

Alignment to Ohio’s New Learning Standards: World Languages Grades 9-12

Voces® French 1 Digital Courseware ~ *Chapitre 1*

Voces® French 1 Digital Courseware is an award-winning, highly effective French program 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, preparing them for French 2.

This standards-based, online program integrates communication 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 Ohio’s New Learning Standards: World Languages Grades 9-12. 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
Communication Standard		
Communicate in languages other than English, both in person and via technology		
Interpretive Communication (Reading, Listening/Viewing)		
Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	Greetings and Register: Reading Greetings and Names: Reading
	<i>Chapitre 1.2</i>	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
	<i>Chapitre 1.3</i>	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</i> (Listening)
	Chapitre 1.3	<i>Les présentations vidéo : partie 2</i> (Listening)
Documents authentiques	Chapitre 1.1	<i>Les salutations - Carte bleue Visa</i> (Listening) <i>Les salutations</i> (Reading)
	Chapitre 1.2	<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)
	Chapitre 1.3	<i>La Petite Chaise</i> (Reading)
Entrevue	Chapitre 1.1	<i>Rencontre Mélanie !</i> (Listening)
	Chapitre 1.2	<i>L'école en France</i> (Listening) <i>Bonjour, Sandra !</i> (Listening)
	Chapitre 1.3	<i>Qui est-ce ?</i> (Listening) <i>Bonjour Adeline !</i> (Listening)
Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing) Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.		
Pratique !	Chapitre 1.1	<i>Ça va ?</i> Listening and Speaking
	Chapitre 1.2	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>
<p>Presentational Communication (Speaking/Signing and Writing) Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.</p>		
<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</i> : Writing
	<i>Chapitre 1.2</i>	Masculine/Feminine Nationalities: Speaking Ages: Reading and Speaking Nationalities and Origins: Reading and Writing 1 Nationalities and Origins:

		<p>Reading and Writing 3 Masculine/Feminine Nationalities: Writing Counting/Numbers 1–10: Reading and Writing Ages—Affirmative and Negative Responses: Writing Phone Numbers: Listening</p>
	Chapitre 1.3	<p>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</p>
Parlons !	Chapitre 1.1	<p><i>Bonjour</i> vs. <i>salut</i> Coming or Going? Different Times of the Day</p>
	Chapitre 1.2	<p><i>Je ne suis pas</i> <i>Je n'ai pas</i></p>
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>
Cultures Standard		
Gain and use knowledge and understanding of other cultures.		
Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.		
Culture	Chapitre 1.1	« Bonjour » ou « salut » <i>Les salutations dans le monde francophone</i> <i>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	Chapitre 1.1	<i>Le calendrier en France</i>
	Chapitre 1.2	<i>Les claviers français et américains</i> <i>Les coordonnées en France</i>
Panorama	Chapitre 1.1	Rue Sainte-Catherine, Bordeaux, France
	Chapitre 1.3	View from the Eiffel Tower, Paris, France
Across the Curriculum	Chapitre 1.1	<i>Le monde francophone</i>
Documents authentiques	Chapitre 1.1	<i>Les salutations - Carte bleue Visa</i> <i>Les salutations</i>
	Chapitre 1.2	<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>
	Chapitre 1.3	<i>La Petite Chaise</i>
Culture	Chapitre 1.1	« Bonjour » ou « salut » <i>Les salutations dans le monde</i>

		<i>francophone</i>
	Chapitre 1.2	<i>Les formules de politesse dans le monde francophone</i>
	Chapitre 1.3	<i>Les hommes et les femmes L'attitude des Français</i>
Panorama	Chapitre 1.1	Rue Sainte-Catherine, Bordeaux, France
	Chapitre 1.2	Lyon, France
Dans la communauté !	Chapitre 1.2	<i>Dans la communauté !</i>
Parlons !	Chapitre 1.2	<i>Je ne suis pas Je n'ai pas</i>
	Chapitre 1.3	<i>La négation</i>
Can-Do Checklist	Chapitre 1.1	Can-Do Checklist
	Chapitre 1.2	Can-Do Checklist
	Chapitre 1.3	Can-Do Checklist