

## Voces® French 1 Digital Courseware Chapter 1 Alignment to ACTFL’s World-Readiness Standards for Learning Languages

Voces® French 1 Digital Courseware is an interactive French program with proficiency-based materials for novice-level learners. Voces® French 1 will take your high school students through one year of novice-level French instruction. This standards-based, 100% online program integrates communication, language structure, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

Please explore how the first chapter in French 1 aligns to ACTFL’s World-Readiness Standards for Learning Languages by reading the documentation below. If you have any questions, call 1-877-832-4311 or email [help@vocesetextbooks.com](mailto:help@vocesetextbooks.com).

<i>Chapitre 1 : Les présentations et faire connaissance</i>		
Section/Type	Subchapter	Title and Link/Location
<b>1. Communication</b>		
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	Ça va ? Listening and Speaking
	<i>Chapitre 1.2</i>	Nationalities and Origins: Listening and Speaking 1 Nationalities and Origins: Listening and Speaking 2 Nationalities and Origins: Listening and Speaking 3 Situations/Polite Expressions: Reading and Speaking
	<i>Chapitre 1.3</i>	Introducing People with Possessives: Reading Asking About the Names of Others: Writing Using Possessives: Speaking Introducing People with Possessives: Writing
<i>Parlons !</i>	<i>Chapitre 1.1</i>	Mini-Conversations <i>Tu vs. vous</i>
	<i>Chapitre 1.3</i>	Question Formation <i>La négation</i>
<i>Conversations et présentations</i>	<i>Chapitre 1.1</i>	<i>Les salutations</i> <i>Les salutations using tu and vous</i>
	<i>Chapitre 1.2</i>	<i>Les nationalités</i> <i>Faisons connaissance</i>
	<i>Chapitre 1.3</i>	<i>Faisons connaissance</i>

<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>		
<b>Pratique !</b>	<b>Chapitre 1.1</b>	Greetings and Register: Reading Greetings and Names: Reading
	<b>Chapitre 1.2</b>	Nationalities and Origins: Listening 1 Nationalities and Origins: Listening 2 Ages: Listening Nationalities and Origins: Reading 1 Counting/Numbers 1–10: Reading and Writing Ages: Reading and Speaking Ages—Affirmative and Negative Responses: Reading Phone Numbers: Reading
	<b>Chapitre 1.3</b>	Asking About the Phone Numbers, Addresses, and Email Addresses of Others: Listening Using Negation in the 3rd Person: Listening Asking About the Nationalities and Origins of Others: Reading Asking About the Ages of Others: Reading Asking About the Phone Numbers, Addresses, and Email Addresses of Others: Reading
<b>Conversations with Native Speakers</b>	<b>Chapitre 1.2</b>	<i>Les salutations vidéo : partie 2</i> (Listening)
	<b>Chapitre 1.3</b>	<i>Les présentations vidéo : partie 2</i> (Listening)
<b>Documents authentiques</b>	<b>Chapitre 1.1</b>	<i>Les salutations - Carte bleue Visa</i> (Listening) <i>Les salutations</i> (Reading)
	<b>Chapitre 1.2</b>	<i>Le Café de Flore</i> (Reading) <i>Flux d'immigration par continent d'origine</i> (Reading) <i>Les numéros à connaître en cas d'urgence</i> (Reading)

		<i>La journée des carrières maritimes</i> (Reading)
	<b>Chapitre 1.3</b>	<i>La Petite Chaise</i> (Reading)
<b>Entrevue</b>	<b>Chapitre 1.1</b>	<i>Rencontre Mélanie !</i> (Listening)
	<b>Chapitre 1.2</b>	<i>L'école en France</i> (Listening) <i>Bonjour, Sandra !</i> (Listening)
	<b>Chapitre 1.3</b>	<i>Qui est-ce ?</i> (Listening) <i>Bonjour Adeline !</i> (Listening)
<b>1.3 Presentational: 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.</b>		
<b>Pratique !</b>	<b>Chapitre 1.1</b>	Greetings and Register: Speaking 1 Greetings and Register: Speaking 2 Greetings and Register: Speaking 3 Greetings and Names: Speaking Greetings and Register: Writing Greetings and Names: Writing <i>Tu vs. vous</i> : Writing
	<b>Chapitre 1.2</b>	Masculine/Feminine Nationalities: Speaking Ages: Reading and Speaking Nationalities and Origins: Reading and Writing 1 Nationalities and Origins: Reading and Writing 3 Masculine/Feminine Nationalities: Writing Counting/Numbers 1–10: Reading and Writing Ages—Affirmative and Negative Responses: Writing Phone Numbers: Listening
	<b>Chapitre 1.3</b>	Introducing People: Speaking Asking If People Know Each Other: Speaking Introducing People with Possessives: Speaking Introducing Others: Speaking Asking About the Names of Others: Speaking

