

Alignment to New Mexico World Readiness Standards for Learning 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 New Mexico World Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Capítulo 1: México			
Communication			
A. 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.
B. 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.

<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.

C. 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>	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 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	Tell phone numbers.
Integrated Performance Assessment	Presentation Speaking	Speaking	I can introduce and give information about myself.

Culture

A. Relating cultural practices to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between 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.

A. Relating cultural products to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.		
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.
Connections		
A. Making connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking 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
B. 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.
Comparisons		
A. 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
<i>Videos y presentaciones</i>	<i>Presentación: Saludos</i>	Greetings
B. 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.
Communities		
A. 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.
B. 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
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For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

