

**Alignment to World Language Standards of Learning for Virginia Public Schools**  
**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 World Language Standards of Learning for Virginia Public Schools. 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>Interpretive Communication</b>		
<b>STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)</b>		
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.		
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
<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.
<i>Histoire</i>	<i>L'histoire : La nouvelle amie de Yasmine</i>	Read about a new friend

<i>Lectures</i>	<i>Marie Curie</i>	I can understand a simple biography about a historical person.
<i>Lectures</i>	<i>La pétanque</i>	I can read and understand a text about a French weekend hobby.
Integrated Performance Assessment	Interpretive Reading	I can understand the general idea of an authentic French document.

**STANDARD 2: Compare Intercultural Behaviors**

2.NL Recognize a few very simple behaviors in other cultures.

2.NM Identify familiar or everyday behaviors in other cultures.

2.NH Identify and compare familiar or everyday behaviors in native and other cultures.

<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.
<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.

**STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed**

3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.

<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.

### Interpersonal Communication

#### STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

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.

#### STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors

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>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal
<b>STANDARD 6: Exchange Information and Ideas</b> 6.NL Provide basic oral or signed information on very familiar topics. 6.NM Request and share simple oral or signed information on familiar or everyday topics. 6.NH Request and share oral or signed information on familiar and everyday topics.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	I can communicate basic information about myself.
<i>Parlons un peu !</i>	Interpersonal #1	I can greet someone and introduce myself in French.
<i>Parlons un peu !</i>	Interpersonal #2	I can respond to an introduction.
<i>Parlons un peu !</i>	Interpersonal #3	I can ask for and tell my age.
Integrated Performance Assessment	Interpersonal Speaking	I can understand and respond to basic greetings and questions.
<i>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal
<b>STANDARD 7: Meet Personal Needs or Address Situations</b> 7.NL Express a few basic personal needs in very familiar situations. 7.NM Express basic needs in familiar or everyday situations. 7.NH Interact with others to meet basic needs in familiar and everyday situations.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	I can communicate basic information about myself.
<i>Parlons un peu !</i>	Interpersonal #1	I can greet someone and introduce myself in French.
<i>Parlons un peu !</i>	Interpersonal #2	I can respond to an introduction.
<i>Parlons un peu !</i>	Interpersonal #3	I can ask for and tell my age.
Integrated Performance Assessment	Interpersonal Speaking	I can understand and respond to basic greetings and questions.
<i>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal

<b>STANDARD 8: Express, React to and Support Preferences, Opinions or Viewpoints</b>		
8.NL Express a few basic preferences or feelings.		
8.NM Express basic preferences or feelings and react to those of others.		
8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	I can communicate basic information about myself.
<i>Parlons un peu !</i>	Interpersonal #1	I can greet someone and introduce myself in French.
<i>Parlons un peu !</i>	Interpersonal #2	I can respond to an introduction.
<i>Parlons un peu !</i>	Interpersonal #3	I can ask for and tell my age.
Integrated Performance Assessment	Interpersonal Speaking	I can understand and respond to basic greetings and questions.
<i>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal
<b>Presentational Communication</b>		
<b>STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)</b>		
9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.		
9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.		
9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.		
<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>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>STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)</b>		
10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.		
10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.		
10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>

<i>Activités</i>	<i>Activité 7 : L'alphabet</i>	I can pronounce and spell French words out loud.
<i>Entrevue</i>	<i>Et toi ?</i>	I can answer questions in French about myself.
<i>Parlons un peu !</i>	Presentational #1	I can introduce myself to a group of people in French.
Integrated Performance Assessment	Presentational Writing	I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases.

**STANDARD 11: Inform, Describe, Explain, or Provide Instruction**

11.NL Name very familiar people, places, and objects.

11.NM Give simple information about very familiar topics.

11.NH Give simple descriptions of familiar and everyday topics.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 7 : L'alphabet</i>	I can pronounce and spell French words out loud.
<i>Entrevue</i>	<i>Et toi ?</i>	I can answer questions in French about myself.
<i>Parlons un peu !</i>	Presentational #1	I can introduce myself to a group of people in French.
Integrated Performance Assessment	Presentational Writing	I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases.

**STANDARD 12: Narrate About Life, Events, or Experiences**

12.NL Provide very basic details about self.

12.NM Provide simple details about self, interests, and activities.

12.NH Provide details about personal life, interests, and activities.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 7 : L'alphabet</i>	I can pronounce and spell French words out loud.
<i>Entrevue</i>	<i>Et toi ?</i>	I can answer questions in French about myself.
<i>Parlons un peu !</i>	Presentational #1	I can introduce myself to a group of people in French.
Integrated Performance Assessment	Presentational Writing	I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases.

**STANDARD 13: Support Preferences, Opinions, or Viewpoints**

13.NL Express likes and dislikes about very familiar topics from native and other cultures.

13.NM Express likes and dislikes about familiar topics from native and other cultures.

13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance	Presentational Writing	I can write a paragraph that gives

Assessment		basic information about myself using practiced and memorized French words and phrases.
<b>Communicative Literacy</b>		
<b>STANDARD 14: Develop Interpretive Literacy</b>		
14.1 Infer Meaning and Nuances of Texts		
14.2 Recognize and Use Organizational Features of Texts		
14.3 Apply Self-Questioning Skills		
14.4 Make Text Connections		
14.5 Select, Use and Cite Resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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>Histoire</i>	<i>L'histoire : La nouvelle amie de Yasmine</i>	Read about a new friend
<i>Lectures</i>	<i>Marie Curie</i>	I can understand a simple biography about a historical person.
<i>Lectures</i>	<i>La pétanque</i>	I can read and understand a text about a French weekend hobby.
Integrated Performance Assessment	Interpretive Reading	I can understand the general idea of an authentic French document.
<b>STANDARD 15: Develop Interpersonal Literacy</b>		
15.1 Communicate, React, and Show Interest		
15.2 Continue and Extend Conversations		
15.3 Increase Comprehensibility and Clarity of Expression		
15.4 Infer Meaning of Unfamiliar Language		
15.5 Select, Use and Cite Resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	I can communicate basic information about myself.
Integrated Performance Assessment	Interpersonal Speaking	I can understand and respond to basic greetings and questions.
<b>STANDARD 16: Develop Presentational Literacy</b>		
16.1 Choose Relevant, Authentic Content and Concepts		
16.2 Organize Information		
16.3 Increase Comprehensibility and Clarity of Expression		
16.4 Maintain and Increase Audience Interest		
16.5 Select, Use and Cite Resources		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Integrated Performance Assessment	Presentational Writing	I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases.

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

