

Alignment to Maryland Foreign Language Content 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 Maryland's Foreign Language Content Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
1.0 Communication			
1.1 Interpersonal: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
1.2 Interpretive: Students understand and interpret the target language in its spoken and written form on a variety of topics.			
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.

1.3 Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.

Section	Title	Mode	Can-Do/Description
<i>¡Vamos a charlar!</i>	Presentational #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	I can spell some 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	I can tell phone numbers.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can introduce and give information about myself.

Comment [ms1]: There isn't a Can Do statement linked to this activity – should it be a statement instead like others that do not have linked Can Dos? Spell words aloud.

Comment [ms2]: There isn't a Can Do statement linked to this activity – should it be a statement instead like others that do not have linked Can Dos? Recite phone numbers.

2.0 Culture

2.1 Practices and Perspectives: Students demonstrate knowledge and understand of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

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.
2.2 Products and Perspectives: Students demonstrate knowledge and understand of the relationship between the products, symbols, beliefs, and values of the target culture.		
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.
3.0 Connections		
3.1 Across Disciplines: Students reinforce and further knowledge of other content areas through a language other than English.		
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
3.2 Added Perspectives: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.		
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.
4.0 Comparisons		
4.1 Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.		
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
4.2 Cultural: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.		
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.
5.0 Communities		
5.1 Practical Applications: Students use the language both within and beyond the school setting.		
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.
5.2 Personal Enrichment: Students use the language for personal enjoyment and enrichment.		
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.

