

## Voces® French 2 Digital Courseware Chapter 1 Alignment to ACTFL’s World-Readiness Standards for Learning Languages

Voces French 2 is an interactive French program with proficiency-based materials for novice-level learners. French 2 will take your high school students from a novice-mid level of proficiency through to a novice-high level of proficiency, and will prepare them to enter their third year of French instruction at the intermediate-low level.

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 2 aligns to ACTFL’s World-Readiness Standards for Learning Languages by reading the documentation below. If you have any questions, call 1-800-848-0256 or email [help@vocesetextbooks.com](mailto:help@vocesetextbooks.com).

<i>Chapitre 1 : L'identité francophone</i>		
Section/Type	Subchapter	Title and Link/Location
<b>1. Communication</b>		
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	<a href="#">Conversational Practice with Names, Nationalities, and Origins: Listening and Speaking</a> <a href="#">Review of Dates Using Birthdates: Listening and Speaking</a>
	<i>Chapitre 1.2</i>	<a href="#">Family and Friends: Listening and Speaking</a> <a href="#">Students and What They Would Like to Be as Adults: Listening and Speaking</a>
	<i>Chapitre 1.3</i>	<a href="#">Who Does What Activities Using -er Verbs: Listening and Speaking</a> <a href="#">What Different People Want to, Can, and Must Do: Listening and Speaking</a> <a href="#">Requests About Chores and Responsibilities: Listening and Speaking</a>
	<i>Chapitre 1.4</i>	<a href="#">Talking About School Classes and Schedules: Listening and Speaking</a> <a href="#">Making and Responding to Invitations to Do Things After</a>

		<a href="#">School: Listening and Speaking</a>
<b>Parlons !</b>	<b>Chapitre 1.1</b>	<a href="#">oi</a>
	<b>Chapitre 1.2</b>	<a href="#">Révision : le verbe « avoir »</a> <a href="#">Révision : les adjectifs possessifs</a>
	<b>Chapitre 1.3</b>	<a href="#">Révision : Le verbe « faire » et les expressions avec « faire »</a> <a href="#">Révision : Les verbes « vouloir », « pouvoir » et « devoir »</a> <a href="#">Révision : La négation</a>
	<b>Chapitre 1.4</b>	<a href="#">Révision : Formation of Traditional and Official Time</a> <a href="#">Révision : le + jour</a>
<b>Exemples de la vie courante</b>	<b>Chapitre 1.1</b>	<a href="#">Speaking</a>
	<b>Chapitre 1.3</b>	<a href="#">Writing</a>
	<b>Chapitre 1.4</b>	<a href="#">Speaking</a>
<b>Évaluations des capacités communicatives</b>	<b>Chapitre 1.1</b>	<a href="#">Interpersonal Listening</a>
	<b>Chapitre 1.2</b>	<a href="#">Interpersonal Writing</a>
	<b>Chapitre 1.3</b>	<a href="#">Interpersonal Writing</a>
	<b>Chapitre 1.4</b>	<a href="#">Interpersonal Writing</a>
<b>Integrated Performance Assessments</b>		<a href="#">Interpersonal Speaking</a>
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>		
<b>Pratique !</b>	<b>Chapitre 1.1</b>	<a href="#">Conversational Practice with Names, Nationalities, and Origins: Reading</a> <a href="#">Review of Numbers Using Ages and Phone Numbers: Reading</a> <a href="#">Contact Information, Place of Residence, and Place and Date of Birth: Reading</a> <a href="#">Contact Information, Place of Residence, and Place and Date of Birth: Listening</a> <a href="#">Describing Self (Personality): Listening</a>
	<b>Chapitre 1.2</b>	<a href="#">Family and Friends: Reading</a> <a href="#">Family and Friends: Reading and Writing</a> <a href="#">Possessives: Important People in an Individual's Life: Listening</a> <a href="#">Describe Professions: Reading</a>

