

## Alignment to Arizona's World and Native Languages Standards

### 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 chapter one in Spanish Novice aligns to Arizona's World and Native Languages Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Capítulo 1: México</b>			
<b>Communication</b>			
<b>Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>Interpretive (IL &amp; IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>	Animal Express	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>	Guanajuato	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.
<b>Presentational (PS &amp; PW): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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</i> : Christmas in Mexico	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>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food
<i>Lector</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<b>Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop crucial thinking and creative problem solving.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Estereotipos y prejuicios</i>		Recognizing stereotypes and prejudice
<i>Lector</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<i>Videos</i>	Quintana Roo	Discover Quintana Roo ecological park
<b>Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Abecedario</i>		Language Sounds, Cognates
<i>Saludos</i>		Formal vs. Informal Greetings

<i>Puntuación y «yo»</i>		Description of Spanish punctuation
<i>Videos</i>	Consonants	Learn the Spanish consonant sounds
<i>Videos</i>	Vowels	Learn the Spanish vowel sounds
<i>Videos</i>	Greetings Vocabulary	Formal vs. Informal Greetings
<i>Videos</i>	Chiapas	Families in Mexico
<i>Videos</i>	Mexico City	Large cities
<i>Videos</i>	Sweet 15 Celebration	Description of <i>quinceañeras</i>
<i>Videos</i>	<i>Las posadas</i> : Christmas in Mexico	Description of <i>las posadas</i>
<b>Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>En la comunidad</i>		Use Spanish on your telephone
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection