

Alignment to Montana Content Standards for 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 Montana Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
Communication			
Content Standard 1 – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange 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.
Content Standard 2 – Students understand and interpret spoken and/or written languages 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.

Content Standard 3 – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

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.

Culture

Content Standard 4 – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

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
<i>Nota cultural</i>	The Culture of Corn	The importance of corn in Mexican food

Connections

Content Standard 5 – Students reinforce and increase his/her knowledge of other disciplines through world languages.

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

Content Standard 6 – Students acquire information and perspectives through authentic materials in world languages and within cultures.

Section	Title	Can-Do/Description
<i>Materiales auténticos</i>	<i>Anuncio de mermelada</i>	I can recognize some words and phrases in a commercial.
<i>Materiales auténticos</i>	<i>Anuncio de un sándwich</i>	I can recognize numbers and words in a commercial.
<i>Materiales auténticos</i>	<i>¡Gol!</i>	I can recognize numbers in a commercial.
<i>Materiales auténticos</i>	<i>Animal Express</i>	I can recognize telephone numbers and addresses.
<i>Materiales auténticos</i>	<i>Atractivos turísticos en la ciudad</i>	I can identify a few words in an authentic text.
<i>Materiales auténticos</i>	<i>El poder del maíz</i>	I can understand a commercial in Spanish.
<i>Materiales auténticos</i>	<i>Margarina de maíz</i>	I can understand a commercial in Spanish.
<i>Materiales auténticos</i>	<i>La tortilla mexicana</i>	I can understand a poster in Spanish.
<i>Materiales auténticos</i>	<i>¿Cuántos años tienes?</i>	I can understand a commercial in Spanish.

Comparisons

Content Standard 7 – Students recognize that different languages use different patterns and can apply this knowledge to his/her 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

Content Standard 8 – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her 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</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
Communities		
Content Standard 9 – Students apply language skills and cultural knowledge in daily life.		
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
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For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

