

Alignment to the Alaska Content Standards for World Languages

Voces® Spanish Novice ~ Chapter 1

Voces Spanish Novice is an award-winning, highly effective Spanish curriculum for novice-level learners. Voces Spanish Novice will take your middle or high school students through two years of novice-level Spanish instruction and prepare them for intermediate-level 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 Spanish Novice aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
A. A student should be able to communicate in two or more languages, one of which is English.			
A1 – A student who meets the content standard should understand written and oral communication in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Materiales auténticos</i>	<i>Anuncio de mermelada</i>	Listening	I can recognize some words and phrases in a commercial.
<i>Materiales auténticos</i>	<i>Anuncio de un sándwich</i>	Listening	I can recognize numbers and words in a commercial.
<i>Materiales auténticos</i>	<i>¡Gol!</i>	Listening	I can recognize numbers in a commercial.
<i>Materiales auténticos</i>	<i>Animal Express</i>	Reading	I can recognize telephone numbers and addresses.
<i>Materiales auténticos</i>	<i>Atractivos turísticos en la ciudad</i>	Reading	I can identify a few words in an authentic text.
<i>Videos</i>	<i>Guanajuato</i>	Listening	Tourism video of the Mexican colonial city of Guanajuato
<i>Destrezas</i>	<i>Destreza auditiva A</i>	Listening	Listen to simple greetings
<i>Destrezas</i>	<i>Destreza auditiva B</i>	Listening	Listen to simple greetings

<i>Entrevistas</i>	<i>Daniel (en español)</i>	Listening	I can recognize greetings and some words in a video.
A2 – A student who meets the content standard should write and speak understandably in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can communicate basic information about myself. I can interact with others in everyday contexts.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can tell someone my name.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can respond to an introduction.
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking	I can ask for and give my telephone number.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can spell my name.
<i>Actividades</i>	<i>Actividad 1: El abecedario 1</i>	Writing	I can copy the letters of the alphabet.
<i>Actividades</i>	<i>Actividad 4: Los saludos 1</i>	Speaking	I can greet people.
<i>Actividades</i>	<i>Actividad 10: Los números 1</i>	Writing	I can tell how many people or things there are.
<i>Actividades</i>	<i>Actividad 12: Los números 3</i>	Speaking	I can give telephone numbers.
A3 – A student who meets the content standard should use two or more languages effectively in real life situations.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can communicate basic information about myself. I can interact with others in everyday contexts.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can tell someone my name.
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking	I can respond to an introduction.

<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking	I can ask for and give my telephone number.
A4 – A student who meets the content standard should use two or more languages to learn new information in academic subjects.			
Section	Title	Can-Do/Description	
<i>Lector</i>	<i>El Día de los Muertos</i>	Learn about Day of the Dead	
<i>Videos</i>	Quintana Roo	Discover Quintana Roo ecological park	
<i>Hay</i>	<i>Estereotipos y prejuicios</i>	Discuss stereotypes and prejudice	
B. A student should expand the student’s knowledge of peoples and cultures through language study.			
B1 – A student who meets the content standard should understand the relationship between language and culture.			
Section	Title	Can-Do/Description	
<i>Entrevistas</i>	<i>Paulina (en inglés)</i>	Description of Day of the Dead	
<i>Entrevistas</i>	<i>Octavio (en inglés)</i>	Varying cultural beliefs on illness and medical treatment	
<i>Entrevistas</i>	<i>Rebeca (en inglés)</i>	Family traditions	
<i>Entrevistas</i>	<i>Miguel (en inglés)</i>	Stories from traveling	
<i>Videos</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead	
<i>Videos</i>	Sweet 15 Celebration	Description of <i>quinceañeras</i>	
<i>Videos</i>	<i>Las posadas: Christmas in Mexico</i>	Description of <i>las posadas</i>	
<i>Panorama</i>	Taxco	I can use words, phrases, and simple sentences to identify and describe cultural products and	

