

**Alignment to North Dakota Foreign Language Content 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 the North Dakota Foreign Language Content Standards. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <i>Chapitre 1 : À la maison en France</i>   |   |             |  |
|---|---|-------------|--|
| <b>Communication: Communicating in languages other than English</b>   |   |             |  |
| <b>Standard 1.1:</b> Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. |   |             |  |
| <b>Section</b>  | <b>Title</b>                                    | <b>Mode</b> | <b>Can-Do/Description</b>  |
| <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.                       |
| <b>Standard 1.2:</b> Students understand and interpret written and spoken language on a variety of topics.                                  |   |             |  |
| <b>Section</b>  | <b>Title</b>                                    | <b>Mode</b> | <b>Can-Do/Description</b>  |
| <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. |
| <b>Standard 1.3:</b> Students present information, concepts, and ideas to an audience of 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.                   |
| <b>Cultures</b>  |  |   |  |
| <b>Standard 2.1:</b> Students demonstrate an understanding of the relationship between the practices and the perspectives of the cultures studied. |  |   |  |
| 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>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.  |  |
| <b>Standard 2.2:</b> Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.      |  |   |  |
| 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 : 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 : Allez les Bleu(e)s !</i>                       | I can identify some typical products and practices related to 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.   |
| <b>Connections: Connecting with other disciplines and acquiring new information</b>   |  |   |
| <b>Standard 3.1:</b> Students reinforce and further their knowledge of other disciplines through the foreign language.  |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <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.  |
| <b>Standard 3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <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.  |
| <b>Comparisons: Developing insight into the nature of language and culture</b>  |  |   |
| <b>Standard 4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.                      |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <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  |
|--|--|---|
| <b>Standard 4.2:</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |  |   |
| <b>Section</b>   | <b>Title</b>                                   | <b>Can-Do/Description</b>   |
| <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.  |
| <b>Communities: Participating in multilingual communities at home and around the world</b>   |  |   |
| <b>Standard 5.1:</b> Students use foreign languages both within and beyond the school setting.   |  |   |
| <b>Section</b>   | <b>Title</b>                                   | <b>Can-Do/Description</b>   |
| <i>Devoir, pouvoir et vouloir</i>  |  | Plan a community service project focused on the French language   |
| <b>Standard 5.2:</b> Students show evidence of becoming life-long learners by using foreign languages for personal enjoyment and enrichment. |  |   |
| <b>Section</b>   | <b>Title</b>                                   | <b>Can-Do/Description</b>   |
| Can-Do Checklist   |  | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection  |

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