

Voces® *Notre histoire* Level 3 Digital Courseware 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 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.

<i>Unité 1 : Qu'est-ce que l'art ?</i>			
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	<i>Mes vacances au Vanuatu</i>	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.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	Speaking	I can talk about and compare different kinds of dance.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	Speaking	I can talk about a movement in France.
Communicative Task	<i>Mon projet d'art</i>	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
<i>Encore ! Encore !</i>	<i>Articles : L'incendie de Notre-Dame de Paris</i>	Reading	I can understand an article about a fire at the Notre Dame

			cathedral in Paris.
<i>Encore ! Encore !</i>	<i>Articles : Le pillage de l'Europe</i>	Reading	I can understand an article about historic stolen art.
Communicative Task	<i>Voyage au Vanuatu</i>	Reading	I can read a travel article about Vanuatu.
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	<i>Activité 1 : Qui aurait pu le dire ?</i>	Reading	I can understand a story about an artist who travels to Vanuatu to find inspiration.
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about street art in Paris.
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about cave paintings in Chad.
<i>Longue histoire : L'autoportrait d'Adélaïde</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about painting a self-portrait.
Communicative Task	<i>Sur le Mur d'Oberkampf</i>	Listening	I can understand a video about an artist who is creating a street art mural for <i>le Mur d'Oberkampf</i> in Paris.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about cave art in the <i>massif de l'Ennedi</i> 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	<i>L'art de la rue</i>	Speaking	I can leave a voicemail describing a painting that I saw on <i>le Mur d'Oberkampf</i> .
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about icons in my own community.
Communicative Task	<i>Le massif de l'Ennedi</i>	Writing	I can write a paragraph about <i>le massif de l'Ennedi</i> , the

			importance of the cave paintings that are found there, and how primitive art can inspire modern artists.
<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 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
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	I can compare a movement in France to a movement where I live.
<i>Encore ! Encore !</i>	<i>Panoramas : L'art sur le trottoir</i>	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
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 6 : Quelle est la différence ? (version alternative)</i>	The difference between art and graffiti
<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>Panoramas : Le magasin des instruments musicaux anciens</i>	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
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 4 : Résous le problème</i>	Suggesting what can be done to prevent the vandalism of natural resources
<i>Encore ! Encore !</i>	<i>Articles : Le pillage de l'Europe</i>	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
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Un musée à ciel ouvert !</i>	Different types of art in Paris
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Les peintures rupestres de l'Ennedi</i>	Different opinions about a prehistoric world heritage site in Chad
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	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
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	<i>Note de grammaire</i>	<i>Le passé, le présent et le futur</i>
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Note de grammaire</i>	<i>L'impératif</i>
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Note de grammaire</i>	<i>Autrefois</i>
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
<i>Petite histoire 3 : Les peintures rupestres de</i>	<i>Version alternative : Un reportage sur les peintures rupestres</i>	Investigation of the cultural and historical

<i>l'Ennedi</i>		significance of art
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	Comparison of different types of dance
<i>Encore ! Encore !</i>	<i>Articles : L'incendie de Notre-Dame de Paris</i>	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
<i>Interviews : Qui es-tu ?</i>		I can talk about icons in my own community.
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

Unité 2 : En traversant les frontières			
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	<i>Les migrants dans mon pays</i>	Speaking	I can have a conversation with a friend about immigration in my own country.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Personne n'est illégal</i>	Speaking	I can talk about immigration and the treatment of immigrants.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une interdiction controversée</i>	Speaking	I can talk about a controversial clothing ban in France.
Communicative Task	<i>Une crise migratoire</i>	Writing	I can write an email about the problems of immigrants in my own country and what I can do to help them.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can talk about similarities and differences between migrants in France and my own family.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Les ancêtres de Madonna</i>	Reading	I can read an article about French Canadians who immigrated to Michigan.
<i>Encore ! Encore !</i>	<i>Articles : La génération perdue</i>	Reading	I can understand an article about the Lost Generation in France.
<i>Encore ! Encore !</i>	<i>Articles : De la guerre à la musique</i>	Reading	I can understand an article about a famous musician who fled his country.
<i>Petite histoire 1 : Le Spiderman de Paris</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a story about a heroic act.

