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 <u>info@vocesdigital.com</u>.

Chapitre 1 : Les s	alutations				
	Communicate effectively in	more than one language	in order to function in a		
	ns and for multiple purposes				
	Communication:Learners inte				
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.		
Parlons un peu !		Speaking	I can introduce myself and ask how someone is.		
1.2 Interpretive C viewed on a var	ommunication: Learners unde riety of topics.	rstand, interpret, and analyz	ze what is heard, read, or		
Section	Title	Mode	Can-Do/Description		

Vidéo : Les salutations		Listening/Read ing		Witness simple introductions
Exemples		Listenin	g/Read	Understand simple
		ing		introductions
Activités	Activité 2	Reading		Choose the greeting that does not belong
Activités	Activité 5	Reading		Put the dialogues in
		8		order
Documents authentiques	On se fait la bise ?	Reading		I can identify social
				practices associated
				with greetings,
				introductions, and
				leave-taking.
Documents authentiques	•	Reading		Interpret an infographic
	mmunication: Learners present			
	suade, and narrate on a variety	-	0 11	ropriate media and
	audiences of listeners, readers,			
Section	Title	Mode		Can-Do/Description
Questions personnelles		Speaking	g	Respond appropriately
CH				to simple greetings
		l'a a		
	ultural competence and understand	<u> </u>		investigate evolution and
2.1 Relating Cultural Pr	ractices to Perspectives: Learners	use the lang		
2.1 Relating Cultural Pr	1	use the lang	cultures	
2.1 Relating Cultural Pr reflect on the relationship	actices to Perspectives: Learners between the practices and perspec	use the lang	cultures Can-De	studied.
2.1 Relating Cultural Pr reflect on the relationship Section	actices to Perspectives: Learners between the practices and perspec	use the lang	cultures Can-De I can ur	studied. D/Description
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		surrounding areas
3.2 Acquiring Informat	tion and Diverse Perspectives: Learned acces	ss and evaluate information and
diverse perspectives that	are available through the language and its cul	tures.
Section	Title	Can-Do/Description
Documents	On se fait la bise ?	I can identify social practices
authentiques		associated with greetings,
		introductions, and leave-taking.
Comparisons: Develop competence.	insight into the nature of language and culture	in order to interact with cultural
A	parisons: Learners use the language to investi	gate, explain, and reflect on the
	rough comparisons of the language studied ar	
Section	Title	Can-Do/Description
Activités	Activité 1	I can recognize basic greetings
1100000000		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 Cultural Comparis	ons: Learners use the language to investigate,	explain, and reflect on the concept
	omparisons of the cultures studied and their ow	
Section	Title	Can-Do/Description
Note culturelle		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.
Documents	On se fait la bise ?	I can identify social practices
authentiques		associated with greetings,
•		introductions, and leave-taking.
Communities: Commun	nicate and interact with cultural competence in	
communities at home an	d around the world.	
5.1 School and Glo	bal Communities: Learners use the language	both within and beyond the
classroom to interact	t and collaborate in their community and the g	lobalized world.
Section	Title	Can-Do/Description
Panorama	VisitonsParis !	Explore the Eiffel Tower and its
		surrounding areas
	Learners set goals and reflect on their program	in using languages for aniovment
5.2 Lifelong Learning:	Learners set goals and reflect on their progress	s in using languages for enjoyment,
5.2 Lifelong Learning: enrichment, and advance		
		Can-Do/Description
enrichment, and advance	ement.	

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