

Alignment to the Indiana Academic Standards for Classical and Modern 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 Indiana Academic Standards for Classical and Modern World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Capítulo 1: México</i>			
1C – Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.			
Interpersonal Communication (1I): Learners interact and negotiate meaning in spoken, gestured, 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.
Interpretive Communication (2I): Learners 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.

Presentational Communication (P): Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do/Description
<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.

2C - Culture: Interact with cultural competence and understanding.

Interacting with Cultures (IC): Learners use language to interact with others in and from another culture.

Section	Title	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>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>Actividades</i>	<i>Actividad 4: Los saludos 1</i>	Speaking	I can greet people.
<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>Saludos</i>			Formal vs. Informal Greetings

Relating Cultural Practice and Products to Perspectives (Investigate) (CI): Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures.

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</i>

		<i>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
3C – Connections		
Acquiring Information and Diverse Perspectives (IP): Learners access and evaluate information and diverse perspectives that are available through language and its cultures.		
Section	Title	Can-Do/Description
<i>Hay</i>	<i>Estereotipos y prejuicios</i>	Discuss stereotypes and prejudice
4C – Comparisons		
Cultural Comparisons (CC): Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own.		
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
Language Comparisons (LC): Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own.		
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
5C – Communities		
School and Global (SG): Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
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.
Lifelong Learning (LL): Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description

Can-Do Goals	Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
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For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