		Asking About the Ages of Others: Speaking Asking About the Phone Numbers, Addresses, and Email Addresses of Others: Speaking Asking About the Nationalities and Origins of Others: Speaking Introducing People: Writing Introducing Others: Writing Asking About the Names of Others: Writing Asking About the Nationalities and Origins of Others: Writing Asking About the Ages of Others: Writing Asking About the Phone Numbers, Addresses, and Email Addresses of Others: Writing
<i>Parlons !</i>	<i>Chapitre 1.1</i>	<i>Bonjour vs. salut</i> Coming or Going? Different Times of the Day
	<i>Chapitre 1.2</i>	<i>Je ne suis pas</i> <i>Je n'ai pas</i>
<i>Panorama</i>	<i>Chapitre 1.1</i>	Rue Sainte-Catherine, Bordeaux, France
	<i>Chapitre 1.2</i>	Lyon, France
	<i>Chapitre 1.3</i>	View from the Eiffel Tower, Paris, France
<i>Conversations et présentations</i>	<i>Chapitre 1.1</i>	<i>Bonjour !</i>
	<i>Chapitre 1.2</i>	<i>À la banque</i>
	<i>Chapitre 1.3</i>	<i>Connais-tu mes amis ?</i>
<b>2. Culture</b>		
<b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>« Bonjour » ou « salut »</i> <i>Les salutations dans le monde francophone</i> <i>Le calendrier en France</i>
	<i>Chapitre 1.2</i>	<i>Les formules de politesse dans le monde francophone</i>
	<i>Chapitre 1.3</i>	<i>Les hommes et les femmes</i>

<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>Le calendrier en France</i>
	<i>Chapitre 1.2</i>	<i>Les claviers français et américains</i> <i>Les coordonnées en France</i>
<i>Panorama</i>	<i>Chapitre 1.1</i>	Rue Sainte-Catherine, Bordeaux, France
	<i>Chapitre 1.3</i>	View from the Eiffel Tower, Paris, France
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Across the Curriculum</b>	<i>Chapitre 1.1</i>	<i>Le monde francophone</i>
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<i>Documents authentiques</i>	<i>Chapitre 1.1</i>	<i>Les salutations - Carte bleue</i> <i>Visa</i> <i>Les salutations</i>
	<i>Chapitre 1.2</i>	<i>Le Café de Flore</i> <i>Flux d'immigration par continent d'origine</i> <i>Les numéros à connaître en cas d'urgence</i> <i>La journée des carrières maritimes</i>
	<i>Chapitre 1.3</i>	<i>La Petite Chaise</i>
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<i>Grammaire</i>	<i>Chapitre 1.2</i>	Simple Adjective Agreement
	<i>Chapitre 1.3</i>	<i>Adjectifs possessifs</i> <i>Les pronoms sujets</i> Question Formation
<i>Documents authentiques</i>	<i>Chapitre 1.1</i>	<i>Les salutations - Carte bleue</i> <i>Visa</i>
	<i>Chapitre 1.2</i>	<i>La journée des carrières maritimes</i>
<i>Phonétique</i>	<i>Chapitre 1.2</i>	<i>Les accents</i>
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	« Bonjour » ou « salut » <i>Les salutations dans le monde</i>

		<i>francophone</i>
	<b>Chapitre 1.2</b>	<i>Les formules de politesse dans le monde francophone</i>
	<b>Chapitre 1.3</b>	<i>Les hommes et les femmes L'attitude des Français</i>
<b>Panorama</b>	<b>Chapitre 1.1</b>	Rue Sainte-Catherine, Bordeaux, France
	<b>Chapitre 1.2</b>	Lyon, France
<b>5. Communities</b>		
<b>5.1 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.</b>		
<b>Dans la communauté !</b>	<b>Chapitre 1.2</b>	<i>Dans la communauté !</i>
<b>Parlons !</b>	<b>Chapitre 1.2</b>	<i>Je ne suis pas Je n'ai pas</i>
	<b>Chapitre 1.3</b>	<i>La négation</i>
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Can-Do Checklist</b>	<b>Chapitre 1.1</b>	Can-Do Checklist
	<b>Chapitre 1.2</b>	Can-Do Checklist
	<b>Chapitre 1.3</b>	Can-Do Checklist