

Alignment to Tennessee Standards for Modern Languages (ML)

Year One (Beginning)

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 the Tennessee Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Chapitre 1 : Les présentations et faire connaissance</i>		
Section/Type	Subchapter	Title and Link/Location
1. Standard Number 1 (Goal One): Communicate in a Language Other Than English		
1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.		
<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>
1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.		
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</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 (Reading)</i> <i>Les numéros à connaître en cas d'urgence (Reading)</i> <i>La journée des carrières maritimes (Reading)</i>
	Chapitre 1.3	<i>La Petite Chaise (Reading)</i>
Entrevue	Chapitre 1.1	<i>Rencontre Mélanie ! (Listening)</i>
	Chapitre 1.2	<i>L'école en France (Listening)</i> <i>Bonjour, Sandra ! (Listening)</i>
	Chapitre 1.3	<i>Qui est-ce ? (Listening)</i> <i>Bonjour Adeline ! (Listening)</i>
1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
Pratique !	Chapitre 1.1	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>
	Chapitre 1.2	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
<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>
2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures		
2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
<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>
2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.		
<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 Les coordonnées en France</i>
<i>Panorama</i>	<i>Chapitre 1.1</i>	<i>Rue Sainte-Catherine, Bordeaux, France</i>
	<i>Chapitre 1.3</i>	<i>View from the Eiffel Tower, Paris, France</i>
3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information		
3.1 Reinforce and further knowledge of other disciplines through the foreign language.		
<i>Across the Curriculum</i>	<i>Chapitre 1.1</i>	<i>Le monde francophone</i>
3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.		
<i>Documents authentiques</i>	<i>Chapitre 1.1</i>	<i>Les salutations - Carte bleue Visa Les salutations</i>
	<i>Chapitre 1.2</i>	<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>
	<i>Chapitre 1.3</i>	<i>La Petite Chaise</i>
4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture		
4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
<i>Grammaire</i>	<i>Chapitre 1.2</i>	Simple Adjective Agreement
	<i>Chapitre 1.3</i>	<i>Adjectifs possessifs Les pronoms sujets Question Formation</i>
<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>
4.2 Recognize that cultures use different patterns of interaction and can apply this		

knowledge to their own culture.		
<i>Culture</i>	<i>Chapitre 1.1</i>	« Bonjour » ou « salut » <i>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</i> <i>L'attitude des Français</i>
<i>Panorama</i>	<i>Chapitre 1.1</i>	Rue Sainte-Catherine, Bordeaux, France
	<i>Chapitre 1.2</i>	Lyon, France
5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies		
5.1 Use the language both within and beyond the school setting.		
<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</i> <i>Je n'ai pas</i>
	<i>Chapitre 1.3</i>	<i>La négation</i>
5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.		
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