

## Alignment to Georgia Performance Standards for Modern Languages Level 1 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 the Georgia Performance Standards for Modern Languages Level 1. 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>1. Communication</b>			
<b>Interpersonal Mode of Communication (IP)</b>			
<b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b>			
<b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</b>			
<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>Interpretive Mode of Communication (INT)</b>			
<b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family,</b>			

school, etc.  
**MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.**

Section	Title	Mode	Can-Do/Description
<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

### **Presentational Mode of Communication (P)**

**MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.**

**MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.**

Section	Title	Mode	Can-Do/Description
<i>Questions personnelles</i>		Speaking	Respond appropriately to simple greetings

### **II. Cultural Perspectives, Practices, and Products (CU)**

**MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.**

Section	Title	Can-Do/Description
<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

### **III. Connections, Comparisons, and Communities (CCC)**

**MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.**

**MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.**

**MLI.CCC3 – The students compare basic elements of the target language to the English language.**  
**MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).**  
**MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.**

Section	Title	Can-Do/Description
<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>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<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.
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.

