

Alignment to World Language Standards of Learning for Virginia Public Schools

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 World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
Interpretive Communication			
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)			
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.			
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.			
1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.			
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.

<i>Videos</i>	<i>El Día de los Muertos</i>	Viewing	Description of Day of the Dead
<i>Videos</i>	Sweet 15 Celebration	Viewing	Description of <i>quinceañeras</i>
<i>Videos</i>	<i>Las posadas</i> : Christmas in Mexico	Viewing	Description of <i>las posadas</i>
<i>Panorama</i>	Taxco	Viewing	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	Reading	The importance of corn in Mexican food
<i>Lector</i>	<i>El Día de los Muertos</i>	Reading	Description of Day of the Dead

STANDARD 2: Compare Intercultural Behaviors

2.NL Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other 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</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

STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed

- 3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.
- 3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.
- 3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

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.

Interpersonal Communication

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

- 4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.
- 4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.
- 4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

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.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors

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.

STANDARD 6: Exchange Information and Ideas

6.NL Provide basic oral or signed information on very familiar topics.

6.NM Request and share simple oral or signed information on familiar or everyday topics.

6.NH Request and share oral or signed information on familiar and everyday topics.

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.

STANDARD 7: Meet Personal Needs or Address Situations

7.NL Express a few basic personal needs in very familiar situations.

7.NM Express basic needs in familiar or everyday situations.
 7.NH Interact with others to meet basic needs in familiar and everyday situations.

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.

STANDARD 8: Express, React to and Support Preferences, Opinions, or Viewpoints
 8.NL Express a few basic preferences or feelings.
 8.NM Express basic preferences or feelings and react to those of others.
 8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

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.

Presentational Communication

STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)
 9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.
 9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.
 9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

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.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)
 10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.
 10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.
 10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

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.

STANDARD 11: Inform, Describe, Explain, or Provide Instructions

11.NL Name very familiar people, places, and objects.
 11.NM Give simple information about very familiar topics.
 11.NH Give simple descriptions of familiar and everyday topics.

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.

STANDARD 12: Narrate About Life, Events, or Experiences

12.NL Provide very basic details about self.
 12.NM Provide simple details about self, interests, and activities.
 12.NH Provide details about personal life, interests, and activities.

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.

STANDARD 13: Support Preferences, Opinions, or Viewpoints

13.NL Express likes and dislikes about very familiar topics from native and other cultures.

13.NM Express likes and dislikes about familiar topics from native and other cultures.

13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

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.

COMMUNICATIVE LITERACY

STANDARD 14: Develop Interpretive Literacy

14.1 Infer Meaning and Nuances of Texts

14.2 Recognize and Use Organizational Features of Texts

14.3 Apply Self-Questioning Skills

14.4 Make Text Connections

14.5 Select, Use and Cite Resources

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.

STANDARD 15: Develop Interpersonal Literacy

- 15.1 Communicate, React, and Show Interest
- 15.2 Continue and Extend Conversations
- 15.3 Increase Comprehensibility and Clarity of Expression
- 15.4 Infer Meaning of Unfamiliar Language
- 15.5 Select, Use and Cite Resources

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.

STANDARD 16: Develop Presentational Literacy

- 16.1 Choose Relevant, Authentic Content and Concepts
- 16.2 Organize Information
- 16.3 Increase Comprehensibility and Clarity of Expression
- 16.4 Maintain and Increase Audience Interest
- 16.5 Select, Use and Cite Resources

Section	Title	Can-Do/Description
<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.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