<i>Petite histoire 2 : Les Canadiens français du Michigan</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about French Canadian immigrants.
<i>Petite histoire 3 : La jungle de Calais</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about a camp for refugees in France.
<i>Longue histoire : La renaissance de Détroit</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about the different experiences of immigrants in the U.S.
Communicative Task	<i>Le héros bientôt français</i>	Listening	I can understand a news story that I watched about an immigrant who saved the life of a child in Paris.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read an article about how a group of scouts helped at <i>la jungle de Calais</i> , a camp for migrant refugees in France.

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	<i>Mes ancêtres</i>	Speaking	I can leave a voicemail about why my French Canadian ancestors immigrated to Michigan.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about my homeland or country.
Communicative Task	<i>Une conversation à la gare</i>	Writing	I can write a blog post about <i>La jungle de Calais</i> , a camp for migrants that formerly existed in France.
<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 Speaking Task	Speaking	I can leave a phone message inviting a friend to become a volunteer in a group that wants to help refugees.
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 : Personne n'est illégal	I can compare the treatment of immigrants in France to the treatment of immigrants where I live.	
Encore ! Encore !	Panoramas : Strasbourg	I can use a series of sentences to identify products and describe practices that reflect perspectives of the culture surrounding the French and German border.	
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	
Encore ! Encore !	Panoramas : Le musée canadien de l'immigration	I can use a series of sentences to identify products and describe practices that reflect perspectives of the history of immigration in Canada.	
Encore ! Encore !	Interviews : Qui es-tu ?	I can investigate products and perspectives in my own and other communities.	
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	

<i>Petite histoire 2 : Les Canadiens français du Michigan</i>	<i>Les Canadiens français du Michigan</i>	Story exploring the history of French Canadians in Michigan
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une interdiction controversée</i>	Discussion of the politics surrounding a clothing ban
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
<i>Encore ! Encore !</i>	<i>Articles : La génération perdue</i>	Description of a literary movement that developed following World War I
<i>Encore ! Encore !</i>	<i>Le monde en photos : Personne n'est illégal</i>	Protests in support of immigrants in France
<i>Petite histoire 3 : La jungle de Calais</i>	<i>La jungle de Calais</i>	Story of immigrants living in a camp 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
<i>Petite histoire 1 : Le Spiderman de Paris</i>	<i>Note de grammaire</i>	<i>Le gérondif</i>
<i>Petite histoire 2 : Les Canadiens français du Michigan</i>	<i>Note de grammaire</i>	<i>Les jours de la semaine</i>
<i>Petite histoire 3 : La jungle de Calais</i>	<i>Note de grammaire</i>	Another look at <i>le futur simple</i>
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
<i>Longue histoire : La renaissance de Détroit</i>	<i>La renaissance de Détroit</i>	Comparison of different immigrant experiences in Detroit
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une interdiction controversée</i>	Discussion of culturally significant clothing
<i>Encore ! Encore !</i>	<i>Articles : De la guerre à la musique</i>	Story of a Hungarian musician after World War II
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
<i>Interviews : Qui es-tu ?</i>		I can talk about my homeland or country.
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

Unité 3 : Par des temps extrêmes			
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
<i>Encore ! Encore !</i>	<i>Le monde en photos : Un parc d'attractions abandonné</i>	Speaking	I can talk about a place that was affected by a hurricane.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Chartres Solar Cup</i>	Speaking	I can talk about a race with solar-powered vehicles.
Communicative Task	<i>Quel temps fait-il ?</i>	Writing	I can write an email about the weather in Switzerland in January.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a phone conversation about the weather and the problems it can cause.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Le changement climatique en Afrique</i>	Reading	I can read an infographic about climate change in Africa.
<i>Encore ! Encore !</i>	<i>Articles : Le Sénégal et Haïti</i>	Reading	I can understand an article about the aftermath of an earthquake in Haiti.
<i>Encore ! Encore !</i>	<i>Articles : Les grand-mères nous protègent</i>	Reading	I can understand an article about a group of women in Switzerland combating climate change.
<i>Petite histoire 1 : La naissance de Bijou</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can understand a story about a hurricane in Haiti.
<i>Petite histoire 2 : Des arbres pour l'avenir</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a student's idea to help the environment.
<i>Petite histoire 3 : Le bulletin météo de Yannick</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about weather in Switzerland.

