

Alignment to the Alaska Content Standards for World Languages
Voces por el mundo 1 ~ Chapter 1

Voces por el mundo 1 is an award-winning, highly effective Spanish program for novice-level learners. *Voces por el mundo 1* 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 *Voces por el mundo 1* aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
A. A student should be able to communicate in two or more languages, one of which is English.			
A1 – A student who meets the content standard should understand written and oral communication in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 6: El abecedario 6</i>	Listening	I can understand someone spelling some words aloud in Spanish.
<i>Actividades</i>	<i>Actividad 9: Los saludos 3</i>	Reading	Complete the conversation.
<i>Actividades</i>	<i>Actividad 11: Los saludos 5</i>	Reading	Put the dialogue in order.
<i>Actividades</i>	<i>Actividad 16: Los saludos 10</i>	Listening	Decide if the response is appropriate.
<i>Actividades</i>	<i>Actividad 25: Los números 8</i>	Listening	I can understand a spoken phone number.
<i>Materiales auténticos</i>	<i>Concurso de deletreo</i>	Listening	I can understand some words and recognize letters in a video.
<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>	<i>Anuncio de abogados</i>	Listening	I can understand a commercial in Spanish.
<i>Materiales auténticos</i>	<i>Atractivos turísticos en la ciudad</i>	Reading	I can identify a few words in an authentic text.
<i>Entrevistas</i>	<i>Mariel</i>	Listening	I can understand some greetings and phrases in an interview with a Spanish speaker.
<i>Entrevistas</i>	<i>Luis</i>	Listening	I can understand some words in an interview.
<i>Historias</i>	<i>La quinceañera pequeña</i>	Reading	Story about <i>quinceañeras</i>
<i>Historias</i>	<i>Elisa y la estatua</i>	Reading	Story about a girl
<i>Lecturas</i>	<i>La vida de Frida Kahlo</i>	Reading	I can read about a Mexican cultural figure.
<i>Lecturas</i>	<i>Corredores tarahumara</i>	Reading	I can read and understand a non-fiction text in Spanish.
Integrated Performance Assessment	Interpretive Reading	Reading	I can recognize cognates in an infographic.
A2 – A student who meets the content standard should write and speak understandably in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Actividades</i>	<i>Actividad 4: El abecedario 4</i>	Speaking	I can spell some words aloud.
<i>Actividades</i>	<i>Actividad 5: El abecedario 5</i>	Speaking	Spell words aloud in Spanish.
<i>Actividades</i>	<i>Actividad 8: Los saludos 2</i>	Speaking	I can greet someone.
<i>Actividades</i>	<i>Actividad 20: Los números 3</i>	Speaking	I can tell phone numbers.
<i>Actividades</i>	<i>Actividad 13: Los saludos 7</i>	Speaking	I can communicate basic information about myself.

<i>Actividades</i>	<i>Actividad 14: Los saludos 8</i>	Writing	I can understand a simple greeting and respond appropriately.
<i>Actividades</i>	<i>Actividad 23: Los números 6</i>	Speaking	Ask classmates for their phone numbers.
<i>Entrevistas</i>	<i>¿Y tú?</i>	Speaking	I can answer questions in Spanish about myself.
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking	I can communicate basic information about myself.
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking	I can greet someone and introduce myself in Spanish.
<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>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can introduce myself to a group in Spanish.
<i>Actividades cinestésicas</i>	<i>Conversaciones</i>	Speaking	Introduce yourself to your classmates.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can introduce myself and exchange information with someone.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can introduce and give information about myself.

A3 – A student who meets the content standard should use two or more languages effectively in real life 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.
<i>¡Vamos a charlar!</i>	Presentational #1	Speaking	I can introduce myself to a group in Spanish.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can introduce and give information about myself.

A4 – A student who meets the content standard should use two or more languages to learn new information in academic subjects.

Section	Title	Can-Do/Description
<i>Viajamos por México</i>	<i>El mapa</i>	Map of Mexico
<i>Viajamos por México</i>	<i>Tres pueblos mágicos</i>	Tourism program
<i>Viajamos por México</i>	<i>La Ciudad de México</i>	Mexico City
<i>Viajamos por México</i>	10 Best Ruins in Mexico You Must Visit	Ruins/Tourism
<i>Exploración cultural</i>	<i>Arte de México: Los murales de Diego Rivera</i>	Learn about Diego Rivera and his artwork.
<i>Exploración cultural</i>	<i>Arte de México: Las artesanías</i>	Learn about a variety of handcrafts.
<i>Lecturas</i>	<i>La vida de Frida Kahlo</i>	I can read about a Mexican cultural figure.
<i>Lecturas</i>	<i>Corredores tarahumara</i>	I can read and understand a non-fiction text in Spanish.

