

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.

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

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

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

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

		and Their Frequency: Speaking
<i>Parlons !</i>	<i>Chapitre 1.1</i>	Masculine vs. Feminine Endings: -ais/-aise Révision : le verbe « être » et l'accord des adjectifs Révision : Formation of Dates Dis vs. Dites Révision : L'accord et la place des adjectifs oi
	<i>Chapitre 1.2</i>	-eur vs. -ice vs. -euse Usage d'articles avec les professions
	<i>Chapitre 1.3</i>	Révision : Les verbes en -er
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	Writing
	<i>Chapitre 1.2</i>	Speaking Writing
	<i>Chapitre 1.3</i>	Speaking
	<i>Chapitre 1.4</i>	Writing
<i>Évaluations des capacités communicatives</i>	<i>Chapitre 1.1</i>	Presentational Writing Presentational Speaking
	<i>Chapitre 1.2</i>	Presentational Speaking Presentational Writing
	<i>Chapitre 1.4</i>	Presentational Speaking
Integrated Performance Assessments		Presentational Speaking Presentational Writing
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.		
<i>Culture</i>	<i>Chapitre 1.1</i>	Les noms en France
	<i>Chapitre 1.2</i>	Les surnoms dans la famille française
<i>Structure de la langue en contexte</i>	<i>Chapitre 1.4</i>	Structure de la langue mise en contexte 1
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.		
<i>Culture</i>	<i>Chapitre 1.1</i>	Les documents officiels Les coordonnées pour contacter des personnes
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	Place de la République, Paris (Panorama)
	<i>Chapitre 1.3</i>	La Suisse (Panorama)
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.		
<i>Culture</i>	<i>Chapitre 1.1</i>	<u>Le centre de la France</u>
Across the Curriculum	<i>Chapitre 1.2</i>	<u>Économie : L'emploi en France</u>
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	<u>Conversational Practice with Names, Nationalities, and Origins: Reading</u>
	<i>Chapitre 1.3</i>	<u>Who Does What Activities Using « faire »: Reading</u>
<i>Culture</i>	<i>Chapitre 1.1</i>	<u>L'identité francophone</u>
	<i>Chapitre 1.2</i>	<u>Les professions en France</u> <u>Les métiers dans le monde francophone</u>
	<i>Chapitre 1.4</i>	<u>Le système d'éducation trilingue du Liban</u>
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.		
<i>Structure de la langue mise en contexte</i>	<i>Chapitre 1.1</i>	<u>Structure de la langue mise en contexte 1</u> <u>Structure de la langue mise en contexte 2</u>
	<i>Chapitre 1.2</i>	<u>Structure de la langue mise en contexte 2</u>
	<i>Chapitre 1.3</i>	<u>Structure de la langue mise en contexte 2</u>
	<i>Chapitre 1.4</i>	<u>Structure de la langue mise en contexte 2</u>
<i>Phonétique</i>	<i>Chapitre 1.1</i>	<u>Masculine vs. Feminine Endings: -ais/-aise</u>
	<i>Chapitre 1.2</i>	<u>-eur vs. -ice vs. -euse</u>
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.		
<i>Culture</i>	<i>Chapitre 1.1</i>	<u>Les noms en France</u> <u>Les coordonnées pour contacter des personnes</u>
	<i>Chapitre 1.2</i>	<u>Du temps en famille</u>
	<i>Chapitre 1.3</i>	<u>Les activités favorites</u> <u>Les activités populaires dans le monde francophone</u> <u>Être adolescent dans le monde francophone</u>
	<i>Chapitre 1.4</i>	<u>Horaires scolaires en France</u>

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