

Alignment to Tennessee Standards for Modern Languages

Year Two (Beginning - Emerging)

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 the Tennessee Standards for Modern Languages. 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
1. Standard Number 1 (Goal One): Communicate in a Language Other Than English		
1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange 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
<i>Parlons !</i>	<i>Chapitre 1.1</i>	<i>oi</i>
	<i>Chapitre 1.2</i>	<i>Révision : le verbe « avoir » Révision : les adjectifs possessifs</i>
	<i>Chapitre 1.3</i>	<i>Révision : Le verbe « faire » et les expressions avec « faire » Révision : Les verbes « vouloir », « pouvoir » et « devoir » Révision : La négation</i>
	<i>Chapitre 1.4</i>	<i>Révision : Formation of Traditional and Official Time 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 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
1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.		
<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
<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
1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.		
<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</i> <i>l'accord des adjectifs</i> <i>Révision : Formation of Dates</i> <i>Dis vs. Dites</i> <i>Révision : L'accord et la place</i> <i>des adjectifs</i> <i>oi</i>
	<i>Chapitre 1.2</i>	<i>-eur vs. -ice vs. -euse</i> <i>Usage d'articles avec les</i> <i>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
2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures		
2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.		
<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</i> <i>française</i>
	<i>Chapitre 1.4</i>	Formation of Traditional and Official Time
2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.		
<i>Culture</i>	<i>Chapitre 1.1</i>	<i>Les documents officiels</i> <i>Les coordonnées pour</i> <i>contacter des personnes</i>
<i>Exemples de la vie courante</i>	<i>Chapitre 1.1</i>	<i>Place de la République, Paris</i>

		<i>(Panorama)</i>
	Chapitre 1.3	<i>La Suisse (Panorama)</i>
3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information		
3.1 Reinforce and further knowledge of other disciplines through the foreign language.		
<i>Culture</i>	Chapitre 1.1	<i>Le centre de la France</i>
Across the Curriculum	Chapitre 1.2	<i>Économie : l'emploi en France</i>
3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.		
Pratique !	Chapitre 1.1	Practice with Names, Nationalities, and Origins: Reading
	Chapitre 1.3	Who Does What Activities Using « faire »: Reading
<i>Culture</i>	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>
4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture		
4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.		
<i>Structure de la langue mise en contexte</i>	Chapitre 1.1	<i>Structure de la langue mise en contexte 1 Structure de la langue mise en contexte 2</i>
	Chapitre 1.2	<i>Structure de la langue mise en contexte 2</i>
	Chapitre 1.3	<i>Structure de la langue mise en contexte 2</i>
	Chapitre 1.4	<i>Structure de la langue mise en contexte 2</i>
<i>Phonétique</i>	Chapitre 1.1	Masculine vs. Feminine Endings: <i>-ais/-aise</i>
	Chapitre 1.2	<i>-eur vs. -ice vs. -euse</i>
4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.		
<i>Culture</i>	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</i>

		<i>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>
5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies		
5.1 Use the language both within and beyond the school setting.		
<i>Communauté !</i>	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
5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.		
Integrated Performance Assessments		Context and Guiding Questions Reflection