

## Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

### 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 Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English. 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>Knowledge and Skills</b>			
<b>1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:</b>			
<b>(A) Engage in oral and written exchanges of learned material to socialize and to provide and obtain information</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>(B) Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.

**(C) Present information using familiar words, phrases, and sentences to listeners and readers**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.
<b>2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:</b>			
<b>(A) Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.	
<b>(B) Demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.	
<b>3. Connections: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:</b>			
<b>(A) Use resources (that may include technology) in the language and cultures being studied to gain access to information</b>			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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.
<i>Entrevue</i>	<i>Christelle</i>	I can understand basic information about someone.
<b>(B) Use the language to obtain, reinforce, or expand knowledge of other subject areas</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:</b>		
<b>(A) Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>(B) Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied</b>		
<b>(C) Demonstrate an understanding of the influence of one language and culture on another</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:</b>		
<b>(A) Use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal
<b>(B) Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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](http://VocesDigital.com) or call 1-800-848-0256.

