



Spanish II

Voces™ was designed by carefully analyzing the ACTFL National Standards and then creating quality content to match these standards. Below you will find the Scope and Sequence of **Voces™ Spanish II** and a chart illustrating how often our content meets the ACTFL National Standards. Each chapter in the eTextbook includes multiple videos (vocab, grammar and culture), games, presentations, speaking activities, workbook activities, listening mastery exercises and mini-quizzes.

Scope and Sequence: Vocabulary and Grammar

Chapter Number and Title	Vocabulary	Grammar
1: <i>Las amistades</i>	Adjectives	Adjective agreement; <i>ser</i> and <i>estar</i> ; regular <i>-AR</i> , <i>-ER</i> and <i>-IR</i> verbs; present progressive
2: <i>Los pasatiempos y los deportes</i>	Sports, art, tranquil activities, musical activities, useful phrases	Present perfect, verb expressions
3: <i>Formas de gobierno</i>	Forms of government, problems in society and their solutions	Preterite, direct and indirect objects
4: <i>Manejando</i>	Driving, weather	Imperfect, past perfect
5: <i>Las noticias</i>	News, nationalities	Preterite and imperfect together
6: <i>Las carreras</i>	Careers, school subjects, school	<i>Hay + que + infinitive</i> ; <i>tener que</i> , <i>deber</i> and <i>necesitar</i> ; commands; <i>usted</i> and <i>ustedes</i> commands
7: <i>La medicina</i>	Medicine, illness	Direct and indirect object pronouns, expressing pain, verbs that work like <i>doler</i> and <i>gustar</i> , expressing how you feel
8: <i>La familia y los días festivos</i>	Families and holidays	Reflexive verbs, <i>saber</i> and <i>conocer</i> , <i>por</i> and <i>para</i>
9: <i>Los viajes</i>	Travel, in the city	Subjunctive formation, stem-changing verbs ending in <i>-IR</i> , subjunctive with expressions of emotions, <i>nosotros</i> commands
10: <i>En la cocina</i>	Food, fruits and vegetables, measurement, describing food	Accidental <i>se</i> , demonstrative adjectives and pronouns, comparative, superlatives
11: <i>La comunidad</i>	Places in a community, inside stores, in the street, directional prepositions	Informal commands, subjunctive with impersonal expressions, the subjunctive mood with conjunctions
12: <i>Las relaciones sociales</i>	Social relationships, marital status, personal qualities	Subjunctive in adjective clauses, expressing obligations
13: <i>La televisión y el cine</i>	Television and movies	Future, conditional
14: <i>Nuestro mundo y sus recursos</i>	The world and its resources, animals in danger of extinction	"If" clauses, <i>ojalá</i>

Scope and Sequence: Cultural Content

Chapter Number and Title	Voces™ Interviews	¿Qué piensas?	Nota cultural
1: <i>Las amistades</i>	Sonia, Francisco, Filiberto, Claudia, Michelle	Tanning Booths Won't Be a Big Business in Mexico	<i>La mentirita, El Día de los Muertos</i> , Mexico at a Glance
2: <i>Los pasatiempos y los deportes</i>	Laura, Renwar, Braulio, Jimmy, Arturo	Skin Color and Socioeconomic Status	<i>Lucha libre, Niña fresa</i>
3: <i>Formas de gobierno</i>	Emma; Gabriela; Isabel	The Government and Illegal Immigration, \$5 Starts His Business	Mexican Courts, <i>Malinchismo</i>
4: <i>Manejando</i>	Lili, Nicole	Child Labor in Mexico, Are Low Riders Mexican?	<i>Hoy no circula</i>
5: <i>Las noticias</i>	Daniela, Elizabeth, David, Beatriz, Luis	<i>El Universal</i> , Nicknames <i>con cariño</i>	<i>¿Quién eres?, Chilangos</i>
6: <i>Las carreras</i>	Aldo, Glenda, Alfredo, Brenda, Cleto	High-tech Careers	Moving to Mexico for a Career, <i>Tu primer trabajo</i>
7: <i>La medicina</i>	Jacobo, Luis, Maribel, Rubén	Mexican vs. U.S. Healthcare, Malpractice	Medical Tourism
8: <i>La familia y los días festivos</i>	Paola, Iris, Almudena	Bullfighting (<i>La corrida de toros</i>)	<i>La Tomatina</i> , Spain at a Glance, <i>Las Fallas</i>
9: <i>Los viajes</i>	Celia, Cristina, Dahyana, Alberto	So You Want to Drive in Spain?	Youth Hostels
10: <i>En la cocina</i>	África, Natalia Estela Amo, Julia	-----	Exotic Spanish Food, Eating in Spain
11: <i>La comunidad</i>	Enrique, Eva Infante, Maritza, José Alcon Mestre	<i>Costa del crimen</i>	<i>La Boquería</i> , Haro Wine Battle
12: <i>Las relaciones sociales</i>	Ariel, Matxa, Magda, Patricio	<i>¿Siestas?</i>	Relationships in Spain
13: <i>La televisión y el cine</i>	Mariana, Francisco Jerez García, Geni	-----	-----
14: <i>Nuestro mundo y sus recursos</i>	Loli, Kevin	High-speed Rail	<i>Tablaos flamencos</i>

Alignment to ACTFL National Standards

ACTFL National Standards	Number of times standard is achieved in <i>Voces</i> ™ Spanish II
COMMUNICATION Communicate in Languages Other Than English	
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	33
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.	56
Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.	17
CULTURES Gain Knowledge and Understanding of Other Cultures	
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	59
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	3
CONNECTIONS Connect With Other Disciplines and Acquire Information	
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	20
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	5
COMPARISONS Develop Insight Into the Nature of Language and Culture	
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	136
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	17
COMMUNITIES Participate in Multilingual Communities at Home and Around the World	
Standard 5.1: Students use the language both within and beyond the school setting.	-----
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.	-----