Voces® French 1 Digital Courseware Chapter 1 Alignment to ACTFL’s World-Readiness Standards for Learning Languages

Voces® French 1 Digital Courseware is an interactive French program with proficiency-based materials for novice-level learners. Voces® French 1 will take your high school students through one year of novice-level French instruction. This standards-based, 100% online program integrates communication, language structure, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

Please explore how the first chapter in French 1 aligns to ACTFL’s World-Readiness Standards for Learning Languages by reading the documentation below. If you have any questions, call 1-877-832-4311 or email help@vocesetextbooks.com.

<table>
<thead>
<tr>
<th>Section/Type</th>
<th>Subchapter</th>
<th>Title and Link/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
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<tr>
<td>1.1 Interpersonal:</td>
<td>Chapitre 1.1</td>
<td>Ça va ? Listening and Speaking</td>
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<tr>
<td></td>
<td>Chapitre 1.2</td>
<td>Nationalities and Origins: Listening and Speaking 1</td>
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<td></td>
<td></td>
<td>Nationalities and Origins: Listening and Speaking 2</td>
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<td></td>
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<td>Nationalities and Origins: Listening and Speaking 3</td>
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<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>Introducing People with Possessives: Reading</td>
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<tr>
<td></td>
<td></td>
<td>Asking About the Names of Others: Writing</td>
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<tr>
<td></td>
<td></td>
<td>Using Possessives: Speaking</td>
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<td></td>
<td>Introducing People with Possessives: Writing</td>
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<tr>
<td>Parlons !</td>
<td>Chapitre 1.1</td>
<td>Mini-Conversations Tu vs. vous</td>
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<td></td>
<td>Chapitre 1.3</td>
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</tr>
<tr>
<td>Conversations et</td>
<td>Chapitre 1.1</td>
<td>Les salutations</td>
</tr>
<tr>
<td>présenterations</td>
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<td>Les salutations using tu and vous</td>
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<td></td>
<td>Chapitre 1.2</td>
<td>Les nationalités</td>
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<tr>
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<td></td>
<td>Faisons connaissance</td>
</tr>
<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>Faisons connaissance</td>
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</tbody>
</table>
### 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

<table>
<thead>
<tr>
<th>Pratique !</th>
<th>Chapitre 1.1</th>
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<tbody>
<tr>
<td><strong>Greetings and Register:</strong></td>
<td><em>Reading</em></td>
<td><em>Nationalities and Origins:</em></td>
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<tr>
<td><em>Reading</em></td>
<td><em>Listening 1</em></td>
<td><em>Listening 1</em></td>
<td><em>Listening</em></td>
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<td><em>Reading</em></td>
<td><em>Nationalities and Origins:</em></td>
<td><em>Using Negation in the 3rd Person:</em></td>
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<td><em>Listening 2</em></td>
<td><em>Listening 1</em></td>
<td><em>Listening</em></td>
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<td><strong>Ages:</strong></td>
<td><em>Listening</em></td>
<td><em>Nationalities and Origins:</em></td>
<td><em>Asking About the Nationalities and Origins of Others:</em></td>
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<td><em>Listening</em></td>
<td><em>Reading 1</em></td>
<td><em>Reading 1</em></td>
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<tr>
<td><strong>Counting/Numbers 1–10:</strong></td>
<td><em>Reading and Writing</em></td>
<td><em>Ages:</em></td>
<td><em>Asking About the Ages of Others:</em></td>
</tr>
<tr>
<td><em>Reading</em></td>
<td><em>Reading 1</em></td>
<td><em>Reading and Speaking</em></td>
<td><em>Reading</em></td>
</tr>
<tr>
<td><strong>Ages—Affirmative and Negative Responses:</strong></td>
<td><em>Reading</em></td>
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<td><em>Reading</em></td>
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<tr>
<td><em>Reading</em></td>
<td><em>Listening</em></td>
<td><em>Ages—Affirmative and Negative Responses:</em></td>
<td><em>Reading</em></td>
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<tr>
<td><strong>Phone Numbers:</strong></td>
<td><em>Reading</em></td>
<td><em>Asking About the Nationalities and Origins of Others:</em></td>
<td><em>Asking About the Phone Numbers, Addresses, and Email Addresses of Others:</em></td>
</tr>
<tr>
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<td><em>Reading</em></td>
<td><em>Asking About the Phone Numbers:</em></td>
<td><em>Reading</em></td>
</tr>
<tr>
<td><strong>Asking About the Ages of Others:</strong></td>
<td><em>Reading</em></td>
<td><em>Asking About the Ages of Others:</em></td>
<td><em>Reading</em></td>
</tr>
<tr>
<td><em>Reading</em></td>
<td><em>Reading</em></td>
<td><em>Asking About the Ages of Others:</em></td>
<td><em>Reading</em></td>
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### Conversations with Native Speakers

<table>
<thead>
<tr>
<th>Chapitre 1.2</th>
<th>Chapitre 1.3</th>
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</thead>
<tbody>
<tr>
<td><em>Les salutations vidéo : partie 2</em> (Listening)</td>
<td><em>Les présentations vidéo : partie 2</em> (Listening)</td>
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### Documents authentiques

