

Voces® Spanish Novice Digital Courseware

Chapter 1 Alignment and Pacing Guide

Voces® Spanish Novice Digital Courseware is an award-winning, highly effective Spanish program 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 1-877-832-4311 or email help@vocesetextbooks.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>
	Videos	Guanajuato
	Masteries	Listening Mastery A Listening Mastery B
	Interviews	Daniel
1.3 Presentational	<i>¡Vamos a charlar!</i>	Presentational #1
	<i>Actividades</i>	<i>Actividad 1: El abecedario</i> <i>Actividad 10: Los números de teléfono</i>
2. Culture		
2.1 Practices to Perspectives	Presentations	Sweet 15 Celebration Day of the Dead
	Interviews	Miguel Octavio
	Videos	<i>El Día de los Muertos</i> Sweet 15 Celebration <i>Las posadas: Christmas in Mexico</i>
2.2 Products to Perspectives	Presentation	Mexican Food
	Panorama	Taxco
	Interviews	Paulina Rebeca

3. Connections		
3.1 Other Disciplines	Reader	<i>El Día de los Muertos</i>
	Video	Quintana Roo
3.2 Diverse Perspectives	Stereotypes & Prejudices	
4. Comparisons		
4.1 Language	Alphabet	Language Sounds
	Punctuation	
	Videos	Consonants Vowels
4.2 Culture	Greetings	Formal vs. Informal Greetings
	Videos	Greetings Vocabulary Chiapas Mexico City
5. Communities		
5.1 School and Global Communities	<i>En la comunidad</i>	
5.2 Lifelong Learning	Can-Do Goals & 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 Goals
2. Culture of Mexico	a. Before showing Mexico City video, class predicts what they will see. (2 min.)	2.2	Video: Mexico City

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

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		Can-Do Checklist	

progress in using languages for enjoyment, enrichment, and advancement. (5.2)			
Topic:	Activity:	Standard:	Location:
1. Greetings	<p>a. Review Can-Do Goal and greetings with class. (5 min.)</p> <p>b. Play games (Greetings Concentration #1, #2, or #3), individually or with partners. (5 min.)</p> <p>c. Answer any questions from <i>Actividades</i>. (5 min.)</p> <p>d. Students practice greetings with classmates. (5 min.)</p> <p>e. Perform <i>¡Vamos a charlar!</i>, Interpersonal #1. (15 min. or as needed)</p> <p>f. Reflect on progress using Can-Do Checklist. (2 min.)</p>	<p>4.1</p> <p>1.1</p> <p>5.2</p>	<p>Can-Do Goals Lesson: Greetings Vocabulary</p> <p>Games: Greetings Concentration 1, Greetings Concentration 2, Greetings Concentration 3</p> <p><i>¡Vamos a charlar!</i> Interpersonal #1</p> <p>Can-Do Checklist</p>
2. Culture of Mexico	a. As students finish Interpersonal #1, assign the Guanajuato video and comprehension activities. (15 min.)	2.2	Video: Guanajuato

Chapter 1: Mexico	Day 3/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
<p>Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)</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 respond to an introduction. I can copy the letters of the alphabet.</p>	
Cultures:			
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)		Language Sounds	
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 Goals
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.)	4.1	Lesson: Alphabet Lesson: Alphabet (Cognates section) Lesson: Greetings
	e. Perform <i>¡Vamos a charlar!</i> Interpersonal #2. (10 min.)	1.3	<i>Actividad 1: El abecedario</i> <i>Actividad 2: Une las letras</i> <i>Actividad 3: La ortografía</i>
	f. Reflect on progress using Can-Do Checklist. (2 min.)	1.1	<i>¡Vamos a charlar!</i> Interpersonal #2
		5.2	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 alphabetize a few names or words. I can spell my name.</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)		Taxco	
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: 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)		Punctuation	
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 Goals</p> <p>Lesson: Alphabet</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</p>	4.1	<p>Lesson: Punctuation</p> <p>Panorama: Taxco</p>

	demonstrate. (5 min.)		
3. Culture of Mexico	a. Introduce panorama (Taxco). Explore panorama and answer questions. (10 min.)	2.1, 2.2	Panorama: Taxco

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 Goals Lesson: "I" Lesson: "I" (<i>En la comunidad</i> section)
2. Alphabet	a. Review alphabet, consonants, vowels,	4.1	Lesson: Alphabet

	<p>and punctuation. (5 min.)</p> <p>b. Spell first and last names, familiar words, and cognates. (5 min.)</p> <p>c. When students are ready, perform <i>¡Vamos a charlar!</i>, Presentational #1. (10 min.)</p> <p>d. Reflect on progress using Can-Do Checklist. (2 min.)</p>	<p>1.1</p> <p>5.2</p>	<p><i>¡Vamos a charlar!</i> Presentational #1</p> <p>Can-Do Checklist</p>
3. Culture of Mexico	a. As students finish Presentational #1, assign Chiapas video and comprehension activities. (15 min.)	4.2	Video: Chiapas

Chapter 1: Mexico		Day 6/15	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 telephone numbers and addresses.		
Cultures:				
Connections:				
Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. (4.1)		Numbers		
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	<p>a. Greet class and present Can-Do Goal. (2 min.)</p> <p>b. Present numbers. (10 min.)</p> <p>c. Practice example dialogue exchanging phone numbers. (5 min.)</p> <p>d. Complete</p>	4.1	<p>Can-Do Goals</p> <p>Lesson: The Numbers 0-30, Presentation: Numbers in Spanish Lesson: The Numbers 0-30</p> <p><i>Actividad 11: Los números</i></p>	

