## Alignment to ACTFL's World-Readiness Standards for Learning Languages Voces® Introductory French~ Chapter1

Voces Introductory French is an award-winning, highly effective French curriculum for introductory-level learners. Voces Introductory French will take your upper elementary or middle school students through one year of introductory-level French instruction and prepare them for further French classes. 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 chapter one in Introductory French aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email <a href="mailto:info@vocesdigital.com">info@vocesdigital.com</a>.

Chapitre 1 : Les sa	lutations			
1. Communica				
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.				
Section	Title	Mode	Can-Do/Description	
Parlons un peu!		Speaking	I can introduce myself and ask how someone is.	
Activités	Activité 3	Writing	I can respond to an introduction or basic greeting.	
Activités	Activité 4	Writing	I can recognize the correct greeting informal and informal situations.	
Activités	Activité 6	Writing	I can greet someone appropriately in formal and informal situations.	
Activités	Activité 7	Speaking	I can respond appropriately to an introduction or basic greeting.	
Questions personnelles		Speaking	Respond appropriately to simple greetings	
1.2 Interpretive: Leavariety of topics.	arners understand, interpre	et, and analyze what is heard	, read, or viewed on a	
Section	Title	Mode	Can-Do/Description	
Vidéo : Les salutation	ns	Listening/Read ing	Witness simple introductions	

Listening/Read

Understand simple

Exemples

relationship between the Section  Panorama  3. Connections	On se fait la bise?  tives: Learners use the language products and perspectives of Title  Visitons Paris!	associntro te to investigate, ex the cultures studio  Car  Exp surr	ed.  n-Do/Description lore the Eiffel Tower and its ounding areas
2.2 Products to Perspect relationship between the Section  Panorama	tives: Learners use the language products and perspectives of Title	associntro te to investigate, ex the cultures studio  Car  Exp	ciated with greetings, oductions, and leave-taking.  xplain, and reflect on the ed.  1-Do/Description  lore the Eiffel Tower and its
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2.2 Products to Perspect relationship between the Section	tives: Learners use the language products and perspectives of Title	asso intro te to investigate, exthe cultures studio Car	ociated with greetings, oductions, and leave-taking.  Explain, and reflect on the ed.  1-Do/Description
2.2 Products to Perspect relationship between the	tives: Learners use the languag	asso intro e to investigate, e the cultures studio	ociated with greetings, oductions, and leave-taking.  xplain, and reflect on the ed.
authentiques	Ü	asso intro	ociated with greetings, oductions, and leave-taking.
	On se fait la bise ?	asso	ociated with greetings,
	On se fait la bise ?		
D	0	T	u idautifu aasial
			ations.
			eting informal and informal
Activités	Activité 4		n recognize the correct
		plac	es where French is spoken.
1,000 0000000 0000			<i>'la francophonie</i> " and list
Note culturelle	Tiut		n understand what is meant
relationship between the Section	e practices and perspectives of Title		ed. n-Do/Description
<del>-</del>	tives: Learners use the languag		- ·
2. Culture		•	
Zuestions personnenes		Speaking	to simple greetings
Questions personnelles	Tiue	Speaking	Can-Do/Description Respond appropriately
listeners, readers, or vie Section	wers. Title	Mode	Con Do/Dogovintion
	y of topics using appropriate m	edia and adapting	to various audiences of
1.3 Presentational: Lear	rners present information, conc		inform, explain, persuade,
Documents authentiques	Les salutations sans contact	Reading	Interpret an infographic
			leave-taking.
			with greetings, introductions, and
			practices associated
Documents authentiques	On se fait la bise ?	Reading	I can identify social
			order
Activités	Activité 5	Reading	Put the dialogues in
	13607,000 2	Tromuning	does not belong
1101111105	Activité 2	ing Reading	introductions Choose the greeting that
Activités		1 1112	

