

Alignment to Louisiana World Language Content Standards for Modern 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 the Louisiana World Language Content Standards for Modern 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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| Strand 1: Connections to Language and Literacy | | | |
| Standard 1: Interpersonal Communication Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures. | | | |
| 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. |
| Standard 2: Interpretive Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies. | | | |
| 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. |
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| <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. |
| Standard 3: Presentational Present information, concepts and ideas to an audience orally or written. | | | |
| 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 | Presentational Writing | Writing | I can write a paragraph |

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| Assessment | | | that gives basic information about myself using practiced and memorized French words and phrases. |
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Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language art skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

| 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. |

Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse backgrounds. To avoid stereotyping cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community-based projects.

| Section | Title | Can-Do/Description |
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| <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 |

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| | | 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. |
| <i>Mots apparentés</i> | | Make a list of French cognates you've seen on products Exchange emails in French with a keypal |

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

