

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

| <i>Chapitre 1 : De nouveaux amis en France</i> | | | |
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| Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | | | |
| 1.1 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>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. |
| 1.2 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>Activités</i> | <i>Activité 1: L'alphabet</i> | Reading | I can recognize and identify the various accent marks used in the French language. |

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| <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. |

1.3 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 |
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| <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 |

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| | | | French. |
| Integrated Performance Assessment | Presentational Writing | Writing | I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases. |
| Cultures: Interact with cultural competence and understanding. | | | |
| 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the 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>Lectures</i> | <i>La pétanque</i> | I can read and understand a text about a French weekend hobby. | |
| 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the 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> | <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. | |
| Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. | | | |
| 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | | | |
| 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. |
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| <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. |
| 3.2 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>Voyageons en France</i> | Spending \$10 in Marseille, France | Hear someone talk about typical purchases in Marseille |
| <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>Exploration culturelle</i> | <i>Le clavier AZERTY</i> | I can describe how differing alphabets affect technology. |
| <i>Lectures</i> | <i>La pétanque</i> | I can read and understand a text about a French weekend hobby. |
| Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. | | |
| 4.1 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>Documents authentiques</i> | <i>Formel vs. Informel</i> | I can understand the general idea 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 |
| 4.2 Cultural Comparison: 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>Documents authentiques</i> | <i>Formel vs. informel</i> | I can understand the general idea of a comparison in French. |
| <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 |

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| | | 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: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. | | |
| 5.1 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>Mots apparentés</i> | | Make a list of French cognates you've seen on products Exchange emails in French with a keypal |
| 5.2 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 | | 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.