		<p><a href="#">Describe Professions: Listening</a>  <a href="#">Family and What Various Family Members Do: Reading</a>  <a href="#">Family and What Various Family Members Do: Listening</a></p>
	<p><b>Chapitre 1.3</b></p>	<p><a href="#">Talking About Activities and Preferences: Listening</a>  <a href="#">Who Does What Activities Using « faire »: Reading</a>  <a href="#">Who Does What Activities Using « faire »: Listening</a>  <a href="#">Chores and Responsibilities in Various Rooms of the House and Outside: Reading</a>  <a href="#">Chores and Responsibilities in Various Rooms of the House and Outside: Listening</a>  <a href="#">What Different People Want to, Can, and Must Do: Reading</a>  <a href="#">Requests About Chores and Responsibilities: Reading</a>  <a href="#">Requests About Chores and Responsibilities: Listening</a>  <a href="#">Different Family Members' Chore Responsibilities: Listening</a></p>
	<p><b>Chapitre 1.4</b></p>	<p><a href="#">Talking About School Classes and Schedules: Reading</a>  <a href="#">Talking About School Classes and Schedules: Listening</a>  <a href="#">Talking About Desired Professions and Classes to Prepare for Them: Reading 1</a>  <a href="#">Talking About Desired Professions and Classes to Prepare for Them: Listening</a>  <a href="#">After-School Commitments and Their Frequency: Reading</a>  <a href="#">After-School Commitments and Their Frequency: Listening</a>  <a href="#">Time Using Class Schedules, After-School Activities, and</a></p>

		<a href="#">Chores: Reading</a> <a href="#">Time Using Class Schedules, After-School Activities, and Chores: Listening</a> <a href="#">Making and Responding to Invitations to Do Things After School: Reading</a> <a href="#">Making and Responding to Invitations to Do Things After School: Listening</a>
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	<a href="#">Place de la République, Paris (Panorama)</a> <a href="#">Listening</a>
	<i>Chapitre 1.2</i>	<a href="#">Listening 1</a> <a href="#">Listening 2</a> <a href="#">Reading</a>
	<i>Chapitre 1.3</i>	<a href="#">La Suisse (Panorama)</a> <a href="#">Listening</a>
	<i>Chapitre 1.4</i>	<a href="#">Listening</a>
<i>Évaluations des capacités communicatives</i>	<i>Chapitre 1.1</i>	<a href="#">Interpretive Reading 1</a> <a href="#">Interpretive Reading 2</a> <a href="#">Interpretive Listening</a>
	<i>Chapitre 1.2</i>	<a href="#">Interpretive Reading</a> <a href="#">Interpretive Listening</a>
	<i>Chapitre 1.3</i>	<a href="#">Interpretive Listening</a> <a href="#">Interpretive Reading</a>
	<i>Chapitre 1.4</i>	<a href="#">Interpretive Reading</a> <a href="#">Interpretive Listening</a>
<b>Integrated Performance Assessments</b>		<a href="#">Interpretive Reading</a> <a href="#">Interpretive Listening</a>
<b>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.</b>		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	<a href="#">Describing Oneself: Writing</a>
	<i>Chapitre 1.2</i>	<a href="#">Family and What Various Family Members Do: Speaking</a> <a href="#">Students and What They Would Like to Be as Adults: Writing</a>
	<i>Chapitre 1.3</i>	<a href="#">Talking About Activities and Preferences: Writing</a> <a href="#">Different Family Members' Chore Responsibilities: Speaking</a>
	<i>Chapitre 1.4</i>	<a href="#">After-School Commitments</a>

		<a href="#">and Their Frequency: Speaking</a>
<i>Parlons !</i>	<i>Chapitre 1.1</i>	<a href="#">Masculine vs. Feminine Endings: -ais/-aise</a> <a href="#">Révision : le verbe « être » et l'accord des adjectifs</a> <a href="#">Révision : Formation of Dates</a> <a href="#">Dis vs. Dites</a> <a href="#">Révision : L'accord et la place des adjectifs</a> <a href="#">oi</a>
	<i>Chapitre 1.2</i>	<a href="#">-eur vs. -ice vs. -euse</a> <a href="#">Usage d'articles avec les professions</a>
	<i>Chapitre 1.3</i>	<a href="#">Révision : Les verbes en -er</a>
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	<a href="#">Writing</a>
	<i>Chapitre 1.2</i>	<a href="#">Speaking</a> <a href="#">Writing</a>
	<i>Chapitre 1.3</i>	<a href="#">Speaking</a>
	<i>Chapitre 1.4</i>	<a href="#">Writing</a>
<i>Évaluations des capacités communicatives</i>	<i>Chapitre 1.1</i>	<a href="#">Presentational Writing</a> <a href="#">Presentational Speaking</a>
	<i>Chapitre 1.2</i>	<a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
	<i>Chapitre 1.4</i>	<a href="#">Presentational Speaking</a>
<b>Integrated Performance Assessments</b>		<a href="#">Presentational Speaking</a> <a href="#">Presentational Writing</a>
<b>2. Culture</b>		
<b>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.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<a href="#">Les noms en France</a>
	<i>Chapitre 1.2</i>	<a href="#">Les surnoms dans la famille française</a>
<i>Structure de la langue en contexte</i>	<i>Chapitre 1.4</i>	<a href="#">Structure de la langue mise en contexte 1</a>
<b>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.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<a href="#">Les documents officiels</a> <a href="#">Les coordonnées pour contacter des personnes</a>
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	<a href="#">Place de la République, Paris (Panorama)</a>
	<i>Chapitre 1.3</i>	<a href="#">La Suisse (Panorama)</a>
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other</b>		

