

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

Chapitre 1 : Les salutations			
Communication			
A. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and 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.
B. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed 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.
C. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.			
Section	Title	Mode	Can-Do/Description
Questions personnelles		Speaking	Respond appropriately to simple greetings
Culture			
A. Relating cultural practices to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between practices and perspectives of the cultures studied.			
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.	
B. Relating cultural products to perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.			
Section	Title	Can-Do/Description	
Panorama	Visitons Paris !	Explore the Eiffel Tower and its surrounding areas.	
Connections			
A. Making connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking to solve problems creatively.			
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.	
B. Acquiring information and diverse perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.			
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.
Comparisons		
A. Language comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
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.
B. Cultural comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their 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		
A. School and global communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.		
Section	Title	Can-Do/Description
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas.
B. Lifelong learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
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.

