

Alignment to Georgia Performance Standards for Modern Languages Level I

Voces® French 1 Digital Courseware ~ Chapter 1

Voces® French 1 Digital Courseware is an interactive French program with proficiency-based materials for novice-level learners. Voces® French 1 will take your middle or high school students from a Novice-Low level of proficiency to a Novice-Mid level of proficiency and beyond. 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.

This document illustrates how the first chapter in French 1 aligns to the Georgia Performance Standards for Modern Languages Level I. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Chapitre 1 : Les présentations et faire connaissance</i>		
Section/Type	Subchapter	Title and Link/Location
I. Communication		
Interpersonal Mode of Communication (IP)		
MLI.IP1 - The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.		
MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.		
<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</i>

		<i>vous</i>
	Chapitre 1.2	<i>Les nationalités</i> <i>Faisons connaissance</i>
	Chapitre 1.3	<i>Faisons connaissance</i>
Interpretive Mode of Communication (INT) MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc. MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.		
Pratique !	Chapitre 1.1	Greetings and Register: Reading Greetings and Names: Reading
	Chapitre 1.2	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
	Chapitre 1.3	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
Conversations with Native Speakers	Chapitre 1.2	<i>Les salutations vidéo : partie 2 (Listening)</i>
	Chapitre 1.3	<i>Les présentations vidéo : partie 2 (Listening)</i>

<i>Documents authentiques</i>	<i>Chapitre 1.1</i>	<i>Les salutations - Carte bleue Visa (Listening)</i> <i>Les salutations (Reading)</i>
	<i>Chapitre 1.2</i>	<i>Le Café de Flore (Reading)</i> <i>Flux d'immigration par continent d'origine (Reading)</i> <i>Les numéros à connaître en cas d'urgence (Reading)</i> <i>La journée des carrières maritimes (Reading)</i>
	<i>Chapitre 1.3</i>	<i>La Petite Chaise (Reading)</i>
<i>Entrevue</i>	<i>Chapitre 1.1</i>	<i>Rencontre Mélanie ! (Listening)</i>
	<i>Chapitre 1.2</i>	<i>L'école en France (Listening)</i> <i>Bonjour, Sandra ! (Listening)</i>
	<i>Chapitre 1.3</i>	<i>Qui est-ce ? (Listening)</i> <i>Bonjour Adeline ! (Listening)</i>
Presentational Mode of Communication (P) MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	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: Writing</i>
	<i>Chapitre 1.2</i>	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
	Chapitre 1.3	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
Parlons !	Chapitre 1.1	<i>Bonjour</i> vs. <i>salut</i> Coming or Going? Different Times of the Day
	Chapitre 1.2	<i>Je ne suis pas</i> <i>Je n'ai pas</i>
Panorama	Chapitre 1.1	Rue Sainte-Catherine, Bordeaux, France
	Chapitre 1.2	Lyon, France
	Chapitre 1.3	View from the Eiffel Tower, Paris, France
Conversations et présentations	Chapitre 1.1	<i>Bonjour !</i>
	Chapitre 1.2	<i>À la banque</i>
	Chapitre 1.3	<i>Connais-tu mes amis ?</i>

II. Cultural Perspectives, Practices, and Products (CU)		
MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.		
<i>Culture</i>	<i>Chapitre 1.1</i>	« Bonjour » ou « salut » Les salutations dans le monde francophone Le calendrier en France
	<i>Chapitre 1.2</i>	Les formules de politesse dans le monde francophone
	<i>Chapitre 1.3</i>	Les hommes et les femmes
<i>Culture</i>	<i>Chapitre 1.1</i>	Le calendrier en France
	<i>Chapitre 1.2</i>	Les claviers français et américains Les coordonnées en France
<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
III. Connections, Comparisons, and Communities (CCC)		
MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.		
MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.		
MLI.CCC3 – The students compare basic elements of the target language to the English language.		
MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).		
MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.		
<i>Across the Curriculum</i>	<i>Chapitre 1.1</i>	<i>Le monde francophone</i>
<i>Documents authentiques</i>	<i>Chapitre 1.1</i>	Les salutations - Carte bleue Visa Les salutations
	<i>Chapitre 1.2</i>	Le Café de Flore Flux d'immigration par continent d'origine Les numéros à connaître en cas d'urgence La journée des carrières maritimes
	<i>Chapitre 1.3</i>	La Petite Chaise
<i>Grammaire</i>	<i>Chapitre 1.2</i>	Simple Adjective Agreement
	<i>Chapitre 1.3</i>	Adjectifs possessifs Les pronoms sujets

		Question Formation
<i>Documents authentiques</i>	<i>Chapitre 1.1</i>	<i>Les salutations - Carte bleue 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>
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>« Bonjour » ou « salut » Les salutations dans le monde francophone</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 L'attitude des Français</i>
<i>Panorama</i>	<i>Chapitre 1.1</i>	<i>Rue Sainte-Catherine, Bordeaux, France</i>
	<i>Chapitre 1.2</i>	<i>Lyon, France</i>
<i>Dans la communauté !</i>	<i>Chapitre 1.2</i>	<i>Dans la communauté !</i>
<i>Parlons !</i>	<i>Chapitre 1.2</i>	<i>Je ne suis pas Je n'ai pas</i>
	<i>Chapitre 1.3</i>	<i>La négation</i>
Can-Do Checklist	<i>Chapitre 1.1</i>	Can-Do Checklist
	<i>Chapitre 1.2</i>	Can-Do Checklist
	<i>Chapitre 1.3</i>	Can-Do Checklist