

Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

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 Texas Essential Knowledge and Skills (TEKS). If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Chapter 1: Greetings			
Knowledge and skills			
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:			
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information.			
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.
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar 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.

(C) present information using familiar words, phrases, and sentences to listeners and readers.

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. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) 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

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

Section	Title	Can-Do/Description
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling

3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information.		
Section	Title	Can-Do/Description
<i>Panorama</i>	<i>De Chihuahua al Pacífico</i>	Greeting someone while traveling
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.		
Section	Title	Can-Do/Description
<i>Nota cultural</i>		Learn where Spanish is spoken
4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied.		
Section	Title	Can-Do/Description
<i>Introducción</i>	<i>Los saludos</i>	Formal and informal greetings
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.		
(C) demonstrate an understanding of the influence of one language and culture on another.		
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
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate.		
Title		Can-Do/Description
<i>Vocabulario</i>	<i>En la comunidad</i>	Introduce yourself to a native speaker in the community.
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.		
Title		Can-Do/Description
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

Can-Do Checklist	Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
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