

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

### 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 Ohio's New Learning Standards: World Languages Grades 9-12. 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 Standard</b>			
Communicate effectively in languages other than English in person and via technology.			
<b>Interpersonal Communication</b>			
Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings, and opinions.			
<b>Interpersonal Listening and Speaking or Signing</b>			
Investigate intercultural products, practices and perspectives			
Interact with culturally appropriate language and behaviors			
Exchange information and ideas			
Meet personal needs or address situations			
Express, react to and support preferences, opinions or viewpoints			
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.
<b>Interpretive Communication</b>			
Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources.			

**Interpretive Listening and Viewing**

Investigate intercultural products, practices and perspectives

Comprehend informational media or content

Comprehend fictional media or content

Follow instructions

Comprehend overheard or observed conversations

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 23 : Les prépositions</i>	Listening	I can understand some spoken information about a house.
<i>Documents authentiques</i>	<i>Visite d'une maison typique américaine</i>	Listening	I can understand a tour of someone's home.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand a native French speaker describing their house and the chores that they do.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand some information from a video about a home in France.

**Interpretive Reading**

Investigate intercultural products, practices and perspectives

Comprehend informational media or content

Comprehend fictional media or content

Follow instructions

Comprehend written conversations

Section	Title	Mode	Can-Do/Description
<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>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>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>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.

### **Presentational Communication**

Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoke, written or signed language when negotiation of meaning is not possible.

### **Presentational Speaking or Signing**

Investigate intercultural products, practices and perspectives

Communicate with culturally appropriate language and behaviors

Inform, describe or explain

Provide instructions

Narrate about life, events or experiences

Support a preference, opinion, viewpoint or argument

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 3 : À la maison</i>	Speaking	I can describe rooms in a house.
<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.
<b>Cultures Standard</b>			
Interact with cultural competence using knowledge and understanding of native and other cultures.			
<b>Interpretive Intercultural Communication (INT-C)</b> Investigate intercultural products, practices and perspectives Compare intercultural behaviors Comprehend authentic texts that are spoken, written or signed			
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>	
<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 : 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.	
<b>Interpersonal Intercultural Communication (INP-C)</b> Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support opinions or viewpoints			
<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>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.	
<b>Interpersonal Literacy (INP-LIT)</b> Communicate, react and show interest Continue and extend conversations Increase comprehensibility and clarity of expression Infer meaning of unfamiliar language Select, use and cite resources			
<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.
Integrated Performance Assessment	Interpersonal Speaking	I can exchange information about homes and chores in French.
<i>Devoir, pouvoir et vouloir</i>		Plan a community service project focused on the French language
<b>Presentational Intercultural Communication (P-C)</b> Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Narrate about life, events or experiences Support preferences, opinions or viewpoints		
<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.
Integrated Performance Assessment	Presentational Writing	I can describe the furnishings and rooms in my home.

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

