## 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.		
<b>1.2 Interpretive C</b> 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
<b>CH</b>				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	
<b>2.1 Relating Cultural Pr</b> 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
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 by " <i>la f</i>	studied. <b>D/Description</b> derstand what is meant
2.1 Relating Cultural Pr reflect on the relationship Section	actices to Perspectives: Learners between the practices and perspec	use the lang	cultures Can-Do I can ur by "la f places v I can re	studied. <b>D/Description</b> derstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle	actices to Perspectives: Learners between the practices and perspectives Title	use the lang	Can-De I can ur by "la f places v I can re greeting	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités	actices to Perspectives: Learners between the practices and perspectives Title	use the lang	Can-Do I can ur by "la f places v I can re greeting situatio	studied. <b>D/Description</b> derstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns.
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents	actices to Perspectives: Learners between the practices and perspectives Title	use the lang	Can-De I can ur by "la f places v I can re greeting situatio I can id	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités	actices to Perspectives: Learners between the practices and perspectives Title	use the lang	Can-Do I can ur by "la f places v I can re greeting situatio I can id associat	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings,
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques	<b>Perspectives:</b> Learners   between the practices and perspective <b>Title</b> Activité 4   On se fait la bise ?	use the lang	Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking.
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents	actices to Perspectives: Learners between the practices and perspectives Title	use the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. e the Eiffel Tower and its
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama	Pactices to Perspectives: Learners   between the practices and perspective   Title   Activité 4   On se fait la bise ?   VisitonsParis !	use the lang	Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. e the Eiffel Tower and its ding areas
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w	actices to Perspectives: Learners   between the practices and perspectives   Title   Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in	use the lang ctives of the	Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. e the Eiffel Tower and its ding areas
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w use the language to functi	actices to Perspectives: Learners   between the practices and perspectives   Title   Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire infon in academic and career-related	use the lang ctives of the formation an situations.	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun	studied. <b>b/Description</b> aderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. the Eiffel Tower and its ding areas se perspectives in order to
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect we use the language to functi 3.1 Making Connect	actices to Perspectives: Learners   between the practices and perspectives: and perspectives   Title   Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in the inforce, and career-related cions: Learners build, reinforce, and career states	tives of the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun nd divers	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w use the language to functi 3.1 Making Connect while using the langu	Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in in academic and career-related   ions: Learners build, reinforce, an age to develop critical thinking an	tives of the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun nd divers	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines creatively.
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect we use the language to functi 3.1 Making Connect	actices to Perspectives: Learners   between the practices and perspectives: and perspectives   Title   Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in the inforce, and career-related cions: Learners build, reinforce, and career states	tives of the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun nd divers	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w use the language to functi 3.1 Making Connect while using the langu Section	Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in in academic and career-related   ions: Learners build, reinforce, an age to develop critical thinking an	tives of the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun ad divers eir know oblems o Can-Do	studied. <b>b/Description</b> aderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines creatively. <b>b/Description</b> aderstand what is meant
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w use the language to functi 3.1 Making Connect while using the langu Section	Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in in academic and career-related   ions: Learners build, reinforce, an age to develop critical thinking an	tives of the lang	Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun ad divers eir know roblems o Can-Do I can ur by "la f	studied. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. The the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines creatively. <b>D/Description</b> Inderstand what is meant <i>trancophonie</i> " and list
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w use the language to functi 3.1 Making Connect while using the langu Section	Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in in academic and career-related   ions: Learners build, reinforce, an age to develop critical thinking an	tives of the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun ad divers eir know coblems o Can-Do I can ur by "la f places v	studied. <b>b/Description</b> aderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines creatively. <b>b/Description</b> aderstand what is meant
2.1 Relating Cultural Pr reflect on the relationship Section Note culturelle Activités Documents authentiques Panorama Connections: Connect w use the language to functi 3.1 Making Connect while using the langu Section Note culturelle	actices to Perspectives: Learners   between the practices and perspectives: Title   Activité 4   On se fait la bise ?   VisitonsParis !   ith other disciplines and acquire in in academic and career-related   ions: Learners build, reinforce, an age to develop critical thinking an Title	tives of the lang	cultures Can-Do I can ur by "la f places v I can re greeting situatio I can id associat introduc Explore surroun nd divers eir know coblems o Can-Do I can ur by "la f places v I can re	studied. <b>b/Description</b> aderstand what is meant <i>trancophonie</i> " and list where French is spoken. cognize the correct g informal and informal ns. entify social practices ted with greetings, ctions, and leave-taking. e the Eiffel Tower and its ding areas se perspectives in order to ledge of other disciplines creatively. <b>b/Description</b> nderstand what is meant <i>trancophonie</i> " and list where French is spoken.

		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.
<b>Comparisons:</b> 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,
<b>5.2 Lifelong Learning:</b> enrichment, and advance		
		Can-Do/Description
enrichment, and advance	ement.	

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

