

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### 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 further 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 Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email [help@vocesdigital.com](mailto:help@vocesdigital.com).

<b>Capítulo 1: México</b>			
<b>1. Communication</b>			
<b>Interpersonal Mode of Communication (IP)</b>			
<b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b>			
<b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</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 Mode of Communication (INT)</b>			
<b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b>			
<b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</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.

#### **Presentational Mode of Communication (P)**

**MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.**

**MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</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.

#### **II. Cultural Perspectives, Practices, and Products (CU)**

**MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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<i>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food
<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>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>Lector</i>	<i>El Día de los Muertos</i>	Description of Day of the Dead
<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>
<b>III. Connections, Comparisons, and Communities (CCC)</b>		
<b>MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.</b> <b>MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.</b> <b>MLI.CCC3 – The students compare basic elements of the target language to the English language.</b> <b>MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).</b> <b>MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Abecedario</i>		Language sounds and cognates

<i>Saludos</i>		Formal vs. informal greetings
<i>Puntuación y «yo»</i>		Spanish punctuation
<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>La tortilla mexicana</i>	I can understand a poster in Spanish.
<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>Entrevistas</i>	<i>Paulina (en inglés)</i>	Learn about Day of the Dead traditions in Mexico
<i>Entrevistas</i>	<i>Octavio (en inglés)</i>	Varying cultural beliefs on illness and medical treatment
<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 &amp; Prejuicios</i>	Discuss stereotypes and prejudice
<i>Videos</i>	Chiapas	Families in Mexico
<i>Videos</i>	Mexico City	Large cities
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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