

Alignment to Ohio’s New Learning Standards: World Languages Grades 9-12

Voces® French 2 Digital Courseware ~ *Chapitre 1*

Voces® French 2 Digital Courseware is an award-winning, highly effective French program 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, preparing them for French 3.

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 the first chapter in French 2 aligns to Ohio’s New Learning Standards: World Languages Grades 9-12. 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
Communication Standard		
Communicate in languages other than English, both in person and via technology		
Interpretive Communication (Reading, Listening/Viewing)		
Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts. Learners derive meaning through the use of listening, viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.		
<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
	<i>Chapitre 1.2</i>	Family and Friends: Reading Family and Friends: Reading

		<p>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</p>
	<p>Chapitre 1.3</p>	<p>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</p>
	<p>Chapitre 1.4</p>	<p>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</p>

		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
Exemples de la vie courante	Chapitre 1.1	<i>Place de la République, Paris (Panorama)</i> Listening
	Chapitre 1.2	Listening 1 Listening 2 Reading
	Chapitre 1.3	<i>La Suisse (Panorama)</i> Listening
	Chapitre 1.4	Listening
Évaluations des capacités communicatives	Chapitre 1.1	Interpretive Reading 1 Interpretive Reading 2 Interpretive Listening
	Chapitre 1.2	Interpretive Reading Interpretive Listening
	Chapitre 1.3	Interpretive Listening Interpretive Reading
	Chapitre 1.4	Interpretive Reading Interpretive Listening
Integrated Performance Assessments		Interpretive Reading Interpretive Listening
Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing) Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.		
Pratique !	Chapitre 1.1	Conversational Practice with Names, Nationalities, and Origins: Listening and Speaking

		Review of Dates Using Birthdates: Listening and Speaking
	Chapitre 1.2	Family and Friends: Listening and Speaking Students and What They Would Like to Be as Adults: Listening and Speaking
	Chapitre 1.3	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
	Chapitre 1.4	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	<i>oi</i>
	Chapitre 1.2	<i>Révision : le verbe « avoir » Révision : les adjectifs possessifs</i>
	Chapitre 1.3	<i>Révision : Le verbe « faire » et les expressions avec « faire » Révision : Les verbes « vouloir », « pouvoir » et « devoir » Révision : La négation</i>
	Chapitre 1.4	<i>Révision : Formation of Traditional and Official Time Révision : le + jour</i>
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
Presentational Communication (Speaking/Signing and Writing)		

Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.		
Pratique !	Chapitre 1.1	Describing Oneself: Writing
	Chapitre 1.2	Family and What Various Family Members Do: Speaking Students and What They Would Like to Be as Adults: Writing
	Chapitre 1.3	Talking About Activities and Preferences: Writing Different Family Members' Chore Responsibilities: Speaking
	Chapitre 1.4	After-School Commitments and Their Frequency: Speaking
Parlons !	Chapitre 1.1	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>
	Chapitre 1.2	<i>-eur vs. -ice vs. -euse</i> <i>Usage d'articles avec les professions</i>
	Chapitre 1.3	<i>Révision : Les verbes en -er</i>
Exemples de la vie courante	Chapitre 1.1	Writing
	Chapitre 1.2	Speaking Writing
	Chapitre 1.3	Speaking
	Chapitre 1.4	Writing
Évaluations des capacités communicatives	Chapitre 1.1	Presentational Writing Presentational Speaking
	Chapitre 1.2	Presentational Speaking Presentational Writing
	Chapitre 1.4	Presentational Speaking
Integrated Performance Assessments		Presentational Speaking
		Presentational Writing
Cultures Standard		

Gain and use knowledge and understanding of other cultures.		
Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.		
Culture	Chapitre 1.1	<i>Les noms en France</i>
	Chapitre 1.2	<i>Les surnoms dans la famille française</i>
	Chapitre 1.4	Formation of Traditional and Official Time
Culture	Chapitre 1.1	<i>Les documents officiels Les coordonnées pour contacter des personnes</i>
Exemples de la vie courante	Chapitre 1.1	<i>Place de la République, Paris (Panorama)</i>
	Chapitre 1.3	<i>La Suisse (Panorama)</i>
Culture	Chapitre 1.1	<i>Le centre de la France</i>
Across the Curriculum	Chapitre 1.2	<i>Économie : l'emploi en France</i>
Pratique !	Chapitre 1.1	Practice with Names, Nationalities, and Origins: Reading
	Chapitre 1.3	Who Does What Activities Using « faire »: Reading
Culture	Chapitre 1.1	<i>L'identité francophone</i>
	Chapitre 1.2	<i>Les professions en France Les métiers dans le monde francophone</i>
	Chapitre 1.4	<i>Le système d'éducation trilingue du Liban</i>
Culture	Chapitre 1.1	<i>Les noms en France Les coordonnées pour 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</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>
<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
Integrated Performance Assessments		Context and Guiding Questions Reflection