

Voces® Spanish Novice

Chapter 1 Alignment and Pacing Guide

Voces Spanish Novice is an award-winning, highly effective Spanish curriculum for novice-level learners. Voces Spanish Novice is designed to cover two years of instruction at the novice level and is aligned to ACTFL’s World-Readiness Standards for Learning Languages. Below, you will find an overview of the standards that are reached in Chapter 1, as well as a detailed pacing guide taking you through three weeks of instruction, covering everything in Chapter 1. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Chapter 1: Mexico		
Standard	Section/Type	Title/Location
1. Communication		
1.1 Interpersonal	<i>¡Vamos a charlar!</i>	Interpersonal #1 Interpersonal #2 Interpersonal #3 <i>Preguntas personales</i>
1.2 Interpretive	<i>Materiales auténticos</i> (Listening)	<i>Anuncio de mermelada</i> <i>Anuncio de un sándwich</i> <i>¡Gol!</i>
	<i>Materiales auténticos</i> (Reading)	Animal Express <i>Atractivos turísticos en la ciudad</i>
	<i>Videos</i>	Guanajuato
	<i>Destrezas</i>	<i>Destreza auditiva A</i> <i>Destreza auditiva B</i>
	<i>Entrevistas</i>	<i>Daniel (en español)</i>
1.3 Presentational	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i> (Writing)	<i>Actividad 1: El abecedario 1</i> <i>Actividad 10: Los números 1</i>
	<i>Actividades</i> (Speaking)	<i>Actividad 4: Los saludos 1</i> <i>Actividad 12: Los números 3</i>
2. Culture		
2.1 Practices to Perspectives	<i>Entrevistas</i>	<i>Miguel (en inglés)</i> <i>Octavio (en inglés)</i>
	<i>Videos</i>	<i>El Día de los Muertos</i> Sweet 15 Celebration <i>Las posadas: Christmas in Mexico</i>
2.2 Products to Perspectives	<i>Panorama</i>	Taxco
	<i>Entrevistas</i>	<i>Paulina (en inglés)</i> <i>Rebeca (en inglés)</i>
3. Connections		
3.1 Other Disciplines	<i>Lector</i>	<i>El Día de los Muertos</i>

	<i>Video</i>	Quintana Roo
3.2 Diverse Perspectives	<i>Estereotipos & Prejuicios</i>	
4. Comparisons		
4.1 Language	<i>Abecedario</i>	Language Sounds
	<i>Puntuación y «yo»</i>	
	<i>Videos</i>	Consonants Vowels
4.2 Culture	<i>Saludos</i>	Formal vs. Informal Greetings
	<i>Videos</i>	Greetings Vocabulary Chiapas Mexico City
5. Communities		
5.1 School and Global Communities	<i>En la comunidad</i>	
5.2 Lifelong Learning	Can-Do Checklist	

Spanish Novice, Chapter 1 Pacing Guide

Chapter 1: Mexico	Day 1/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		“I Can” Goal: I can tell someone my name.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)		Mexico City	
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)		Greetings, formal vs. informal	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Introduction to Chapter	a. Introduce Can-Do Goals. (3 min.)		Can-Do Checklist
2. Culture of Mexico	a. Before showing Mexico City video, class predicts what they will see. (2 min.) b. Show video. (5	2.2	<i>Videos</i> : Mexico City

	min.) c. Class shares initial reactions to video. (3 min.)		
3. Greetings	a. Present formal and informal greetings. Listen and repeat. (5 min.) b. Students practice greetings and responses with classmates. (5 min.) c. Students individually practice greetings in <i>Actividades</i> section (#4, #5, #6, #7, and #8). Answer questions as needed. (20 min.)	4.1 1.1 1.1	Lesson: <i>Saludos</i> Game Center: Voces Flash Card Challenge: Chapter 1 <i>Actividad 4: Los saludos 1</i> <i>Actividad 5: Los saludos 2</i> <i>Actividad 6: Los saludos 3</i> <i>Actividad 7: Los saludos 4</i> <i>Actividad 8: Los saludos 5</i>
4. Wrap-Up/Reflection	a. Review Mexico City video (if necessary) and complete comprehension questions. (10 min.) b. Students self-evaluate progress using Can-Do Checklist. (2 min.)	2.2 5.2	<i>Video: Mexico City</i> Can-Do Checklist

Chapter 1: Mexico	Day 2/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)		“I Can” Goal: I can tell someone my name.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)		Guanajuato	
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)		Cognates	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	

