

Alignment to Arizona’s World and Native Languages Standards

Voces® *Notre histoire* Level 4 Digital Courseware ~ Unit 1

Notre histoire Level 4 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 4 will take your middle or high school students from a beginning Intermediate-Low level of proficiency to a high 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 4 aligns to Arizona’s World and Native Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unité 1 : En quoi est-ce que tu crois ?</i>			
Communication			
Interpersonal (IC): Learners interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Mon voyage humanitaire</i>	Speaking	I can have a conversation with a friend about a humanitarian mission trip I participated in.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une église haïtienne</i>	Speaking	I can talk about a church in Haiti.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La tribu Batwa</i>	Speaking	I can talk about a ritual practiced by a tribe in Rwanda.
Communicative Task	<i>Comment ça va à Uzès ?</i>	Writing	I can write a reply to an email from a friend who wants to know about my vacation in Uzès, France.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about how I can encourage a friend with a disability.
Interpretive (IL & IR): Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do

<i>Encore ! Encore !</i>	<i>Articles : Le mariage au Sénégal</i>	Reading	I can understand an article about marriage customs in Senegal.
<i>Encore ! Encore !</i>	<i>Articles : Le voile islamique en France</i>	Reading	I can understand some of the history and controversy surrounding laws governing Islamic headdress in France.
Communicative Task	<i>Les missions de Madel</i>	Reading	I can read an article about someone who participated in humanitarian missions to Benin.
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	<i>Activité 1 : Qui aurait pu le dire ?</i>	Reading	I can understand a story about a girl from Paris who visits a small village.
<i>Petite histoire 2 : Une nouvelle vision du monde</i>	<i>Activité 1 : Qu'est-ce que ça veut dire ?</i>	Reading	I can understand a story about bridging cultural gaps.
<i>Petite histoire 3 : Aimer ce qu'on fait</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a French-Canadian Paralympic athlete.
<i>Longue histoire : Les convictions personnelles de Gabriel</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about a student's reflection on his personal beliefs.
<i>Biographie</i>	<i>Activité 1 : Ordre chronologique</i>	Reading	I can read a biography.
Communicative Task	<i>À la découverte d'Uzès</i>	Listening	I can understand a video about a guided tour of Uzès, France.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about the basketball player Chantal Benoît who had enormous success in the Paralympic Games.
Presentational (PS & PW): 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	<i>Mes convictions personnelles</i>	Speaking	I can record an oral presentation for my philosophy class about my worldview and personal convictions.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about my beliefs and someone who has different beliefs than I do.
Communicative Task	<i>La Journée internationale des personnes handicapées</i>	Writing	I can write a blog post about Chantal Benoît for the International Day of Persons with Disabilities and give encouragement to people with disabilities.
<i>Révision et évaluation</i>	<i>Mon histoire originale !</i>	Writing	I can write an original story.
<i>Révision et évaluation</i>	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing Task	Writing	I can write a message of encouragement to a friend with a disability.
Culture (CUL) : Learners use the target language to investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.			
Section	Title	Can-Do/Description	
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une église haïtienne</i>	I can compare a church in Haiti to a place of worship where I live.	
<i>Encore ! Encore !</i>	<i>Le monde en photos : La tribu Batwa</i>	I can talk about a ritual practiced by people in my culture.	
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	<i>Activité 6 : Quelle est la différence ? (version alternative)</i>	Students compare a character's opinion of a different culture before and after the character meets someone from that culture	
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products and perspectives in my own	

		and other communities.
<i>Encore ! Encore !</i>	<i>Panorama : La basilique Notre-Dame-des-Miracles</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
Connections (CON) : Learners build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop crucial thinking and creative problem solving.		
Section	Title	Can-Do/Description
<i>Biographie</i>	<i>Alfred Dreyfus</i>	Students read a biography of a prominent historical figure in the francophone world.
<i>Longue histoire : Les convictions personnelles de Gabriel</i>	<i>Activité 4 : À ton tour</i>	Students write an essay about their personal beliefs based on an assignment that a character in the story did for his philosophy class.
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	<i>Les idées préconçues d'Anne-Sophie</i>	Students learn about and compare the opinions that people from different regions of France have of each other.
<i>Petite histoire 2 : Une nouvelle vision du monde</i>	<i>Une nouvelle vision du monde</i>	Students see how a humanitarian organization can benefit from learning about the culture of a community where they work.
<i>Encore ! Encore !</i>	<i>Articles : Le voile islamique en France</i>	Students learn about the history behind the banning of Islamic coverings in France while also learning

		about the experiences of French Muslim girls and women.
Comparisons (COMP) : Learners use the language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	<i>Note de grammaire</i>	Review of all the tenses
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	<i>Note de grammaire</i>	<i>Le passé du subjonctif</i>
<i>Petite histoire 3 : Aimer ce qu'on fait</i>	<i>Note de grammaire</i>	<i>L'accord du participe passé avec le COD</i>
<i>Petite histoire 2 : Une nouvelle vision du monde</i>	<i>Une nouvelle vision du monde</i>	Investigation of the Beninese voodoo religion and celebrations
<i>Encore ! Encore !</i>	<i>Articles : Le mariage au Sénégal</i>	Investigation of customs regarding marriage in Senegal
<i>Encore ! Encore !</i>	<i>Panorama : La basilique Notre-Dame-des-Miracles</i>	Observation of cultural symbols, products, and practices inside a French church
Communities (COM): Learners use the target language to participate in the community and in the globalized world, for enjoyment, enrichment, and advancement.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		Explaining a personal belief and talking about ways to communicate with someone whose personal beliefs differ
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