

Alignment to Missouri World Languages Course-Level Expectations

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 Missouri World Languages Course-Level Expectations. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapter 1: Greetings			
Communication			
1. Interpersonal Mode: 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
2. Interpretive Mode: 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.
3. Presentational Mode: 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.
Cultures			
1. Practices of the Culture: Students demonstrate an understanding of the practices and perspectives of the cultures 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	
Connections			
1. 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
2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.		
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. Students will 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
2. 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
Communities		
1. Students use the target language 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.
2. Students show evidence of becoming lifelong learners by using the target 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.

