

Alignment to Maine's Learning Results – World Languages Standards
Voces® Por el mundo 1 ~ Chapter 1

Voces or 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 one year 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 Maine's Learning Results – World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
Communication: Students communicate in the target language.			
A1. Interpersonal: Students engage in simple conversations to provide and obtain information and express feelings and emotions by creating simple sentences and/or strings of sentences.			
Section	Title	Mode	Can-Do/Description
<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>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.
A2. Interpretive: Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
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.
A3. Presentational: Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.			
Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentation #1	Speaking	I can introduce myself to a group in Spanish.
<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.
<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	Recite phone numbers.
Integrated Performance Assessment	Presentation Speaking	Speaking	I can introduce and give information about myself.
A4. Language Comparisons: Students compare the target language with English in order to better understand language systems.			
Section	Title		Can-Do/Description
<i>Abecedario</i>			Language Sounds
<i>Palabras cognadas</i>			Cognates Punctuation
<i>Videos y presentaciones</i>	<i>Video: Saludos</i>		Greetings
<i>Videos y presentaciones</i>	<i>Presentación: Saludos</i>		Greetings
Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.			
B1. Practices and Perspectives: Students describe practices of a culture(s) and perspectives of a			

culture(s) in which the target language is spoken.		
Section	Title	Can-Do/Description
<i>Lecturas</i>	<i>Corredores tarahumara</i>	I can read and understand a non-fiction text in Spanish.
Integrated Performance Assessment	Interpretive Reading	I can recognize cognates in an infographic.
B2. Products and Perspectives: Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.		
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.
B3. Comparisons with Own Culture: Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.		
Section	Title	Can-Do/Description
<i>Saludos</i>		Formal vs. Informal 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>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.
Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.		
C1. Knowledge of Other Learning Results Content Areas: Students apply information acquired in other learning results content areas to further their knowledge and skills in the target language.		

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>Exploración cultural</i>	<i>Arte de México: Los murales de Diego Rivera</i>	Learn about Diego Rivera and his artwork
C2. Distinctive Viewpoints: Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.		
Section	Title	Can-Do/Description
<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: 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.
Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
D1. Communities: Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and understanding of another culture(s).		
Section	Title	Can-Do/Description
Integrated Performance Assessment	Interpersonal Speaking	I can introduce myself and exchange information with someone.
Integrated Performance Assessment	Presentational Speaking	I can introduce and give information about myself.

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



