

Alignment to Wisconsin Standards for World Languages

Voces® *Notre histoire* 2 ~ Unit 1

Voces 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, AP®-aligned program integrates stories, communicative tasks, and culture in a cohesive, all-in-one, and customizable format accessible to students and teachers from any device. *Notre histoire* offers digital-blended learning opportunities for French classes on a data-driven, interactive, and easy-to-use platform.

This document illustrates how the first chapter in *Notre histoire* Level 2 aligns to Wisconsin's Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : L'aventure commence			
Communication			
Interpersonal Communication (IP): Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.			
Section	Title	Mode	Can-Do/Description
<i>Le voyage d'une vie : Chapitre 1</i>	Interpersonal Speaking: <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.
<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	Interpersonal Writing: <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	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.
Interpretive Communication (IT): Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.			
Section	Title	Mode	Can-Do/Description
<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.
<i>Petite histoire 4 : Les frères Thibodeau</i>	Interpretive Reading: <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.
<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	Interpretive Listening: <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	Reading	I can read an infographic about the use of French in the Canadian province of New Brunswick.
Presentational Communication (PS): Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.			
Section	Title	Mode	Can-Do/Description
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	Presentational Speaking: <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 : 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.
<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	Presentational Writing: <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	Presentation Writing	Writing	I can write an email about areas in North America influenced by French culture and why I want to go there.

Cultural and Global Competence

Intercultural Communication (IC): Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

Section	Title	Can-Do/Description
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Un expatrié français à Chicago</i>	American food and French food
<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
<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.
Integrated Performance Assessment	Interpretive Reading	Investigation of where in Canada French-speaking people live
Global Competence and Community Engagement (CGC): Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone</i>	<i>Visitons l'Amérique du Nord !</i>	Photos and maps of North America and its French-speaking regions, 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
<i>Explore le monde francophone !</i>	<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.
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

For more information about this or any other title, go to VocesDigital.com or call

1-800-848-0256.

