

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

Chapitre 1 : Les salutations			
Communication			
Content Standard 1 – Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
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.
Content Standard 2 –Students understand and interpret written and spoken language on a variety of topics.			
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
Activités	Activité 5	Reading	Put the dialogues in order
Documents authentiques	On se fait la bise ?	Reading	I can identify social practices associated with greetings, introductions, and leave-taking.
Documents authentiques	Les salutations sans contact	Reading	Interpret an infographic
Content Standard 3 – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.			
Section	Title	Mode	Can-Do/Description
Questions personnelles		Speaking	Respond appropriately to simple greetings
Culture			
Content Standard 4 – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.			
Section	Title	Can-Do/Description	
Note culturelle		I can understand what is meant by “la francophonie” and list places where French is spoken.	
Activités	Activité 4	I can recognize the correct greeting informal and informal situations.	
Documents authentiques	On se fait la bise ?	I can identify social practices associated with greetings, introductions, and leave-taking.	
Panorama	Visitons Paris !	Explore the Eiffel Tower and its surrounding areas	
Connections			
Content Standard 5 – Students reinforce and increase his/her knowledge of other disciplines through world languages.			
Section	Title	Can-Do/Description	
Note culturelle		I can understand what is meant by “la francophonie” 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.	
Content Standard 6 – Students acquire information and perspectives through authentic materials in world languages and within cultures.			
Section	Title	Can-Do/Description	
Note culturelle		I can understand what is meant by “la francophonie” 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.
Comparisons		
Content Standard 7 –Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.		
Section	Title	Can-Do/Description
<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.
Content Standard 8 – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her own.		
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>Documents authentiques</i>	<i>On se fait la bise ?</i>	I can identify social practices associated with greetings, introductions, and leave-taking.
Communities		
Content Standard 9 –Students apply language skills and cultural knowledge in daily life.		
Section	Title	Can-Do/Description
<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 or call 1-800-848-0256.