<i>Longue histoire : La Semaine mondiale pour le climat</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about people around the world who are concerned about Earth's climate.
Communicative Task	<i>L'ouragan Matthew</i>	Listening	I can understand a video clip from a news report about Hurricane Matthew.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about climate change in Africa.
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	<i>Pour aider les Haïtiens</i>	Speaking	I can record a phone message that suggests making a donation to an organization that will help the victims of Hurricane Matthew in Haiti.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a natural disaster in my community.
Communicative Task	<i>Ce que nous pouvons faire</i>	Writing	I can write a blog post about climate change and what we can do to avoid the consequences.
<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 blog post about a trip my biology class is taking with the goal of observing and helping to reverse the effects of climate change.
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>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Articles: Les grand-mères nous protègent</i>	I can understand an article about a group of women in Switzerland combating climate change.
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 : Une ferme biologique</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of organic farming.
<i>Encore ! Encore !</i>	<i>Panoramas : La Maison Dufort</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of the damage caused by an earthquake in Haiti.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Chartres Solar Cup</i>	I can talk about a race with solar-powered vehicles.
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
<i>Petite histoire 2 : Des arbres pour l'avenir</i>	<i>Des arbres pour l'avenir</i>	Story about efforts to help resolve climate change in Rwanda
<i>Encore ! Encore !</i>	<i>Panoramas : Une ferme biologique</i>	Agricultural practices in Quebec
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
<i>Longue histoire : La Semaine mondiale pour le climat</i>	<i>La Semaine mondiale pour le climat</i>	How people in different nations take action to protect the environment
<i>Encore ! Encore !</i>	<i>Articles : Le Sénégal et Haïti</i>	How Senegal helped Haiti after a destructive earthquake
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
<i>Petite histoire 1 : La naissance de Bijou</i>	<i>Note de grammaire</i>	<i>Le plus-que-parfait</i>
<i>Petite histoire 2 : Des arbres pour l'avenir</i>	<i>Note de grammaire</i>	<i>Les pronoms compléments d'objet direct</i>
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
<i>Petite histoire 1 : La naissance de Bijou</i>	<i>La naissance de Bijou</i>	Story that features what it's like to live in Haiti and experience its natural disasters
<i>Encore ! Encore !</i>	<i>Le monde en photos : Un parc d'attractions abandonné</i>	How a natural disaster has affected life in New Orleans
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
<i>Interviews : Qui es-tu ?</i>		I can talk about a natural disaster in my community.
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
--------------------------------------	------------------------	---

Unité 4 : Le goût de la vie			
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	<i>Ce que j'ai appris sur le végétalisme</i>	Speaking	I can answer a friend's questions about veganism.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les fruits et les légumes moches</i>	Speaking	I can talk about reducing food waste.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Manger à la sénégalaise</i>	Speaking	I can talk about customs when eating with a group of people.
Communicative Task	<i>Où allons-nous déjeuner ?</i>	Writing	I can write answers to a friend's texts about where I would like to have lunch.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can text answers to questions about a friend who is vegan.
1.2 Interpretive: 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 : La polémique du foie gras</i>	Reading	I can understand an article about a controversially produced food.
Communicative Task	<i>Le fast-food est-il bon ou mauvais ?</i>	Reading	I can read a blog post about reasons for and against eating at a fast-food restaurant.
<i>Petite histoire 1 : Un couple végétalien à Paris</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about eating a vegan diet in Paris.
<i>Petite histoire 2 : La fermière centrafricaine</i>	<i>Activité 1 : Qu'est-ce que ça veut dire ?</i>	Reading	I can understand a story about a female farmer.
<i>Encore ! Encore !</i>	<i>Articles : La puissance des food trucks</i>	Reading	I can understand an article about the growing popularity of food trucks.
<i>Petite histoire 3 : Allons au McDo !</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about fast food in

			France.
<i>Longue histoire : La grande réouverture</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about blending cuisines of different cultures.
Communicative Task	<i>Le succès grandissant du végétalisme</i>	Listening	I can understand a TV newscast about veganism.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about the advantages and disadvantages of eating at a fast-food restaurant.
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	<i>Un nouveau restaurant</i>	Speaking	I can record a phone message inviting someone to eat at a special restaurant.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about food in my country.
Communicative Task	<i>Notre groupe bénévole</i>	Writing	I can write an email that explains why giving money to a refugee camp in the Central African Republic would be a good project for a volunteer group.
<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 Speaking Task	Speaking	I can make a voice recording for a travel blog about the different kinds of restaurants in Paris.
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>Encore ! Encore !</i>	<i>Panoramas : Marché du dimanche</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of shopping at farmers markets.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Manger à la sénégalaise</i>	I can talk about customs when eating with a group of people.

