

## Alignment to Georgia Performance Standards for Modern Languages Level 1

### 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 the Georgia Performance Standards for Modern Languages Level 1. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <i>Chapitre 1 : De nouveaux amis en France</i>  |                                     |             |  |
|---|-------------------------------------|-------------|--|
| <b>1. Communication</b>   |                                     |             |  |
| <b>Interpersonal Mode of Communication (IP)</b>   |                                     |             |  |
| <b>MLI.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.</b>   |                                     |             |  |
| <b>MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.</b>  |                                     |             |  |
| <b>Section</b>  | <b>Title</b>                        | <b>Mode</b> | <b>Can-Do/Description</b>                                      |
| <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. |
| <b>Interpretive Mode of Communication (INT)</b>   |                                     |             |  |
| <b>MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.</b> |                                     |             |  |
| <b>MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.</b>  |                                     |             |  |

| 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.                 |
| <b>Presentational Mode of Communication (P)</b><br><br><b>MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.</b><br><br><b>MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.</b> |   |           |  |
| 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 | Presentational Writing         | Writing  | I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases. |

## II. Cultural Perspectives, Practices, and Products (CU)

**MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.**

| 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.<br>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.  |

## III. Connections, Comparisons, and Communities (CCC)

**MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.**

**MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.**

**MLI.CCC3 – The students compare basic elements of the target language to the English language.**

**MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).**

**MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.**

| Section                          | Title | Can-Do/Description                                |
|----------------------------------|-------|---|
| <i>Présentation de la France</i> |       | Learn some statistics and look at a map of France |

|                               |   |   |
|-------------------------------|---|---|
| <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>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.  |
| <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.<br>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.  |
| <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   |
| Can-Do Checklist              |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection  |

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