

Alignment to Connecticut World Language Curriculum Framework

Voces® *Voix du monde 2*

Voix du monde 2 is an award-winning, highly effective French curriculum for intermediate-level learners. *Voix du monde 2* will take your students through a Novice-High level of proficiency and beyond. 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 chapter one in *Voix du monde 2* aligns to the Connecticut World Language Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Chapitre 1 : À la maison en France</i>			
Communication			
Interpersonal Mode: In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.			
Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 11 : Les tâches ménagères</i>	Speaking	I can answer simple questions about my chore preferences.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can have a conversation about my home.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can have a conversation about what chores I have to do.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can have a conversation about what a home is like.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can exchange information about homes and chores in French.
Interpretive Mode: In at least one language other than English, students will understand and interpret spoken and written language on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 16 : Devoir, pouvoir et vouloir</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Activités</i>	<i>Activité 18 : Devoir, pouvoir et vouloir</i>	Reading	I can read a letter explaining a family's responsibilities.
<i>Activités</i>	<i>Activité 21 : Les prépositions</i>	Reading	I can determine whether a statement is true.

<i>Activités</i>	<i>Activité 23 : Les prépositions</i>	Listening	I can understand some spoken information about a house.
<i>Documents authentiques</i>	<i>Les tâches ménagères des enfants</i>	Reading	I can understand a magazine article about house chores.
<i>Documents authentiques</i>	<i>Mini maisons</i>	Reading	I can understand the information provided by a real estate website and recognize related cognate words.
<i>Documents authentiques</i>	<i>Une résidence</i>	Reading	I can understand the information provided on a website in order to rent a college dorm room.
<i>Documents authentiques</i>	<i>Les animaux de compagnie en appartement</i>	Reading	I can interpret data in a graph about pets and apartments.
<i>Documents authentiques</i>	<i>Logement meublé</i>	Reading	I can understand an infographic about furnished apartments.
<i>Documents authentiques</i>	<i>Visite d'une maison typique américaine</i>	Listening	I can understand a tour of someone's home.
<i>Documents authentiques</i>	<i>Plan de maison</i>	Reading	I can read a floor plan for a house.
<i>Documents authentiques</i>	<i>Maison à vendre</i>	Reading	I can understand information in an ad for a house.
<i>Exploration culturelle</i>	<i>Les animaux domestiques</i>	Reading	I can identify trends around pets and other companion animals and their role in daily life.
<i>Exploration culturelle</i>	<i>La Normandie</i>	Reading	I can share my knowledge about a region of France and read a recipe.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand a native French speaker describing their house and the chores that they do.
<i>Lectures</i>	<i>Les maisons célèbres de France</i>	Reading	I can read and understand a text about homes of famous artists in French.
<i>Lectures</i>	<i>Le jardin, une autre pièce de la</i>	Reading	I can read and

	<i>maison</i>		understand an article about home lawns and gardens in France.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand some information from a video about a home in France.
Presentational Mode: In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 3 : À la maison</i>	Speaking	I can describe rooms in a house.
<i>Activités</i>	<i>Activité 4 : À la maison</i>	Writing	I can describe a room in detail.
<i>Activités</i>	<i>Activité 5 : À la maison</i>	Writing	I can describe my dream home.
<i>Activités</i>	<i>Activité 7 : À la maison</i>	Speaking	I can answer simple questions about a house.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can describe my home.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe the furnishings and rooms in my home.
Cultures: In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive and presentational communication.			
Section	Title	Can-Do/Description	
<i>Voyageons en France</i>	<i>Panorama : Une maison en France</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.	
<i>Exploration culturelle</i>	<i>Le sport : Allez les Bleu(e)s !</i>	I can identify some typical products and practices related to sporting events.	
<i>Exploration culturelle</i>	<i>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.	
<i>Exploration culturelle</i>	<i>Le sport : Pierre de Coubertin et les Jeux olympiques</i>	I can identify some typical products related to sports history and sporting events.	
<i>Exploration culturelle</i>	<i>Le sport : Le cyclisme et le Tour de France</i>	I can identify some typical products related to sports history and sporting events.	

<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.
Connections (Interdisciplinary Mode): In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.		
Section	Title	Can-Do/Description
<i>Présentation de la France</i>		Learn some statistics and look at a map of France
<i>Voyageons en France</i>	<i>La carte</i>	Interpret a map.
<i>Exploration culturelle</i>	<i>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.
<i>Lectures</i>	<i>Les maisons célèbres de France</i>	I can read and understand a text about homes of famous artists in French.
<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.
Connections (Intradisciplinary Mode): In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.		
Section	Title	Can-Do/Description
<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.
Comparisons Among Languages: In at least one language other than English, students will demonstrate literacy and an understanding of language through comparisons across languages.		
Section	Title	Can-Do/Description
<i>À la maison</i>		House vocabulary
<i>Les tâches ménagères</i>		Discussing chores
<i>Devoir, pouvoir et vouloir</i>		The verbs “to have to/must”, “to be able”, and “to want”
<i>Les prépositions</i>		Prepositions
Comparisons Among Cultures: In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.		
Section	Title	Can-Do/Description
<i>Voyageons en France</i>	<i>Panorama : Une maison en France</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>Le petit déjeuner : The little lunch?!</i>	I can talk about what I would like to have at a French breakfast table.

<i>Exploration culturelle</i>	<i>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.
<i>Lectures</i>	<i>Les maisons célèbres de France</i>	I can read and understand a text about homes of famous artists in French.
<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.
Communities: In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.		
Section	Title	Can-Do/Description
<i>Devoir, pouvoir et vouloir</i>		Plan a community service project focused on the French language
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