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>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Panoramas : Le plus vieux café de Paris</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of a traditional restaurant in Paris.

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
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les fruits et les légumes moches</i>	How using food in different ways can help reduce food waste

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
<i>Petite histoire 1 : Un couple végétalien à Paris</i>	<i>Un couple végétalien à Paris</i>	Different kinds of restaurants that serve vegan food
<i>Petite histoire 2 : La fermière centrafricaine</i>	<i>La fermière centrafricaine</i>	A Central African farmer and refugee

		helps other refugees
<i>Encore ! Encore !</i>	<i>Articles : La polémique du foie gras</i>	Ethical concerns surrounding <i>foie gras</i>
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
<i>Petite histoire 1 : Un couple végétalien à Paris</i>	<i>Note de grammaire</i>	<i>Le pronom relatif « dont »</i>
<i>Petite histoire 2 : La fermière centrafricaine</i>	<i>Note de grammaire</i>	<i>Le verbe « pouvoir » au conditionnel</i>
<i>Longue histoire : La grande réouverture</i>	<i>Note de grammaire</i>	<i>Les pronoms démonstratifs</i>
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
<i>Longue histoire : La grande réouverture</i>	<i>La grande réouverture</i>	Exploration of French and Gabonese cuisine
<i>Encore ! Encore !</i>	<i>Le monde en photos : Manger à la sénégalaise</i>	Comparison of mealtime customs of Senegal to student's own customs
<i>Petite histoire 3 : Allons au McDo !</i>	<i>Version alternative : McDo s'adapte à la France</i>	A restaurant chain adapts to France's food culture
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
<i>Interviews : Qui es-tu ?</i>		I can talk about food in my country.
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

Unité 5 : Au boulot !			
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	<i>Ma matière principale</i>	Speaking	I can have a conversation with my guidance counselor about choosing a major.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le Cordon Bleu</i>	Speaking	I can talk about a renowned culinary school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le recrutement</i>	Speaking	I can talk about military recruitment.
Communicative Task	<i>Questions de préparation</i>	Writing	I can write answers to questions that may be asked during a job interview.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can answer questions during a job interview.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>La sous-scolarisation des jeunes filles au Cameroun</i>	Reading	I can read an article about the problem of undereducation and illiteracy for girls in Cameroon.
<i>Encore ! Encore !</i>	<i>Articles : Les assistants de langue en France</i>	Reading	I can understand an article about a teaching program in France.
<i>Encore ! Encore !</i>	<i>Articles : Le droit de se déconnecter</i>	Reading	I can understand an article about the balance between personal and professional life.
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Activité 1 : Qu'est-ce que ça veut dire ?</i>	Reading	I can understand a story about girls' education in Cameroon.
<i>Petite histoire 2 : Salif Keïta, la voix des albinos</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about an influential figure in the music of western Africa.

<i>Petite histoire 3 : Une décision importante</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a career decision.
<i>Longue histoire : Une matière principale pour Austin</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about choosing a college major.
Communicative Task	<i>Deux raisons d'apprendre une langue étrangère</i>	Listening	I can understand a video about why it is important to learn world languages.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about preparing for a job interview.

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	<i>Après l'entretien</i>	Speaking	I can record a phone message in which I tell a friend about a job interview I had and if I have decided to accept the job.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about my future career aspirations.
Communicative Task	« <i>La différence</i> »	Writing	I can write a blog post about the singer Salif Keïta.
<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 journal entry about a job interview and my thoughts about whether I would accept an offer for the job.

