

Alignment to Montana Content Standards for World 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 Montana Content Standards for World 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>			
Communication			
Content Standard 1 – Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange 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.
Content Standard 2 – Students understand and interpret written and spoken language 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.

Content Standard 3 – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes.

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

Assessment			that gives basic information about myself using practiced and memorized French words and phrases.
Culture			
Content Standard 4 – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.			
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			
Content Standard 5 – Students reinforce and increase his/her knowledge of other disciplines through world languages.			
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.	
Content Standard 6 – Students acquire information and perspectives through authentic materials in world languages and within cultures.			
Section	Title	Can-Do/Description	
<i>Documents authentiques</i>	<i>Petit poisson</i>	I can understand lyrics to a song when they are supported by	

		gestures.
<i>Documents authentiques</i>	<i>Devine son âge !</i>	I can understand short conversations about age.
<i>Documents authentiques</i>	<i>Les salutations - Carte bleue Visa</i>	I can understand familiar vocabulary in a commercial.
<i>Documents authentiques</i>	<i>Salut Bonjour</i>	I can understand basic information from a website.
<i>Documents authentiques</i>	<i>Formel vs. informel</i>	I can understand the general idea of a comparison in French.
Comparisons		
Content Standard 7 – Students recognize that different languages use different patterns and can apply this knowledge to his/her own language.		
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
Content Standard 8 – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her 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 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		
Content Standard 9 – Students apply language skills and cultural knowledge in daily life.		

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.