Panorama	Visitons Paris!	Explore the Eiffel Tower and its
		surrounding areas
French with Mr. Innes	French Around the World	I can recognize the global impact
		of the French language.
Documents	On se fait la bise ?	I can identify social practices
authentiques		associated with greetings,
		introductions, and leave-taking.
4. Comparisons		
	s use the language to investigate, exp parisons of the language studied and	
Section	Title	Can-Do/Description
Activités	Activité 1	I can recognize basic greetings vocabulary.
Activités	Activité 4	I can recognize the correct
		greeting informal and informal situations.
Activités	Activité 6	I can greet someone
		appropriately in formal and
		informal situations.
French with Mr. Innes	French Around the World	I can recognize the global impact
		of the French language.
4.2 Culture: Learners	 use the language to investigate, expla	of the French language.  in, and reflect on the concept of culture
		in, and reflect on the concept of culture
	use the language to investigate, expla of the cultures studied and their own. Title	in, and reflect on the concept of culture
through comparisons of	of the cultures studied and their own.	in, and reflect on the concept of culture
through comparisons of Section	of the cultures studied and their own.	Can-Do/Description I can understand what is meant
through comparisons of Section	of the cultures studied and their own.	Can-Do/Description I can understand what is meant by "la francophonie" and list
Section Note culturelle	of the cultures studied and their own.  Title	Can-Do/Description I can understand what is meant by "la francophonie" and list places where French is spoken.
through comparisons of Section	of the cultures studied and their own.	Can-Do/Description I can understand what is meant by "la francophonie" and list places where French is spoken. I can recognize the global impact
Note culturelle  French with Mr. Innes	f the cultures studied and their own.  Title  French Around the World	Can-Do/Description  I can understand what is meant by "la francophonie" and list places where French is spoken.  I can recognize the global impact of the French language.
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Section  Note culturelle  French with Mr. Innes  Documents authentiques  5. Communities 5.1 School and Global	French Around the World  On se fait la bise?  Communities: Learners use the lange	Can-Do/Description  I can understand what is meant by "la francophonie" and list places where French is spoken.  I can recognize the global impact of the French language.  I can identify social practices associated with greetings, introductions, and leave-taking.
Through comparisons of Section  Note culturelle  French with Mr. Innes  Documents authentiques  5. Communities 5.1 School and Global of classroom to interact a	French Around the World  On se fait la bise?  Communities: Learners use the language of collaborate in their community are	Can-Do/Description  I can understand what is meant by "la francophonie" and list places where French is spoken.  I can recognize the global impact of the French language.  I can identify social practices associated with greetings, introductions, and leave-taking.  uage both within and beyond the nd the globalized world.
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Through comparisons of Section  Note culturelle  French with Mr. Innes  Documents authentiques  5. Communities 5.1 School and Global classroom to interact a  Section Panorama	French Around the World  On se fait la bise?  Communities: Learners use the language of the cultures studied and their own.  Title  Visitons Paris!	Can-Do/Description  I can understand what is meant by "la francophonie" and list places where French is spoken.  I can recognize the global impact of the French language.  I can identify social practices associated with greetings, introductions, and leave-taking.  uage both within and beyond the nd the globalized world.  Can-Do/Description  Explore the Eiffel Tower and its surrounding areas
Section  Note culturelle  French with Mr. Innes  Documents authentiques  5. Communities 5.1 School and Global classroom to interact a  Section Panorama  5.2 Lifelong Learning:	French Around the World  On se fait la bise?  Communities: Learners use the language of the cultures studied and their own.  Title  Visitons Paris!  Learners set goals and reflect on the	Can-Do/Description  I can understand what is meant by "la francophonie" and list places where French is spoken.  I can recognize the global impact of the French language.  I can identify social practices associated with greetings, introductions, and leave-taking.  uage both within and beyond the nd the globalized world.  Can-Do/Description  Explore the Eiffel Tower and its surrounding areas
Section  Note culturelle  French with Mr. Innes  Documents authentiques  5. Communities 5.1 School and Global classroom to interact a Section  Panorama  5.2 Lifelong Learning: enjoyment, enrichment	French Around the World  On se fait la bise?  Communities: Learners use the langual collaborate in their community at Title  Visitons Paris!  Learners set goals and reflect on the t, and advancement.	Can-Do/Description  I can understand what is meant by "la francophonie" and list places where French is spoken.  I can recognize the global impact of the French language.  I can identify social practices associated with greetings, introductions, and leave-taking.  uage both within and beyond the nd the globalized world.  Can-Do/Description  Explore the Eiffel Tower and its surrounding areas
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