

**Alignment to Maryland Foreign Language Content 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 Maryland’s Foreign Language Content 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>1.0 Communication</b>			
<b>1.1 Interpersonal:</b> Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.			
<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.
<b>1.2 Interpretive:</b> Students understand and interpret the target language in its spoken and written form on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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
<b>1.3 Presentational:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics 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>2.0 Culture</b>			
<b>2.1 Practices and Perspectives:</b> Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.			
<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.	
<b>2.2 Products and Perspectives:</b> Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target language.			
<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	
<b>3.0 Connections</b>			
<b>3.1 Across Disciplines:</b> Students reinforce and further knowledge of other content areas through a language other than English.			
<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.	
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas	
<i>Documents</i>	<i>On se fait la bise ?</i>	I can identify social practices	

<i>authentiques</i>		associated with greetings, introductions, and leave-taking.
<b>3.2 Added Perspectives:</b> Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.		
<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.
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<b>4.0 Comparisons</b>		
<b>4.1 Language:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and English.		
<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.
<b>4.2 Culture:</b> Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their 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.
French with Mr. Innes	French Around the World	I can recognize the global impact of the French language.
<i>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
<b>5.0 Communities</b>		
<b>5.2 Personal Enrichment:</b> Students use the language for personal enjoyment 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

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