

Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

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 Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Chapitre 1 : Les salutations</i>			
Knowledge and skills			
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:			
(A) Engage in oral and written exchanges of learned material to socialize and to provide and obtain information			
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) Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar 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
<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
(C) Present information using familiar words, phrases, and sentences to listeners and readers			
Section	Title	Mode	Can-Do/Description
<i>Questions personnelles</i>		Speaking	Respond appropriately to simple greetings
2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:			
(A) Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied			
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.	
(B) Demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied			
Section	Title	Can-Do/Description	
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas	
3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:			
(A) Use resources (that may include technology) in the language and cultures being studied to gain access to information			
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.	
(B) Use the language to obtain, reinforce, or expand knowledge of other subject areas			

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.
4. Comparisons: The student develops insight into the nature of language and culture by comparing the student’s own language and culture to another. The student is expected to:		
(A) Demonstrate an understanding of the nature of language through comparisons of the student’s own language and the language studied		
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) Demonstrate an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied		
(C) Demonstrate an understanding of the influence of one language and culture on another		
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.
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) Use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate		
Section	Title	Can-Do/Description
<i>Panorama</i>	<i>Visitons Paris !</i>	Explore the Eiffel Tower and its surrounding areas

(B) Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development		
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.

