

## Alignment to South Dakota's 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 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 South Dakota's World Language Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

Chapter 1: Greetings			
1. Communication: Communicate effectively in more than one language for various purposes in multiple contexts.			
1.1 Interpersonal Communication: Share and infer information, reactions, feelings, and opinions in spoken, signed, or written conversation.			
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 Interpretive Communication: Understand, interpret, and analyze what is viewed, heard, or read 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 Presentational Communication:** Present information, concepts, ideas, and opinions to different audiences in order to inform, persuade, explain, and narrate 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.

**2. Culture: Interact with respect and cultural competence in search of understanding our world.**

**2.1 Cultural Practices in Relation to Cultural Perspectives:** Use the language to explore, reflect on, and explain the relationship between the practices, customs, 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

**3. Connections: Connect with other disciplines and acquire information and diverse perspectives through language.**

**3.1 Connections Across Disciplines:** Acquire, expand, and reinforce knowledge of other disciplines using the language to develop critical thinking, creativity, collaboration, and problem solving skills.

Section	Title	Can-Do/Description
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<i>Nota cultural</i>		Learn where Spanish is spoken
<i>Materiales auténticos</i>	<i>Saludos sin contacto de manos</i>	Different cultural greetings
<b>3.2 Acquisition of Information and Diverse Perspectives:</b> Acquire, evaluate, and reflect on information and diverse perspectives available through the language and its culture(s).		
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
<b>4. Comparisons: Develop insight into the nature of language and culture to enhance linguistic and cultural competence.</b>		
<b>4.1 Language Comparisons:</b> Use the language to investigate, explain, and reflect on the <u>nature of language</u> by comparing and contrasting their own language with others.		
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
<b>4.2 Cultural Comparisons:</b> Use the language to investigate, explain, and reflect on <u>the concept of culture</u> by comparing and contrasting their own culture with others.		
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
<b>5. Communities: Communicate and interact in the language with respect and cultural competence in both local and global communities.</b>		
<b>5.1 School and Global Communities:</b> Interact and collaborate using the language in the classroom, the community, and the world.		
Section	Title	Can-Do/Description
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.

**5.2 Lifelong Learning:** Set lifelong learning goals and reflect on progress in using the language for enjoyment, enrichment, enhancement, and advocacy.

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](http://VocesDigital.com) or call 1-800-848-0256.

