

Alignment to Louisiana World Language Content Standards for Modern Languages 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 Louisiana World Language Content Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapitre 1 : Les salutations			
Strand 1: Connections to Language and Literacy			
Standard 1: Interpersonal Communication Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.			
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.
Standard 2: Interpretive Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.			
Section	Title	Mode	Can-Do/Description
<i>Vidéo : Les salutations</i>		Listening/Reading	Witness simple introductions
<i>Exemples</i>		Listening/Reading	Understand simple

		ing	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

Standard 3: Presentational

Present information, concepts and ideas to an audience orally or written.

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

Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language art skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

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
French with Mr. Innes	French Around the World	I can recognize the global impact of the French language.

Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse backgrounds. To avoid stereotyping cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

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.

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