B. A student should expand the student's knowledge of peoples and cultures through language study.

B1 – A student who meets the content standard should understand the relationship between language and culture.

Section	Title	Can-Do/Description
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Videos y presentaciones</i>	<i>Video: Saludos</i>	Greetings
<i>Videos y presentaciones</i>	<i>Presentación: Saludos</i>	Greetings

<i>Exploración cultural</i>	<i>Días festivos: El Día de los Muertos</i>	Learn about Day of the Dead.
<i>Exploración cultural</i>	<i>Días festivos: Las quinceañeras</i>	I can answer some basic questions about <i>quinceañeras</i> .
<i>Exploración cultural</i>	<i>Días festivos: Las posadas</i>	I can answer some basic questions about <i>las posadas</i> .
<i>Saludos</i>		Formal vs. Informal Greetings
B2 – A student who meets the content standard should learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>Receta: Guacamole</i>	Guacamole recipe
<i>Exploración cultural</i>	<i>La tortilla mexicana</i>	I can understand some words and phrases in an infographic.
<i>Viajamos por México</i>	<i>Tres pueblos mágicos</i>	Tourism program
<i>Viajamos por México</i>	<i>La Ciudad de México</i>	Mexico City
<i>Viajamos por México</i>	10 Best Ruins in Mexico You Must Visit	Ruins/Tourism
<i>Exploración cultural</i>	<i>Arte de México: Los murales de Diego Rivera</i>	Learn about Diego Rivera and his artwork.
<i>Exploración cultural</i>	<i>Arte de México: Las artesanías</i>	Learn about a variety of handcrafts.
<i>Lecturas</i>	<i>La vida de Frida Kahlo</i>	I can read about a Mexican cultural figure.
B3 – A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.		
Section	Title	Can-Do/Description
<i>Lecturas</i>	<i>Corredores tarahumara</i>	I can read and understand a non-fiction text in Spanish.
B4 – A student who meets the content standard should improve the student’s understanding of the student’s language and culture through experiences with other languages and cultures.		

Section	Title	Can-Do/Description
<i>Abecedario</i>		Language Sounds
<i>Palabras cognadas</i>		Cognates Punctuation
<i>Saludos</i>		Formal vs. Informal Greetings
<i>Exploración cultural</i>	<i>El Día de los Muertos</i>	Learn about Day of the Dead.
<i>Exploración cultural</i>	<i>Las quinceañeras</i>	I can answer some basic questions about <i>quinceañeras</i> .
<i>Exploración cultural</i>	<i>Las posadas</i>	I can answer some basic questions about <i>las posadas</i> .
<i>Exploración cultural</i>	<i>Los sonidos de la ciudad</i>	I can compare and contrast the sounds in my community with the sounds heard in Mexico City.

B5 – A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.

Section	Title	Can-Do/Description
<i>Abecedario</i>		Language Sounds
<i>Palabras cognadas</i>		Cognates Punctuation

B6 – A student who meets the content standard should recognize through language study that all cultures contribute to the global society.

Section	Title	Can-Do/Description
<i>Exploración cultural</i>	<i>Días festivos: El Día de los Muertos</i>	Learn about Day of the Dead.
<i>Exploración cultural</i>	<i>Días festivos: Las quinceañeras</i>	I can answer some basic questions about <i>quinceañeras</i> .
<i>Exploración cultural</i>	<i>Días festivos: Las posadas</i>	I can answer some basic questions about <i>las posadas</i> .
<i>Exploración cultural</i>	<i>Los sonidos de la ciudad</i>	I can compare and contrast the sounds in

		my community with the sounds heard in Mexico City.
<i>Exploración cultural</i>	<i>Arte de México: Los murales de Diego Rivera</i>	Learn about Diego Rivera and his artwork.
<i>Exploración cultural</i>	<i>Arte de México: Las artesanías</i>	Learn about a variety of handcrafts.
<i>Lecturas</i>	<i>La vida de Frida Kahlo</i>	I can read about a Mexican cultural figure.
C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.		
C1 – A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel.		
Section	Title	Can-Do/Description
<i>¡Vamos a charlar!</i>	<i>Preguntas personales</i>	Speaking
<i>¡Vamos a charlar!</i>	Interpersonal #1	Speaking
<i>¡Vamos a charlar!</i>	Interpersonal #2	Speaking
<i>¡Vamos a charlar!</i>	Interpersonal #3	Speaking
C2 – A student who meets the content standard should use experiences with language and culture to explore the student’s personal interests and career options.		
Section	Title	Can-Do/Description
Can-Do Goals		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
C4 – A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.		
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.

