

## Alignment to Florida Next Generation World Languages Standards

### Voces® Spanish Novice ~ Chapter 1

Voces Spanish Novice is an award-winning, highly effective Spanish curriculum for introductory-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 Florida Next Generation World Language 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>World Languages Modes of Communication</b>			
<b>1. Interpretive Listening</b>			
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.			
<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>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>2. Interpretive Reading</b>			

The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.

Section	Title	Mode	Can-Do/Description
<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.

### 3. Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

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.

### 4. Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can spell my name.
<i>Actividades</i>	<i>Actividad 4: Los saludos 1</i>	Speaking	I can greet people.
<i>Actividades</i>	<i>Actividad 12: Los números 3</i>	Speaking	I can give telephone numbers.

### 5. Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 1: El abecedario 1</i>	Writing	I can copy the letters of the alphabet.
<i>Actividades</i>	<i>Actividad 10: Los números 1</i>	Writing	I can tell how many people or things there are.

## Intercultural Standards

### 6. Cultures

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Section	Title	Can-Do/Description
<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.
<i>Lector</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead

### 7. Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through

the target language.		
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>8. Comparisons</b> The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.		
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
<b>9. Communities</b> The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.		
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](http://VocesDigital.com) or call 1-800-848-0256.

