Voces® *Notre histoire* **Level 3 Digital Courseware Chapter 1 Alignment to ACTFL's World-Readiness Standards for Learning Languages**

Notre histoire **Level 3** is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 3 will take your middle or high school students from a Novice-High level of proficiency to an Intermediate-Low level of proficiency and beyond.

This standards-based online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

Please explore the chart below to learn how Unit 1 in Level 3 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Qu'est-ce que l'art ?			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	**Title**	**Mode**	**Can-Do**
Communicative Task	*Mes vacances au Vanuatu*	Speaking	I can have a conversation about a picture I took during a recent trip to Vanuatu, why I went there, and experiences I had related to art.
Encore ! Encore !	*Le monde en photos : La danse*	Speaking	I can talk about and compare different kinds of dance.
Encore ! Encore !	*Le monde en photos : Le grand débat national*	Speaking	I can talk about a movement in France.
Communicative Task	*Mon projet d'art*	Writing	I can talk about an art project I plan to make.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about art with a classmate.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	**Title**	**Mode**	**Can-Do**

Encore ! Encore !	*Articles : L'incendie de Notre-Dame de Paris*	Reading	I can understand an article about a fire at the Notre Dame cathedral in Paris.
Encore ! Encore !	*Articles : Le pillage de l'Europe*	Reading	I can understand an article about historic stolen art.
Communicative Task	*Voyage au Vanuatu*	Reading	I can read a travel article about Vanuatu.
Petite histoire 1 : Un artiste retrouve l'inspiration	*Activité 1 : Qui aurait pu le dire ?*	Reading	I can understand a story about an artist who travels to Vanuatu to find inspiration.
Petite histoire 2 : Un musée à ciel ouvert !	*Activité 1 : Choix multiple*	Reading	I can understand a story about street art in Paris.
Petite histoire 3 : Les peintures rupestres de l'Ennedi	*Activité 1 : Logique ou illogique ?*	Reading	I can understand a story about cave paintings in Chad.
Longue histoire : L'autoportrait d'Adélaïde	*Activité 1 : Décris la photo*	Reading	I can understand a story about painting a self-portrait.
Communicative Task	*Sur le Mur d'Oberkampf*	Listening	I can understand a video about an artist who is creating a street art mural for *le Mur d'Oberkampf* in Paris.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about cave art in the *massif de l'Ennedi* in Chad.

1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Section	Title	Mode	Can-Do
Communicative Task	*L'art de la rue*	Speaking	I can leave a voicemail describing a painting that I saw on *le Mur d'Oberkampf*.
Encore ! Encore !	*Interviews : Et toi ? Qui es-tu ?*	Speaking	I can talk about icons in my own community.

Communicative Task	*Le massif de l'Ennedi*	Writing	I can write a paragraph about *le massif de l'Ennedi*, the importance of the cave paintings that are found there, and how primitive art can inspire modern artists.
Révision et évaluation	*Mon histoire originale !*	Writing	I can write an original story.
Révision et évaluation	*Raconte-nous une histoire originale*	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing Task	Writing	I can write a journal entry about a description of a painting I want to create.

2. Culture

2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Section	Title	Can-Do/Description
Encore ! Encore !	*Le monde en photos : Le grand débat national*	I can compare a movement in France to a movement where I live.
Encore ! Encore !	*Panoramas : L'art sur le trottoir*	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding street art.

2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Section	Title	Can-Do/Description
Petite histoire 3 : Les peintures rupestres de l'Ennedi	*Activité 6 : Quelle est la différence ? (version alternative)*	The difference between art and graffiti
Encore ! Encore !	*Interviews : Et toi ? Qui es-tu ?*	I can investigate products and

		perspectives in my own and other communities.
Encore ! Encore !	*Panoramas : Le magasin des instruments musicaux anciens*	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding musical instruments.

3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	**Title**	**Can-Do/Description**
Petite histoire 3 : Les peintures rupestres de l'Ennedi	*Activité 4 : Résous le problème*	Suggesting what can be done to prevent the vandalism of natural resources
Encore ! Encore !	*Articles : Le pillage de l'Europe*	Art history during and after World War II

3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	**Title**	**Can-Do/Description**
Petite histoire 2 : Un musée à ciel ouvert !	*Un musée à ciel ouvert !*	Different types of art in Paris
Petite histoire 3 : Les peintures rupestres de l'Ennedi	*Les peintures rupestres de l'Ennedi*	Different opinions about a prehistoric world heritage site in Chad
Encore ! Encore !	*Le monde en photos : Le grand débat national*	Protests and responses to protests in France

4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	**Title**	**Can-Do/Description**
Petite histoire 1 : Un artiste retrouve l'inspiration	*Note de grammaire*	*Le passé, le présent et le futur*
Petite histoire 2 : Un musée à ciel ouvert !	*Note de grammaire*	*L'impératif*

Petite histoire 3 : Les peintures rupestres de l'Ennedi	*Note de grammaire*	*Autrefois*

4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
Petite histoire 3 : Les peintures rupestres de l'Ennedi	*Version alternative : Un reportage sur les peintures rupestres*	Investigation of the cultural and historical significance of art
Encore ! Encore !	*Le monde en photos : La danse*	Comparison of different types of dance
Encore ! Encore !	*Articles : L'incendie de Notre-Dame de Paris*	Investigation of the preservation of art

5. Communities

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Title	Can-Do/Description
Interviews : Et toi ? Qui es-tu ?	Identifying icons and symbols of local and national identity

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Title		Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements