

## Alignment to Montana Content Standards for World Languages

### 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 Montana Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

Chapter 1: Greetings			
Communication			
Content Standard 1 – Students engage in conversation, 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
Content Standard 2 – Students understand and interpret spoken and/or written languages 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.

**Content Standard 3** – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

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.

### Culture

**Content Standard 4** – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

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

**Content Standard 5** – Students reinforce and increase his/her knowledge of other disciplines through world languages.

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
<b>Content Standard 6</b> – Students acquire information and perspectives through authentic materials in world languages and within cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<i>Materiales auténticos</i>	<i>Lengua de señas</i>	Sign language and Spanish greetings
<b>Comparisons</b>		
<b>Content Standard 7</b> – Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Content Standard 8</b> – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>Communities</b>		
<b>Content Standard 9</b> – Students apply language skills and cultural knowledge in daily life.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
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](http://VocesDigital.com) or call 1-800-848-0256.

