

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

| Capítulo 1: México | | | |
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| 1. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and 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. |
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| 2. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed 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. |

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| <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. |
| 3. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | | |
| 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 | 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 | Tell phone numbers |
| Integrated Performance Assessment | Presentational Speaking | Speaking | I can introduce and give information about myself. |
| 4. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | | | |
| 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. |
| 5. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | | | |

| Section | Title | Can-Do/Description |
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| <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. |
| 6. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | | |
| 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 |
| 7. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the 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. |
| 8. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | | |
| 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 |

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| <i>Videos y presentaciones</i> | <i>Presentación: Saludos</i> | Greetings |
| 9. Cultural Comparisons: Learners use the language to investigate explain, and reflect on 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. |
| 10. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | | |
| 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. |
| 11. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | | |
| Section | Title | Can-Do/Description |
| Can-Do Goals | | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |

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

