

Alignment to Arizona's World and Native Language Standards 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 Arizona's World and Native Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapitre 1 : Les salutations			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Parlons un peu !</i>		Speaking	I can introduce myself and ask how someone is.
<i>Activités</i>	<i>Activité 3</i>	Writing	I can respond to an introduction or basic greeting.
<i>Activités</i>	<i>Activité 4</i>	Writing	I can recognize the correct greeting informal and informal situations.
<i>Activités</i>	<i>Activité 6</i>	Writing	I can greet someone appropriately in formal and informal situations.
<i>Activités</i>	<i>Activité 7</i>	Speaking	I can respond appropriately to an introduction or basic greeting.
<i>Questions personnelles</i>		Speaking	Respond appropriately to simple greetings
Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Vidéo : Les salutations</i>		Listening/Reading	Witness simple introductions
<i>Exemples</i>		Listening/Read	Understand simple

		ing	introductions
Activités	Activité 2	Reading	Choose the greeting that does not belong
Activités	Activité 5	Reading	Put the dialogues in order
Documents authentiques	On se fait la bise ?	Reading	I can identify social practices associated with greetings, introductions, and leave-taking.
Documents authentiques	Les salutations sans contact	Reading	Interpret an infographic
Presentational (PS & PW): 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.			
Section	Title	Mode	Can-Do/Description
Questions personnelles		Speaking	Respond appropriately to simple greetings
Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.			
Section	Title	Can-Do/Description	
Note culturelle		I can understand what is meant by “la francophonie” and list places where French is spoken.	
Activités	Activité 4	I can recognize the correct greeting informal and informal situations.	
Documents authentiques	On se fait la bise ?	I can identify social practices associated with greetings, introductions, and leave-taking.	
Panorama	Visitons Paris !	Explore the Eiffel Tower and its surrounding areas	
Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.			
Section	Title	Can-Do/Description	
Note culturelle		I can understand what is meant by “la francophonie” and list places where French is spoken.	
French with Mr. Innes	French Around the World	I can recognize the global impact of the French language.	
Panorama	Visitons Paris !	Explore the Eiffel Tower and its surrounding areas	
Documents authentiques	On se fait la bise ?	I can identify social practices associated with greetings, introductions, and leave-taking.	
Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to			

one's own.		
Section	Title	Can-Do/Description
<i>Activités</i>	<i>Activité 1</i>	I can recognize basic greetings vocabulary.
<i>Activités</i>	<i>Activité 4</i>	I can recognize the correct greeting informal and informal situations.
<i>Activités</i>	<i>Activité 6</i>	I can greet someone appropriately in formal and informal situations.
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<i>Note culturelle</i>		I can understand what is meant by “ <i>la francophonie</i> ” and list places where French is spoken.
French with Mr. Innes	French Around the World	I can recognize the global impact of the French language.
Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas
Can-Do Checklist		Can-Do self-assessment

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

