

**Alignment to Connecticut World Language Curriculum Framework  
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 the Connecticut World Language Curriculum Framework. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Chapitre 1 : Les salutations</b>			
<b>Communication</b>			
<b>Interpersonal Mode:</b> In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>Parlons un peu !</i>		Speaking	I can introduce myself and ask how someone is.
<b>Interpretive Mode:</b> In at least on language other than English, students willunderstand and interpret spoken and written language on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Vidéo : Les salutations</i>		Listening/Reading	Witness simple introductions

<i>Exemples</i>		Listening/Reading	Understand simple introductions
<i>Activités</i>	<i>Activité 2</i>	Reading	Choose the greeting that does not belong
<i>Activités</i>	<i>Activité 5</i>	Reading	Put the dialogues in order
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	Reading	I can identify social practices associated with greetings, introductions, and leave-taking.
<i>Documents authentiques</i>	<i>Les salutations sans contact</i>	Reading	Interpret an infographic
<b>Presentational Mode:</b> In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Questions personnelles</i>		Speaking	Respond appropriately to simple greetings
<b>Cultures:</b> In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Note culturelle</i>		I can understand what is meant by “ <i>la francophonie</i> ” and list places where French is spoken.	
<i>Activités</i>	<i>Activité 4</i>	I can recognize the correct greeting informal 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>Panorama</i>	<i>VisitonsParis !</i>	Explore the Eiffel Tower and its surrounding areas	
<b>Connections (Interdisciplinary Mode):</b> In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.	
<b>Connections (Intradisciplinary Mode):</b> In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<i>Panorama</i>	<i>VisitonsParis !</i>	Explore the Eiffel Tower and its surrounding areas	
<i>Documents</i>	<i>On se fait la bise ?</i>	I can identify social practices	

<i>authentiques</i>		associated with greetings, introductions, and leave-taking.
<b>Comparisons Among Languages:</b> In at least one language other than English, students will demonstrate literacy and an understanding of language through comparisons across languages.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
French with Mr. Innes	French Around the World	I can recognize the global impact of the French language.
<b>Comparisons Among Cultures:</b> In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<b>Communities:</b> In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Can-Do self-assessment

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

