

Alignment to North Dakota 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 the North Dakota Foreign Language Content Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapitre 1 : Les salutations			
Communication: Communicating in languages other than English			
Standard 1.1: Students engage in conversation, 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.
Standard 1.2: 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
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
Section	Title	Mode	Can-Do/Description
Questions personnelles		Speaking	Respond appropriately to simple greetings
Cultures			
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and the 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.	
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Panorama	Visitons Paris !	Explore the Eiffel Tower and its surrounding areas	
Connections: Connecting with other disciplines and acquiring new information			
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.			
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.	
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.			
Section	Title	Can-Do/Description	
Note culturelle		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: Developing insight into the nature of language and culture		
Standard 4.1: Students demonstrate understanding of 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.
Standard 4.2: Students demonstrate understanding of 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: Participating in multilingual communities at home and around the world		
Standard 5.1: Students use foreign languages both within and beyond the school setting.		
Section	Title	Can-Do/Description
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas
Standard 5.2: Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment.		
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.