	<p><i>Actividades #11 and #12. (10 min.)</i></p> <p>e. Assign Listening Mastery A. (15 min.)</p> <p>f. Assign <i>Materiales auténticos: Animal Express. (10 min.)</i></p> <p>g. Reflect on progress using Can-Do Checklist. (2 min.)</p>	<p>1.2</p> <p>5.2</p>	<p><i>1</i></p> <p><i>Actividad 12: Los números</i></p> <p><i>2</i></p> <p>Listening Mastery A</p> <p><i>Materiales auténticos:</i> Animal Express</p> <p>Can-Do Checklist</p>
--	--	-----------------------	--

Chapter 1: Mexico	Day 7/15	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 numbers 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. Numbers	<p>a. Greet class and present Can-Do Goal. (2 min.)</p> <p>b. Review numbers. (10 min.)</p> <p>c. Watch <i>¡Gol!</i> and complete comprehension activities. Practice calling Pizza Hut. (15 min.)</p> <p>d. Complete <i>Actividad #13. (15 min.)</i></p> <p>e. Assign Listening Mastery B. (10 min.)</p> <p>f. Reflect on progress</p>	<p>1.2</p> <p>5.2</p>	<p>Can-Do Goals</p> <p>Games: Flashcard Exercise Chapter 1 Numbers, Digital Flash Card Challenge Numbers, Numbers Concentration</p> <p><i>Materiales auténticos: ¡Gol!</i></p> <p><i>Actividad 13: ¿Cuál es tu número de teléfono?</i></p> <p>Listening Mastery B</p> <p>Can-Do Checklist</p>

	Checklist. (2 min.)		
--	---------------------	--	--

Chapter 1: Mexico		Day 9/15	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 ask for and give my telephone number.	
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.)		Can-Do Goals	
	b. Review numbers and asking for and answering with phone numbers. (5 min.)		Games: Flashcard Exercise Chapter 1 Numbers, Digital Flash Card Challenge Numbers, Numbers Concentration	
	c. Perform <i>¡Vamos a charlar!</i> , Interpersonal #3. (10 min.)	1.1	<i>¡Vamos a charlar!</i> Interpersonal #3	
	d. Reflect on progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist	
2. Sweet 15/ <i>Quinceañera</i>	a. Present Sweet 15 Celebration video and assign comprehension questions. If time allows, show Sweet 15 Celebration presentation. (35 min. or time as needed)	2.1, 4.2	Video: Sweet 15 Celebration Presentation: Sweet 15 Celebration	

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 and their own. (4.2)				Food in Mexico and US			
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 Goals <i>Materiales auténticos:</i> <i>Anuncio de un sándwich</i> Quiz: Numbers Can-Do Checklist	
2. Mexican Food		a. Present information on typical foods from Mexico. (10 min.) b. Create a Venn diagram comparing traditional foods from Mexico to typical foods in the United States. (15 min.)		2.2, 4.2		Presentation: Mexican Food	

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. Personal I-Can Statement	
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 complete comprehension activities. (10 min.) c. Reflect on progress using Can-Do Checklist. (2 min.)	1.2 5.2	Can-Do Goals Lesson: Alphabet (Cognates section) <i>Materiales auténticos:</i> <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)		<i>Lotería</i>	
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		Stereotypes, Prejudices	

investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied 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. 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 Checklist. (2 min.)	1.1 5.2	Can-Do Goals <i>¡Vamos a charlar! Preguntas personales</i> Can-Do Checklist
2. Stereotypes and Prejudices	a. Present and discuss information on stereotypes and prejudices. (5 min.) b. Watch interview with Miguel and answer comprehension questions. (10 min.) c. Create "I used to think..., Now I think..." exit slip about stereotypes and prejudices. (5 min.)	3.1 3.1 4.2	Lesson: Stereotypes & Prejudices Interview: Miguel
3. <i>Lotería</i>	a. Play <i>Lotería</i> . (time as needed)	2.2	

Chapter 1: Mexico	Day 13/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications:		"I Can" Goal: Personal I-Can Statement	
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 personal I-Can Statement. (3 min.) b. Explore ways to achieve personal goal and reflect on progress. (time as needed)	5.2	Can-Do Checklist
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	Reader: <i>El Día de los Muertos</i> Video: <i>El Día de los Muertos</i> Interview: Paulina

Chapter 1: Mexico	Day 14/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications:		"I Can" Goal: Personal I-Can Statement	
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 personal I-Can Statement. (5 min.) b. Explore ways to achieve 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	Video: <i>Las posadas: Christmas in Mexico</i> Interview: Rebeca
3. Review	a. Review for Chapter 1 test. (time as needed)		

Chapter 1: Mexico	Day 15/15	Time: 55 min.	Novice Low-Mid
STANDARDS			
Communications:		“I Can” Goal: Personal I-Can Statement	
Cultures:			
Connections:			
Comparisons:			
Communities:			
Topic:	Activity:	Standard:	Location:
1. Assessment	a. Students take Chapter 1 test. (time as needed)		Go to Teacher’s Panel →Click on Media Resources →Click on Additional Resources →Download Voces 1 Tests →Print
2. Reflection	a. Reflect on Chapter Goals. (time as needed) b. Complete reflection on Can-Do	5.2	Can-Do Checklist

	Checklist. (time as needed)		
--	-----------------------------	--	--