

Alignment to North Carolina's World Language Essential Standards

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 North Carolina's World Language Essential Standards. 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 Communication: Person-to-Person Communication			
Interpersonal skills are used in informal, one-on-one or small group conversations. Students can ask for clarification when needed and negotiate with each other during the conversation. Most interpersonal communication involves everyday topics, like greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, and so on.			
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 Communication: Listening and Reading			
Interpretive skills involve receiving information in a situation where meaning cannot be negotiated. Students hear or see the message and respond based on their interpretation. These messages could be about any topic and come from a wide variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentation—live and recorded, etc.			
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 maison</i>	Reading	I can read and 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 Communication: Speaking and Writing

Presentational skills involve preparing information to be shared with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language. These presentations vary from somewhat informal, such as a quick report to the class on an article, to quite formal, which might be a culminating project involving a multimedia display with a speech.

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.

Culture

Learning about culture means building an understanding of the practices, perspectives and products of a society. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

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 to Language & Literacy – Comparisons

The world language being studied, referred to as the target language, helps students develop a great understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

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
<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.

Connections to Other Disciplines – Connections

Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening

are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.

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>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 Students preparing for success in the 21 st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse backgrounds.		
Section	Title	Can-Do/Description
<i>Devoir, pouvoir et vouloir</i>		Plan a community service project focused on the French language

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

