

Alignment to Delaware World-Readiness Standards for Learning 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 Delaware’s World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapitre 1 : Les salutations			
Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes			
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written 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>Parlons un peu !</i>		Speaking	I can introduce myself and ask how someone is.
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description

Vidéo : Les salutations		Listening/Reading	Witness simple introductions
Exemples		Listening/Reading	Understand simple 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
1.3 Presentational Communication: 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
Cultures: Interact with cultural competence and understanding.			
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the 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	VisitonsParis !	Explore the Eiffel Tower and its surrounding areas	
Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.			
3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
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	VisitonsParis !	Explore the Eiffel Tower and its	

		surrounding areas
3.2 Acquiring Information and Diverse Perspectives: Learned access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.		
4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their 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.
French with Mr. Innes	French Around the World	I can recognize the global impact of the French language.
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Note culturelle</i>		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.
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.		
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
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.

