

**Voces® Notre histoire Level 2 Digital Courseware Chapter 1 Alignment to ACTFL's  
World-Readiness Standards for Learning Languages**

*Notre histoire* Level 2 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High 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 2 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](mailto:info@vocesdigital.com).

<b>Unité 1 : L'aventure commence</b>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Les résultats de mon test ADN</i>	Speaking	I can have a conversation about the results of a DNA ancestry test.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le marché By</i>	Speaking	I can talk about visiting a market.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les fortifications de Québec</i>	Speaking	I can talk about a historical site.
Communicative Task	<i>Mon voyage à Saint-Pierre</i>	Writing	I can write an email about a vacation to Saint Pierre, France.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about why the Acadians left Quebec, where they immigrated to, and regions of North America that have been influenced by French culture.

**1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<i>Encore ! Encore !</i>	<i>Articles : L'amour de sa vie</i>	Reading	I can understand an article about a historical legend.
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a trip to New Orleans.
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about a French person living in Chicago.
<i>Encore ! Encore !</i>	<i>Articles : L'ouragan Katrina</i>	Reading	I can understand an article about a natural disaster.
Communicative Task	<i>Les Nuits Cajun et Zydeco</i>	Reading	I can read an article about a festival in France that is based on Louisiana's culture and music.
<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about the benefits of being bilingual.
<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about Acadian history.
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about Cajun and French culture.
<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a story about a surprising trip to France.
Communicative Task	<i>Bienvenue au Nouveau-Brunswick</i>	Listening	I can understand some words and phrases and the main idea of a video about the Canadian province of New Brunswick.
<i>Encore ! Encore !</i>	<i>Interviews : Maxime</i>	Listening	I can understand some of what someone says about a trip they took.

<i>Le voyage d'une vie : Chapitre 1</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a chapter in an ongoing story.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read an infographic about the use of French in the Canadian province of New Brunswick.

**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.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
Communicative Task	<i>Mon été à Chicago</i>	Speaking	I can make a voice recording about French cultural experiences during a visit to Chicago.
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about a French person living in Chicago.
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about Cajun and French culture.
<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	<i>Activité 4 : Une fin alternative</i>	Speaking	I can retell a story about a surprising trip to France with an alternative ending.
<i>Encore ! Encore !</i>	<i>Interviews : Et toi ? Qui es-tu ?</i>	Speaking	I can give information about myself such as my name, where I am from, and details of a trip I have taken.
Communicative Task	<i>Les colons acadiens</i>	Writing	I can write a short report about Acadian colonists and their experiences in the New World.
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a trip to New Orleans.

<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about Acadian history.
<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	<i>Activité 4 : Continue l'histoire</i>	Writing	I can continue a story about the benefits of being bilingual.
<i>Le voyage d'une vie : Chapitre 1</i>	<i>Activité 4 : Qu'est-ce qui va se passer ensuite ?</i>	Writing	I can write what I think will happen next in an ongoing story.
End-of-Unit Review and Assessment	<i>Mon histoire originale !</i>	Writing	I can write an original story.
End-of-Unit Review and Assessment	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing Task	Writing	I can write an email about areas in North America influenced by French culture and why I want to go there.

## 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
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Les frères Thibodeau</i>	Cajun music and French roots
<i>Encore ! Encore !</i>	<i>Interviews : Maxime</i>	Travel and culture shock
Integrated Performance Assessment	Interpretive Reading Task	Investigation of where in Canada French-speaking people live

### 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
<i>Encore ! Encore !</i>	<i>Panoramas : Le cimetière Saint-Vincent de Paul</i>	I can use single words and phrases to identify products and practices that reflect perspectives in New Orleans.
<i>Encore ! Encore !</i>	<i>Panoramas : Le Petit Champlain</i>	I can use single words and phrases to identify products and practices

		that reflect perspectives in Quebec.
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Un expatrié français à Chicago</i>	American food and French food
<b>3. Connections</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Explore le monde francophone</i>	<i>Lien avec les autres matières</i>	I can research the history of a place or group of people and compare it to my own family history.
<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	<i>La tragédie et le triomphe des Acadiens</i>	An investigation of the history of French-speaking immigrants in North America
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Explore le monde francophone</i>	<i>Visitons l'Amérique du Nord !</i>	Photos and a map of North America, with exploratory questions
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Bérénice va à la Nouvelle-Orléans</i>	French influence in New Orleans
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Un expatrié français à Chicago</i>	American culture from the perspective of a French expatriate
<b>4. Comparisons</b>		
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Note de grammaire</i>	<i>La place des adjectifs</i>
<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	<i>Note de grammaire</i>	<i>Avoir ou être ?</i>

<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	<i>Note de grammaire</i>	<i>Le futur proche et le futur simple</i>
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Les frères Thibodeau</i>	Cajun French and European French
<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	<i>Être bilingue, c'est un avantage !</i>	Bilingualism in Canada
<b>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.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le marché By</i>	Comparison of a market in Ottawa to a market where the student lives
<i>Explore le monde francophone</i>	<i>L'Alliance Française</i>	Exploration of the <i>Alliance Française</i> around the world
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Bérénice va à la Nouvelle-Orléans</i>	The experience of a French traveler in the U.S.
<b>5. Communities</b>		
<b>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.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
<i>Dans ma communauté</i>		I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</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
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements