

## Alignment to West Virginia College- and Career-Readiness Standards for World Languages

### 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 West Virginia's College- and Career-Readiness Standards for World Languages. 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>Language</b>			
<b>Interpersonal Communication:</b> Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal Communication may be oral or written, and participants utilize the language to negotiate meaning.			
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>Presentational Speaking:</b> Presentational Speaking is a one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.			
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>Interpretive Listening:</b> Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage.			
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.
<b>Interpretive Reading:</b> Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage.			
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.
<b>Interculturality</b>			
<b>Investigation of Products and Practices:</b> Investigation of Products and Practices involves the study of common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s).			
<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 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 : Le cyclisme et le Tour de France</i>	I can identify some typical products related to sports history and 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>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>Understanding of Cultural Perspectives:</b> Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual lives.		
<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>Participate in Cultural Interaction:</b> Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to individuals from the target culture.		
<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</i> : The little lunch?!	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>Devoir, pouvoir et vouloir</i>		Plan a community service project focused on the French language

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