

**Alignment to Arizona's World and Native Language Standards
ACTFL's World-Readiness Standards for Learning Languages**

Voces® Voix du monde 1

Voix du monde 1 is an award-winning, highly effective French curriculum for novice-level learners. *Voix du monde 1* will take your middle or high school students through two years of novice-level French instruction and prepare them for intermediate-level 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 *Voix du monde 1* aligns to Arizona's World and Native Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Chapitre 1 : De nouveaux amis en France</i>			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 9 : Les salutations</i>	Speaking	I can greet someone.
<i>Activités</i>	<i>Activité 13: Les salutations</i>	Speaking	I can communicate basic information about myself.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can communicate basic information about myself.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can greet someone and introduce myself in French.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can respond to an introduction.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can ask for and tell my age.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can understand and respond to basic greetings and questions.
Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 1: L'alphabet</i>	Reading	I can recognize and identify the various accent marks used in the French language.

<i>Activités</i>	<i>Activité 14: Les salutations</i>	Listening	I can understand a simple greeting and respond appropriately.
<i>Activités</i>	<i>Activité 22: Les nombre de 0 à 30</i>	Listening	I can understand basic numbers in French.
<i>Documents authentiques</i>	<i>Petit poisson</i>	Listening	I can understand lyrics to a song when they are supported by gestures.
<i>Documents authentiques</i>	<i>Devine son âge !</i>	Listening	I can understand short conversations about age.
<i>Documents authentiques</i>	<i>Les salutations - Carte bleue Visa</i>	Listening	I can understand familiar vocabulary in a commercial.
<i>Documents authentiques</i>	<i>Salut Bonjour</i>	Reading	I can understand basic information from a website.
<i>Documents authentiques</i>	<i>Formel vs. informel</i>	Reading	I can understand the general idea of a comparison in French.
<i>Entrevue</i>	<i>Christelle</i>	Listening	I can understand basic information about someone.
<i>Histoire</i>	<i>L'histoire : La nouvelle amie de Yasmine</i>	Reading	Read about a new friend
<i>Lectures</i>	<i>Marie Curie</i>	Reading	I can understand a simple biography about a historical person.
<i>Lectures</i>	<i>La pétanque</i>	Reading	I can read and understand a text about a French weekend hobby.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand the general idea of an authentic French document.
Presentational (PS & PW): 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
<i>Activités</i>	<i>Activité 7 : L'alphabet</i>	Speaking	I can pronounce and spell French words out loud.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer questions in French about myself.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can introduce myself to a group of people in French.

Integrated Performance Assessment	Presentation Writing	Writing	I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases.
Culture (CUL): Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.			
Section	Title	Can-Do/Description	
<i>Voyageons en France</i>	<i>Panorama : Place Rossetti</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.	
<i>Exploration culturelle</i>	Greeting Friends in France: <i>La bise</i>	I can determine appropriate ways to greet people in France.	
<i>Exploration culturelle</i>	<i>Des choses à faire et à voir à Grenoble</i>	Learn about what Grenoble has to offer. I can identify popular foods in Grenoble.	
<i>Lectures</i>	<i>La pétanque</i>	I can read and understand a text about a French weekend hobby.	
Connections (CON): Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.			
Section	Title	Can-Do/Description	
<i>Présentation de la France</i>		Learn some statistics and look at a map of France	
<i>Exploration culturelle</i>	<i>Le Val de Loire et ses châteaux</i>	Learn about the history and architecture of the Loire Valley	
<i>Exploration culturelle</i>	<i>L'Hexagone</i>	I can describe some geographical characteristics of continental France.	
<i>Exploration culturelle</i>	<i>La francophonie</i>	I can identify where French is spoken.	
<i>Exploration culturelle</i>	<i>Le clavier AZERTY</i>	I can describe how differing alphabets affect technology.	
<i>Lectures</i>	<i>Marie Curie</i>	I can read and understand a text about a French weekend hobby.	
Comparisons (COMP): Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one’s own.			
Section	Title	Can-Do/Description	
<i>Documents</i>	<i>Formel vs. informel</i>	I can understand the general idea	

<i>authentiques</i>		of a comparison in French.
<i>L'alphabet</i>		Learn the French alphabet
<i>Les salutations</i>		Learn how to greet people in French
<i>Les nombres de 0 à 30</i>		Numbers zero to thirty
<i>Mots apparentés</i>		French cognates
<i>Voyageons en France</i>	<i>Panorama : Place Rossetti</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
<i>Voyageons en France</i>	Spending \$10 in Marseille, France	Hear someone talk about typical purchases in Marseille
<i>Voyageons en France</i>	Cannes and Nice, France	Learn about what Cannes and Nice have to offer
<i>Voyageons en France</i>	10 Best Cities to Visit in France (Besides Paris)	Learn about cities in France
<i>Exploration culturelle</i>	<i>Des choses à faire et à voir à Grenoble</i>	Learn about what Grenoble has to offer. I can identify popular foods in Grenoble.
<i>Exploration culturelle</i>	Greeting Friends in France: <i>La bise</i>	I can determine appropriate ways to greet people in France.
<i>Lectures</i>	<i>La pétanque</i>	I can read and understand a text about a French weekend hobby.
Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
<i>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

