learners access and evaluate information and diverse perspectives that are available through the 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
Comparisons		
1. Language Comparisons – Learners use the language to investigate, explain, and reflect on 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
2. Cultural Comparisons – Learners use the language to investigate, explain, and reflect on 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
Communities		
1. School and Global Communities – Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		

Section	Title	Can-Do/Description
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
2. Lifelong Learning – Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
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 or call 1-800-848-0256.

