

Alignment to Georgia Performance Standards for Modern Languages Level II

Voces® French 2 Digital Courseware ~ Chapter 1

Voces® French 2 Digital Courseware is an interactive French program with proficiency-based materials for novice-level learners. Voces® French 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High level of proficiency and beyond. 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.

This document illustrates how the first chapter in French 2 aligns to the Georgia Performance Standards for Modern Languages Level II. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

<i>Chapitre 1 : L'identité francophone</i>		
Section/Type	Subchapter	Title and Link/Location
I. Communication		
Interpersonal Mode of Communication (IP)		
MLI.IP1 - The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.		
MLI.IP2 – The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.		
<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
<i>Parlons !</i>	<i>Chapitre 1.1</i>	<i>oi</i>
	<i>Chapitre 1.2</i>	<i>Révision : le verbe « avoir »</i> <i>Révision : les adjectifs</i> <i>possessifs</i>
	<i>Chapitre 1.3</i>	<i>Révision : Le verbe « faire » et</i> <i>les expressions avec « faire »</i> <i>Révision : Les verbes «</i> <i>vouloir », « pouvoir » et «</i> <i>devoir »</i> <i>Révision : La négation</i>
	<i>Chapitre 1.4</i>	<i>Révision : Formation of</i> <i>Traditional and Official Time</i> <i>Révision : le + jour</i>
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	Speaking
	<i>Chapitre 1.3</i>	Writing
	<i>Chapitre 1.4</i>	Speaking
<i>Évaluations des capacités</i> <i>communicatives</i>	<i>Chapitre 1.1</i>	Interpersonal Listening
	<i>Chapitre 1.2</i>	Interpersonal Writing
	<i>Chapitre 1.3</i>	Interpersonal Writing
	<i>Chapitre 1.4</i>	Interpersonal Writing
Integrated Performance Assessments		Interpersonal Speaking
Interpretive Mode of Communication (INT)		
MLL.INT1 – The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.		
MLL.INT2 – The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language.		
<i>Pratique !</i>	<i>Chapitre 1.1</i>	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

		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 Describe Professions: Listening Family and What Various Family Members Do: Reading and Writing Family and What Various Family Members Do: Listening
	Chapitre 1.3	Talking About Activities and Preferences: Listening Who Does What Activities Using « faire »: Reading Who Does What Activities Using « faire »: Listening Chores and Responsibilities in Various Rooms of the House and Outside: Reading Chores and Responsibilities in Various Rooms of the House and Outside: Listening What Different People Want to, Can, and Must Do: Reading Requests About Chores and Responsibilities: Reading Requests About Chores and Responsibilities: Listening Different Family Members' Chore Responsibilities: Listening
	Chapitre 1.4	Talking About School Classes and Schedules: Reading Talking About School Classes and Schedules: Listening Talking About Desired Professions and Classes to Prepare for Them: Reading 1

		Talking About Desired Professions and Classes to Prepare for Them: Listening After-School Commitments and Their Frequency: Reading After-School Commitments and Their Frequency: Listening Time Using Class Schedules, After-School Activities, and 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>	<i>Place de la République, Paris (Panorama)</i> Listening
	<i>Chapitre 1.2</i>	Listening 1 Listening 2 Reading
	<i>Chapitre 1.3</i>	<i>La Suisse (Panorama)</i> 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
Presentational Mode of Communication (P) MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns. MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.		
<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: <i>-ais/-aise</i> <i>Révision : le verbe « être » et l'accord des adjectifs</i> <i>Révision : Formation of Dates</i> <i>Dis vs. Dites</i> <i>Révision : L'accord et la place des adjectifs</i> <i>oi</i>
	<i>Chapitre 1.2</i>	<i>-eur vs. -ice vs. -euse</i> <i>Usage d'articles avec les professions</i>
	<i>Chapitre 1.3</i>	<i>Révision : Les verbes en -er</i>
<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
II. Cultural Perspectives, Practices, and Products (CU)		
MLI.CU1 – The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.		
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>Les noms en France</i>
	<i>Chapitre 1.2</i>	<i>Les surnoms dans la famille française</i>
	<i>Chapitre 1.4</i>	Formation of Traditional and

		Official Time
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>Les documents officiels Les coordonnées pour contacter des personnes</i>
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	<i>Place de la République, Paris (Panorama)</i>
	<i>Chapitre 1.3</i>	<i>La Suisse (Panorama)</i>
III. Connections, Comparisons, and Communities (CCC)		
<p>MLI.CCC1 – The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.</p> <p>MLI.CCC2 – The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students’ own culture.</p> <p>MLI.CCC3 – The students develop a better understanding of the English language through the study of the target language.</p> <p>MLI.CCC4 – The students identify current events and issues in the target culture(s).</p> <p>MLI.CCC5 – The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p>		
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>Le centre de la France</i>
Across the Curriculum	<i>Chapitre 1.2</i>	<i>Économie : l'emploi en France</i>
<i>Pratique !</i>	<i>Chapitre 1.1</i>	Practice with Names, Nationalities, and Origins: Reading
	<i>Chapitre 1.3</i>	Who Does What Activities Using « faire »: Reading
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>L'identité francophone</i>
	<i>Chapitre 1.2</i>	<i>Les professions en France Les métiers dans le monde francophone</i>
	<i>Chapitre 1.4</i>	<i>Le système d'éducation trilingue du Liban</i>
<i>Structure de la langue mise en contexte</i>	<i>Chapitre 1.1</i>	<i>Structure de la langue mise en contexte 1 Structure de la langue mise en contexte 2</i>
	<i>Chapitre 1.2</i>	<i>Structure de la langue mise en contexte 2</i>
	<i>Chapitre 1.3</i>	<i>Structure de la langue mise en contexte 2</i>
	<i>Chapitre 1.4</i>	<i>Structure de la langue mise en contexte 2</i>
<i>Phonétique</i>	<i>Chapitre 1.1</i>	Masculine vs. Feminine Endings: -ais/-aise
	<i>Chapitre 1.2</i>	-eur vs. -ice vs. -euse
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>Les noms en France Les coordonnées pour</i>

		<i>contacter des personnes</i>
	Chapitre 1.2	<i>Du temps en famille</i>
	Chapitre 1.3	<i>Les activités favorites Les activités populaires dans le monde francophone Être adolescent dans le monde francophone</i>
	Chapitre 1.4	<i>Horaires scolaires en France Les écoles francophones au Canada et aux États-Unis Les écoles multilingues dans le monde francophone Après l'école Les activités après l'école dans le monde francophone</i>
Communauté !	Chapitre 1.2	<i>Le métier de mes rêves</i>
	Chapitre 1.4	<i>Ma jeunesse</i>
Integrated Performance Assessments		Context and Guiding Questions Reflection
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