<b>disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<a href="#"><u>Le centre de la France</u></a>
Across the Curriculum	<i>Chapitre 1.2</i>	<a href="#"><u>Économie : L'emploi en France</u></a>
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	<a href="#"><u>Conversational Practice with Names, Nationalities, and Origins: Reading</u></a>
	<i>Chapitre 1.3</i>	<a href="#"><u>Who Does What Activities Using « faire »: Reading</u></a>
<i>Culture</i>	<i>Chapitre 1.1</i>	<a href="#"><u>L'identité francophone</u></a>
	<i>Chapitre 1.2</i>	<a href="#"><u>Les professions en France</u></a> <a href="#"><u>Les métiers dans le monde francophone</u></a>
	<i>Chapitre 1.4</i>	<a href="#"><u>Le système d'éducation trilingue du Liban</u></a>
<b>4. Comparisons</b>		
<b>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.</b>		
<i>Structure de la langue mise en contexte</i>	<i>Chapitre 1.1</i>	<a href="#"><u>Structure de la langue mise en contexte 1</u></a> <a href="#"><u>Structure de la langue mise en contexte 2</u></a>
	<i>Chapitre 1.2</i>	<a href="#"><u>Structure de la langue mise en contexte 2</u></a>
	<i>Chapitre 1.3</i>	<a href="#"><u>Structure de la langue mise en contexte 2</u></a>
	<i>Chapitre 1.4</i>	<a href="#"><u>Structure de la langue mise en contexte 2</u></a>
<i>Phonétique</i>	<i>Chapitre 1.1</i>	<a href="#"><u>Masculine vs. Feminine Endings: -ais/-aise</u></a>
	<i>Chapitre 1.2</i>	<a href="#"><u>-eur vs. -ice vs. -euse</u></a>
<b>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.</b>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<a href="#"><u>Les noms en France</u></a> <a href="#"><u>Les coordonnées pour contacter des personnes</u></a>
	<i>Chapitre 1.2</i>	<a href="#"><u>Du temps en famille</u></a>
	<i>Chapitre 1.3</i>	<a href="#"><u>Les activités favorites</u></a> <a href="#"><u>Les activités populaires dans le monde francophone</u></a> <a href="#"><u>Être adolescent dans le monde francophone</u></a>
	<i>Chapitre 1.4</i>	<a href="#"><u>Horaires scolaires en France</u></a>

		<a href="#"><i>Les écoles francophones au Canada et aux États-Unis</i></a> <a href="#"><i>Les écoles multilingues dans le monde francophone</i></a> <a href="#"><i>Après l'école</i></a> <a href="#"><i>Les activités après l'école dans le monde francophone</i></a>
<b>5. Communities</b>		
<b>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.</b>		
<i>Communauté !</i>	<i>Chapitre 1.2</i>	<a href="#"><i>Le métier de mes rêves</i></a>
	<i>Chapitre 1.4</i>	<a href="#"><i>Ma jeunesse</i></a>
<b>Integrated Performance Assessments</b>		<a href="#">Context and Guiding Questions</a> <a href="#">Reflection</a>
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Integrated Performance Assessments</b>		<a href="#">Context and Guiding Questions</a> <a href="#">Reflection</a>