



Alignment to the Proposed New York State Learning Standards for World Languages Voces® Introductory Spanish

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 Chapter 1 in Introductory Spanish aligns to the proposed New York State Learning Standards for World Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Chapter 1: Greetings			
Anchor Standard 1: Communication			
Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1.1: Interpretive Communication			
Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.			
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.

Benchmark Standard 1.2: Interpersonal Communication Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and 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>En la comunidad</i>	Speaking	Introduce yourself to a native speaker in the community
Benchmark Standard 1.3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.			
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.
Anchor Standard 2: Cultures Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.			
Benchmark Standard 2.1: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they reveal.			
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	
Benchmark Standard 2.2: Cultural Comparisons Learners use the target language to reveal and compare the products and practices 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
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For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

