

Alignment to Colorado Academic Standards: 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 Colorado's Academic Standards: World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
Communication			
1. Interpersonal Mode – Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions.			
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.
2. Interpretive Mode – Understand, interpret and analyze what is heard, read or viewed on a variety of topics.			
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>	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.
3. Presentational Mode – 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.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentation #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.
Cultures – Intercultural Communication			
4. Use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.			
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</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>Lector</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
5. Use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food
Connections		
6. Build, reinforce and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
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
7. Access and evaluate information and diverse perspectives that are available through the language and its culture(s).		

Section	Title	Can-Do/Description
<i>Hay</i>	<i>Estereotipos y prejuicios</i>	Discuss stereotypes and prejudice
Comparisons		
8. Use the language to investigate, explain and reflect on the nature of language through comparisons of the target language and the student's own language.		
Section	Title	Can-Do/Description
<i>Abecedario</i>		Language sounds and cognates
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Puntuación y «yo»</i>		Understanding Spanish punctuation
9. Use the language to investigate, explain and reflect on the concept of culture through comparisons of the culture(s) and the student's own 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>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

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