

**Alignment to Florida Next Generation World Languages Standards  
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 Florida’s Next Generation World Languages Standards. 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>World Languages Modes of Communication</b>			
<b>1. Interpretive Listening</b>			
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Vidéo : Les salutations</i>		Listening	Witness simple introductions
<i>Exemples</i>		Listening	Understand simple introductions
<b>2. Interpretive Reading</b>			
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>3. Interpersonal Communication</b>			
The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.			
<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>Questions personnelles</i>		Speaking	Respond appropriately to simple greetings
<b>4. Presentational Speaking</b> The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.			
<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>Intercultural Standards</b>			
<b>6. Cultures</b> The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her 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.	
<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>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas	
<b>7. Connections</b> The student will be able to acquire, reinforce, and further his/her 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.
<b>8. Comparisons</b> The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.		
<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.
<i>Note culturelle</i>		I can understand what is meant by “ <i>la francophonie</i> ” and list places where French is spoken.
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<b>9. Communities</b> The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.		
<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
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.