		practices in Mexico to help me explain and understand the perspectives of the target culture.
<i>Lector</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<i>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food
<i>Abecedario</i>		Language sounds and cognates
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Puntuación y «yo»</i>		Understanding Spanish punctuation
B2 – A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
Section	Title	Can-Do/Description
<i>Lector</i>	<i>El Día de los Muertos</i>	Learn about Day of the Dead
<i>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food
<i>Entrevistas</i>	<i>Paulina (en inglés)</i>	Description of Day of the Dead
<i>Entrevistas</i>	<i>Octavio (en inglés)</i>	Varying cultural beliefs on illness and medical treatment
<i>Entrevistas</i>	<i>Rebeca (en inglés)</i>	Family traditions
<i>Entrevistas</i>	<i>Miguel (en inglés)</i>	Stories from traveling
<i>Videos</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<i>Videos</i>	Sweet 15 Celebration	Description of <i>quinceañeras</i>
<i>Videos</i>	<i>Las posadas: Christmas in Mexico</i>	Description of <i>las posadas</i>

<i>Panorama</i>	Taxco	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Mexico to help me explain and understand the perspectives of the target culture.
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B3 – A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.

Section	Title	Can-Do/Description
<i>Entrevistas</i>	<i>Paulina (en inglés)</i>	Description of Day of the Dead
<i>Entrevistas</i>	<i>Octavio (en inglés)</i>	Varying cultural beliefs on illness and medical treatment
<i>Entrevistas</i>	<i>Rebeca (en inglés)</i>	Family traditions

B4 – A student who meets the content standard should improve the student's understanding of the student's language and culture through experiences with other languages and cultures.

Section	Title	Can-Do/Description
<i>Entrevistas</i>	<i>Rebeca (en inglés)</i>	Family traditions
<i>Videos</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<i>Videos</i>	Sweet 15 Celebration	Description of <i>quinceañeras</i>
<i>Abecedario</i>		Language sounds and cognates
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Puntuación y «yo»</i>		Understanding Spanish punctuation

B5 – A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.

Section	Title	Can-Do/Description
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<i>Abecedario</i>		Language sounds and cognates
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Puntuación y «yo»</i>		Understanding Spanish punctuation
B6 – A student who meets the content standard should recognize through language study that all cultures contribute to the global society.		
Section	Title	Can-Do/Description
<i>Puntuación y «yo»</i>	<i>En la comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
<i>Entrevistas</i>	<i>Paulina (en inglés)</i>	Description of Day of the Dead
<i>Entrevistas</i>	<i>Octavio (en inglés)</i>	Varying cultural beliefs on illness and medical treatment
<i>Entrevistas</i>	<i>Rebeca (en inglés)</i>	Family traditions
<i>Entrevistas</i>	<i>Miguel (en inglés)</i>	Stories from traveling
<i>Videos</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<i>Videos</i>	Sweet 15 Celebration	Description of <i>quinceañeras</i>
<i>Videos</i>	<i>Las posadas: Christmas in Mexico</i>	Description of <i>las posadas</i>
<i>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food
<i>Entrevistas</i>	<i>Paulina (en inglés)</i>	Description of Day of the Dead
<i>Hay</i>	<i>Estereotipos y prejuicios</i>	Discuss stereotypes and prejudice

C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.		
C1 – A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel.		
Section	Title	Can-Do/Description
<i>Puntuación y «yo»</i>	<i>En la comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
<i>Materiales auténticos</i>	<i>Anuncio de mermelada</i>	Listening
<i>Materiales auténticos</i>	<i>Anuncio de un sándwich</i>	Listening
<i>Materiales auténticos</i>	<i>¡Gol!</i>	Listening
<i>Materiales auténticos</i>	<i>Animal Express</i>	Reading
<i>Materiales auténticos</i>	<i>Atractivos turísticos en la ciudad</i>	Reading
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking
C2 – A student who meets the content standard should use experiences with language and culture to explore the student’s personal interests and career options.		

Section	Title	Can-Do/Description
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
C3 – A student who meets the content standard should learn how language skills and cultural knowledge enhance a person’s competitiveness in the international marketplace.		
Section	Title	Can-Do/Description
<i>Puntuación y «yo»</i>	<i>En la comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
C4 – A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.		
Section	Title	Can-Do/Description
<i>Puntuación y «yo»</i>	<i>En la comunidad</i>	I can use the Spanish language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
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.



