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**Introductory Spanish**

Voces® Introductory Spanish is a highly flexible and interactive digital courseware that encourages learning through practice and realistic interaction. Aligned to ACTFL World-Readiness Standards, Voces® Introductory Spanish is ACTFL novice-level proficiency. It takes a “show what you know” approach to language learning. Interactive tools, such as video, audio, and student recording, add depth to activities and bring the lessons to life. Easy-to-follow digital lessons cover real-world vocabulary and language structure, phonetics, and Hispanic culture. Explore the scope and sequence below. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

**Scope and Sequence**

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| Chapter Number and Title | Vocabulary and Grammar | Culture |
| 1: Greetings | GreetingsInformal vs. formal expressions, asking questions in Spanish | Types of greetings in Spanish‐speaking countries, what is Latin America, sign language, hands-free greetings |
| 2: Alphabet  | The alphabet Differences between the English alphabet and Spanish alphabet, overview of vowels and consonants | The alphabet song |
| 3: Numbers & Time | Numbers 1–1,000 Telling time, talking about time and the days of the week | Colombia: the world’s second largest exporter of flowers; discussion about the terms “Mexicans,” “Chicanos,” and “Hispanics” |
| 4: Months & Weather  | Months, weather Asking about the weather | Discussion of the geography and climate of Mexico, Amazon rainforest, *Parroquia de San Miguel Arcángel, pronóstico de Córdoba* |
| 5: Clothing  | Clothing Cognates, asking questions in Spanish, masculine vs. feminine nouns | Otavalo Market, *Iglesia de Santo Domingo* |
| 6: Parts of the Body  | Parts of the body Plural vs. singular nouns, asking “What hurts?”, using “*mucho*” and “*un poco*” | Discussion of unemployment in Mexico, *el Potrero Chico* |
| 7: Descriptions  | Colors, physical characteristics, types of personalities, pronounsUsing adjectives, *ser*, adjectives that do not end in *-o* or *-a* | Old San Juan, *el centro de Acapulco* |
| 8: *Me gusta* | Different forms of “*me gusta*”Using “*me gusta,*” using “*no me gusta*” | The Latin American French fry, *carnitas* merchant,Dominican Republic tourism video |
| 9: Sports & Pastimes | Sports and pastimes *Jugar + al*, asking and answering where someone is going | *La charrería*, *la playa El Burro*, *cultura y ocios juveniles* |
| 10: Holidays & Celebrations | Holidays and related words  | The Day of the Dead, *Iglesia de Santa Maria Tonantzintla*, *Feriados ecuatorianos*, Latinx New Year’s Eve traditions, discussions of *Cinco de Mayo* and Independence Day in Mexico, *las posadas*, Sweet 15 celebration |
| 11: Food, Drink, & Restaurants | Fruits and vegetables, meat and fish, bread and condiments, in the restaurant, desserts and drinks | Discussion of Mexican food, culture of corn in Mexico, *Mercado San Cristobal de las Casas* |
| 12: Family  | Words related to family  | Discussion of family in Mexico, the role of elders in the community, role of women in Mexico, *el centro histórico de Tequila* |
| 13: House  | Words related to the home and domestic sphere*Estar* | Discussion of open‐sky patiosin Mexican homes, stereotypes and prejudice  |
| 14: Around Town & Professions | Types of transportation, places in the city, professions, directionsAsking directions and giving directions | Bartering in Mexico, public transportation in Mexico, *Mercado Libertad*, *mapa del centro de Bogotá* |
| 15: Animals  | Types of pets and animals | Pets in Mexico, wildlife and protecting the biodiversity of Costa Rica, *los costarricenses y sus mascotas* |
| 16: School  | School-related words | School in Mexico, *una escuela comunitaria*, *lista de utiles escolares*  |
| 17: Feelings  | Ways to ask how one is feeling, types of feelings*Ser* and *estar* | Discussion of types of Mexican music, Rosalía |
| 18: Start Thinking About Grammar | Subject pronouns, regular *-AR* verbsFormal vs. informal, subject pronouns, conjugating regular *-AR* verbs | Formal vs. informal |