Topic:	Activity:	Standard:	Location:
1. Greetings	a. Greet classmates. (2 min.) b. Present Can-Do Goals. (3 min.)		Can-Do Checklist
2. Alphabet	a. Present alphabet. (10 min.) b. Practice spelling names or familiar words and guessing cognates. (5 min.) c. Present example dialogues of greetings and spelling names. Students practice dialogues with classmates. (10 min.) d. Assign <i>Actividades</i> #1, #2, and #3. (10 min.) e. Perform <i>¡Vamos a charlar!</i> Interpersonal #2. (10 min.) f. Reflect on progress using Can-Do Checklist. (2 min.)	4.1 1.3 1.1 5.2	Lesson: <i>Abecedario</i> Lesson: <i>Abecedario</i> (Cognates section) Lesson: <i>Saludos</i> <i>Actividad 1: El abecedario 1</i> <i>Actividad 2: El abecedario 2</i> <i>Actividad 3: El abecedario 3</i> <i>¡Vamos a charlar!</i> Interpersonal #2 Can-Do Checklist

Chapter 1: Mexico	Day 4/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
<p>Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)</p> <p>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. (1.3)</p>		<p>“I Can” Goals: I can identify a few words in an authentic text. I can spell my name.</p>	
<p>Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)</p>		Taxco	

Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)		<i>Puntuación y «yo»</i>	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Alphabet	<p>a. Greet class and present Can-Do Goal. (3 min.)</p> <p>b. Review alphabet and answer any questions from <i>Actividades</i>. (10 min.)</p> <p>c. Practice asking how to spell names with classmates. (5 min.)</p> <p>d. Introduce <i>Materiales auténticos: Atractivos turísticos en la ciudad</i>. Answer questions. (15 min.)</p> <p>e. Reflect on progress using Can-Do Checklist. (2 min.)</p>	<p>1.1</p> <p>1.2</p> <p>5.2</p>	<p>Can-Do Checklist</p> <p>Lesson: <i>Abecedario</i></p> <p><i>¡Vamos a charlar!</i> Presentational #1</p> <p><i>Materiales auténticos: Atractivos turísticos en la ciudad</i></p> <p>Can-Do Checklist</p>
2. Punctuation	<p>a. Present punctuation. (5 min.)</p> <p>b. Explain how to use a computer keyboard and the Voces® punctuation tool to format Spanish punctuation. Use the punctuation tool that is on the Taxco panorama page to demonstrate.(5 min.)</p>	4.1	<p>Lesson: <i>Puntuación y «yo»</i></p> <p><i>Panorama: Taxco</i></p>
3. Culture of Mexico	<p>a. Introduce panorama (Taxco). Explore panorama and answer questions. (10 min.)</p>	2.1, 2.2	<i>Panorama: Taxco</i>

Chapter 1: Mexico		Day 5/15		Time: 55 min.		Novice Low-Mid	
STANDARDS							
Communications: 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. (1.3)				"I Can" Goal: I can spell my name.			
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)				Chiapas			
Connections:							
Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)				Personal Pronouns, Alphabet, Sounds			
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)				Chiapas			
Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1)				Key Pals, Can-Do Checklist			
Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)							
Topic:		Activity:		Standard:		Location:	
1. "I"		a. Greet class and present Can-Do Goal. (3 min.) b. Present information on "I" (yo). (5 min.) c. Introduce <i>En la comunidad</i> activity. (5-10 min. or as needed)		4.1 5.1		Can-Do Checklist Lesson: <i>Puntuación y «yo»</i> <i>En la comunidad</i>	
2. Alphabet		a. Review alphabet, consonants, vowels, and punctuation. (5 min.) b. Spell first and last names, familiar words, and cognates. (5 min.)		4.1		Lesson: <i>Abecedario</i>	

Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)		<i>Quinceañera</i>	
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)		Sweet 16 vs. Sweet 15	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Numbers	a. Greet class and present Can-Do Goal. (3 min.) b. Review numbers and asking for and answering with phone numbers. (5 min.) c. Perform <i>¡Vamos a charlar!</i> , Interpersonal #3. (10 min.) d. Reflect on progress using Can-Do Checklist. (2 min.)	1.1 5.2	Can-Do Checklist Games Center: Voces Flash Card Challenge, Voces Match: Chapter 1 <i>¡Vamos a charlar!</i> Interpersonal #3 Can-Do Checklist
2. Sweet 15/ <i>Quinceañera</i>	a. Present Sweet 15 Celebration video and assign comprehension questions. (35 min. or time as needed)	2.1, 4.2	<i>Video: Sweet 15 Celebration</i>

Chapter 1: Mexico	Day 10/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		"I Can" Goal: I can recognize some words and phrases in a commercial.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)		Foods of Mexico	
Connections:			
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied		Food in Mexico and U.S.	

