

Alignment to the Nebraska World Language 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 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 Nebraska World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapter 1: Greetings			
Communication: Students communicate effectively in a variety of situations for multiple reasons.			
1.1 Students exchange information through interaction and negotiation of meaning.			
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 Students understand, interpret, and analyze what is heard, read, or viewed 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 Students present ideas and information according to a variety of purposes and audiences.			
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: Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.			
2.1 Students use the language to observe and to discuss the relationship between the products, 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	
2.2 Students identify and apply culturally appropriate language and behavior.			
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
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
Connections: Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.		
3.1 Students apply the language of study to discuss other content areas of study.		
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
<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
Communities: Students can apply their world language skills to personal, community, and career experiences.		
4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.		
Section	Title	Can-Do/Description
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.		
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
Cognition: Students explain what they know and are able to monitor their own learning journey with support from their teachers.		

5.1 Students self-assess growth in language learning, practice, and understanding.		
Section	Title	Can-Do/Description
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
5.2 Students set language learning goals and organize priorities.		
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.