<table>
<thead>
<tr>
<th>Chapitre 1.1</th>
<th>Chapitre 1.2</th>
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</thead>
<tbody>
<tr>
<td><em>Les salutations - Carte bleue Visa</em> (Listening)</td>
<td><em>Le Café de Flore</em> (Reading)</td>
</tr>
<tr>
<td><em>Les salutations</em> (Reading)</td>
<td><em>Flux d'immigration par continent d'origine</em> (Reading)</td>
</tr>
<tr>
<td><em>Les numéros à connaître en cas d'urgence</em> (Reading)</td>
<td><em>Les numéros à connaître en cas d'urgence</em> (Reading)</td>
</tr>
<tr>
<td>Chapter</td>
<td>Text</td>
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<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chapitre 1.3</td>
<td><em>La journée des carrières maritimes</em> (Reading)</td>
</tr>
<tr>
<td>Entrevue</td>
<td><em>La Petite Chaise</em> (Reading)</td>
</tr>
</tbody>
</table>
| Chapitre 1.1 | *Rencontre Mélanie!*  
 (Listening)                        |
| Chapitre 1.2 | *L'école en France*  
 *Bonjour, Sandra!* (Listening) |
| Chapitre 1.3 | *Qui est-ce?* (Listening)  
 *Bonjour Adeline!* (Listening) |

1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<table>
<thead>
<tr>
<th>Pratique!</th>
<th>Chapitre 1.1</th>
</tr>
</thead>
</table>
|           | Greetings and Register:  
 Speaking 1  
 Speaking 2  
 Speaking 3  
 Greetings and Names:  
 Speaking  
 Greetings and Register:  
 Writing  
 Greetings and Names: Writing  
 *Tu vs. vous*: Writing |
| Chapitre 1.2 | Masculine/Feminine  
 Nationalities: Speaking  
 Ages: Reading and Speaking  
 Nationalities and Origins:  
 Reading and Writing 1  
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 Reading and Writing 3  
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 Nationalities: Writing  
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 Phone Numbers: Listening |
| Chapitre 1.3 | Introducing People: Speaking  
 Asking If People Know Each Other: Speaking  
 Introducing People with Possessives: Speaking  
 Introducing Others: Speaking  
 Asking About the Names of Others: Speaking |
| **Parlons !** | **Chapitre 1.1** | **Bonjour vs. salut**  
**Coming or Going?**  
**Different Times of the Day** |
| **Chapitre 1.2** | **Je ne suis pas**  
**Je n’ai pas** |
| **Panorama** | **Chapitre 1.1** | **Rue Sainte-Catherine, Bordeaux, France** |
| **Chapitre 1.2** | | **Lyon, France** |
| **Chapitre 1.3** | | **View from the Eiffel Tower, Paris, France** |
| **Conversations et présentations** | **Chapitre 1.1** | **Bonjour !** |
| **Chapitre 1.2** | | **À la banque** |
| **Chapitre 1.3** | | **Connais-tu mes amis ?** |

### 2. Culture

#### 2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

| **Culture** | **Chapitre 1.1** | « Bonjour » ou « salut »  
**Les salutations dans le monde francophone**  
**Le calendrier en France** |
| **Chapitre 1.2** | | **Les formules de politesse dans le monde francophone** |
| **Chapitre 1.3** | | **Les hommes et les femmes** |
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Chapitre 1.1</th>
<th>Le calendrier en France</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapitre 1.2</td>
<td>Les claviers français et américains Les coordonnées en France</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panorama</th>
<th>Chapitre 1.1</th>
<th>Rue Sainte-Catherine, Bordeaux, France</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>View from the Eiffel Tower, Paris, France</td>
</tr>
</tbody>
</table>

3. Connections

3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

<table>
<thead>
<tr>
<th>Across the Curriculum</th>
<th>Chapitre 1.1</th>
<th>Le monde francophone</th>
</tr>
</thead>
</table>

3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

<table>
<thead>
<tr>
<th>Documents authentiques</th>
<th>Chapitre 1.1</th>
<th>Les salutations - Carte bleue Visa Les salutations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapitre 1.2</td>
<td>Le Café de Flore Flux d'immigration par continent d'origine Les numéros à connaître en cas d'urgence La journée des carrières maritimes</td>
</tr>
<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>La Petite Chaise</td>
</tr>
</tbody>
</table>

4. Comparisons

4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

<table>
<thead>
<tr>
<th>Grammaire</th>
<th>Chapitre 1.2</th>
<th>Simple Adjective Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>Adjectifs possessifs Les pronoms sujets Question Formation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Documents authentiques</th>
<th>Chapitre 1.1</th>
<th>Les salutations - Carte bleue Visa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapitre 1.2</td>
<td>La journée des carrières maritimes</td>
</tr>
</tbody>
</table>

4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Chapitre 1.1</th>
<th>« Bonjour » ou « salut » Les salutations dans le monde</th>
</tr>
</thead>
<tbody>
<tr>
<td>francophone</td>
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<tr>
<td><strong>Chapitre 1.2</strong></td>
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<tr>
<td><em>Les formules de politesse dans le monde francophone</em></td>
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<tr>
<td><strong>Chapitre 1.3</strong></td>
<td></td>
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<tr>
<td><em>Les hommes et les femmes L'attitude des Français</em></td>
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<table>
<thead>
<tr>
<th>Panorama</th>
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<tbody>
<tr>
<td><strong>Chapitre 1.1</strong></td>
</tr>
<tr>
<td>Rue Sainte-Catherine, Bordeaux, France</td>
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<tr>
<td><strong>Chapitre 1.2</strong></td>
</tr>
<tr>
<td>Lyon, France</td>
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</tbody>
</table>

### 5. Communities

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

<table>
<thead>
<tr>
<th>Dans la communauté</th>
<th>Chapitre 1.2</th>
<th>Dans la communauté</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Chapitre 1.2</td>
<td>Je ne suis pas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Je n'ai pas</td>
</tr>
<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>La négation</td>
</tr>
</tbody>
</table>

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

<table>
<thead>
<tr>
<th>Can-Do Checklist</th>
<th>Chapitre 1.1</th>
<th>Can-Do Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Can-Do Checklist</td>
</tr>
<tr>
<td></td>
<td>Chapitre 1.3</td>
<td>Can-Do Checklist</td>
</tr>
</tbody>
</table>