

## Alignment to the District of Columbia Learning Standards for World Languages Voces® Introductory French~ Chapter1

VocesIntroductory French is an award-winning, highly effective Frenchcurriculum for introductory-level learners. VocesIntroductory 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 Frenchaligns to the District of Columbia Learning Standards for Languages. 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>Standard 1.1:</b> Students engage in conversation, provide and obtain information, express feelings and emotions, 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>Standard 1.2:</b> Students understand and interpret written and spoken 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>Standard 1.3:</b> Students present information, concept, and ideas to an audience of 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>			
<b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.			
<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</b>			
<b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the target language.			
<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>Panorama</i>	<i>VisitonsParis !</i>	Explore the Eiffel Tower and its surrounding areas	
<b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the target language and culture.			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	

<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<b>Comparisons</b>		
<b>Standard 4.1:</b> Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.		
<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>Standard 4.2:</b> Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.		
<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>		
<b>Standard 5.1:</b> Students use the language both within and beyond the school setting.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas
<b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Can-Do self-assessment

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