and their own. (4.2)			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Numbers	a. Greet class and present Can-Do Goal. (2 min.) b. Watch <i>Anuncio de un sándwich</i> and answer comprehension activities. (10 min.) c. Assign Quiz: Numbers. (15 min.) d. Reflect on progress using Can-Do Checklist. (2 min.)	1.2 5.2	Can-Do Checklist <i>Materiales auténticos: Anuncio de un sándwich</i> <i>Prueba: Números</i> Can-Do Checklist
2. Mexican Product	a. Present the 3Ps Triangle (10 min.) b. Students choose a product from Mexico and complete the <i>Productos, prácticas y perspectivas</i> Activity (15 min.)	2.2, 4.2	<i>Actividades: Productos, prácticas y perspectivas</i>

Chapter 1: Mexico	Day 11/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)		“I Can” Goal: I can recognize some words and phrases in a commercial.	
Cultures:			
Connections:			
Comparisons:			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. <i>Materiales auténticos</i>	a. Greet class and present Can-Do Goal. (2 min.) b. Review cognates. Watch <i>Anuncio de mermelada</i> and	1.2	Can-Do Checklist Lesson: <i>Abecedario</i> (Cognates section) <i>Materiales auténticos:</i>

	complete comprehension activities. (10 min.) c. Reflect on progress using Can-Do Checklist. (2 min.)	5.2	<i>Anuncio de mermelada</i> Can-Do Checklist
2. Goal Setting	a. Write original I-Can Statement for personal interest. (time as needed) b. Explore ways to achieve goal. (30 min.)	5.2	Can-Do Checklist

Chapter 1: Mexico		Day 12/15	Time: 55 min.	Novice Low-Mid
STANDARDS				
Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)			“I Can” Goal: I can communicate basic information about myself.	
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)				
Connections: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.1)			Stereotypes, Prejudices	
Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)			Stereotypes, Prejudices	
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)			Can-Do Checklist	
Topic:	Activity:	Standard:	Location:	
1. Interpersonal Speaking	a. Greet class and present Can-Do Goal. (2 min.) b. Present <i>Preguntas personales</i> . Discuss communication strategies. Students listen to questions and record responses. (15 min.) c. Reflect on progress using Can-Do	1.1	Can-Do Checklist <i>¡Vamos a charlar!</i> <i>Preguntas personales</i>	
		5.2	Can-Do Checklist	

	Checklist. (2 min.)		
2. Stereotypes and Prejudices	a. Present and discuss information on stereotypes and prejudices. (5 min.)	3.1	Lesson: <i>Estereotipos & Prejuicios</i>
	b. Watch interview with Miguel and answer comprehension questions. (10 min.)	3.1	<i>Entrevista: Miguel (en inglés)</i>
	c. Create "I used to think..., Now I think..." exit slip about stereotypes and prejudices. (5 min.)	4.2	

Chapter 1: Mexico	Day 13/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications:			
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)		<i>Día de los Muertos</i>	
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)			
Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)		Societal views on death	
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2)			
Comparisons:			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Personal Goals	a. Greet class and review progress on Can-Do Checklist. (3 min.) b. Explore ways to achieve personal goals and reflect on	5.2	Can-Do Checklist

	progress. (time as needed)		
2. Culture of Mexico	a. Present cultural information on <i>Día de los Muertos</i> . Options: Reader, Video, and Interview with Paulina.(time as needed) b. Answer comprehension questions. (time as needed)	2.1, 2.2, 3.1, 3.2	<i>Lector: El Día de los Muertos</i> <i>Video: El Día de los Muertos</i> <i>Entrevista: Paulina (en inglés)</i>

Chapter 1: Mexico	Day 14/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications:			
Cultures: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)		<i>Las posadas, la piñata</i>	
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)			
Connections:			
Comparisons:			
Communities: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)		Can-Do Checklist	
Topic:	Activity:	Standard:	Location:
1. Personal Goal Review	a. Greet class and review progress on Can-Do Checklist. (5 min.) b. Explore ways to achieve a personal goal. (time as needed)	5.2	Can-Do Checklist
2. Culture of Mexico	a. Present cultural information on <i>Las posadas</i> . Options: Video, Interview with Rebeca. (time as needed)	2.1, 2.2	<i>Video: Las posadas: Christmas in Mexico</i> <i>Entrevista: Rebeca (en inglés)</i>
3. Review	a. Review for Chapter 1 test. (time as		

	needed)		
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Chapter 1: Mexico	Day 15/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications:			
Cultures:			
Connections:			
Comparisons:			
Communities:			
Topic:	Activity:	Standard:	Location:
1. Assessment	a. Students take Chapter 1 test. (time as needed)		<i>Capítulo 1: Examen</i>
2. Reflection	a. Reflect on Chapter Goals. (time as needed) b. Complete reflection on Can-Do Checklist.(time as needed)	5.2	Can-Do Checklist