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>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le recrutement</i>	I can compare military recruitment in France to military recruitment where I live.
<i>Encore ! Encore !</i>	<i>Panoramas : Le Parlement du Canada</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Canadian government.
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 : Une salle de classe marocaine</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of a classroom in Morocco.
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
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le recrutement</i>	Comparison of military recruitment in France and student's country
<i>Encore ! Encore !</i>	<i>Panoramas : Le Parlement du Canada</i>	Investigation of the system of government in Canada
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
<i>Petite histoire 2 : Salif Keïta, la voix des albinos</i>	<i>Salif Keïta, la voix des albinos</i>	Story of an albino man from Mali
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Elle mérite mieux</i>	Girls in Cameroon who earn the right to go to school
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
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Note de grammaire</i>	Another look at <i>le conditionnel</i>
<i>Petite histoire 3 : Une décision importante</i>	<i>Note de grammaire</i>	<i>Si + présent + futur simple</i>
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
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Elle mérite mieux</i>	Cultural separation of men and women's roles in Cameroon society
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le Cordon Bleu</i>	Culinary culture in France
<i>Encore ! Encore !</i>	<i>Panoramas: Une salle de classe marocaine</i>	Investigation of a classroom in Morocco
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
<i>Interviews : Qui es-tu ?</i>		I can talk about my future career aspirations.
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

Unité 6 : Nouveaux défis, nouvelles opportunités			
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	<i>Ce que nous pouvons faire</i>	Speaking	I can have a conversation with a friend about how to be kind to classmates who don't fit in at school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une fête des couleurs à Paris</i>	Speaking	I can talk about an Indian festival being celebrated in France.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le pow-wow annuel de la nation Squamish</i>	Speaking	I can talk about a celebration of indigenous people in Canada.
Communicative Task	<i>Comment va Sahar ?</i>	Writing	I can respond to texts about how my friend Sahar is adapting to Lebanese culture after moving to Beirut with her family.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can answer questions in an email about racial diversity in France and how well immigrants are integrating and contributing to society in France.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Arielle Kayabaga, candidate au conseil municipal au Canada</i>	Reading	I can read an article about an interview with Arielle Kayabaga that took place before her election to the position of municipal council member of Ward 13 in London, Ontario.
<i>Petite histoire 1 : Le parcours inspirant</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about an immigrant

<i>d'Arielle Kayabaga</i>			who became a politician in London, Ontario.
<i>Petite histoire 3 : Black, Blanc, Beur</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about the slogan “ <i>Black, Blanc, Beur.</i> ”
<i>Longue histoire : Fidèle à elle-même</i>	<i>Activité 1 : Qu’est-ce que ça veut dire ?</i>	Reading	I can understand a story about being true to yourself.
<i>Encore ! Encore !</i>	<i>Articles : La laïcité</i>	Reading	I can understand an article about a law about secularism in France.
<i>Encore ! Encore !</i>	<i>Articles : La négritude</i>	Reading	I can understand an article about a cultural movement in France.
Communicative Task	<i>Une nouvelle France ?</i>	Listening	I can understand a video about the racial diversity of France’s national soccer team <i>les Bleus</i> .
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand an interview with Arielle Kayabaga about her role in politics.

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	<i>Fidèle à soi-même</i>	Speaking	I can record a podcast about being faithful to myself and about another person that I like but is different from me.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a time when I or someone I know felt left out.
Communicative Task	<i>Mon voyage au Liban</i>	Writing	I can write a blog post about a visit to Beirut, Lebanon.
<i>Révision et évaluation</i>	<i>Mon histoire originale !</i>	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 Speaking Task	Speaking	I can make a voice recording about Arielle Kayabaga to post on my blog during Black History Month.
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 !	Interviews : Qui es-tu ?	I can investigate products, practices, and perspectives in my own and other communities.	
Encore ! Encore !	Panoramas : Raouché	I can use a series of sentences to identify products and describe practices that reflect perspectives of a neighborhood in Beirut, Lebanon.	
Encore ! Encore !	Le monde en photos : Le pow-wow annuel de la nation Squamish	I can talk about a celebration of indigenous people in Canada.	
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	
Encore ! Encore !	Panoramas : Une exposition d'art à Paris	I can use a series of sentences to identify products and describe practices that reflect perspectives of African and Caribbean art.	
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 1 : Le parcours inspirant d'Arielle Kayabaga	Le parcours inspirant d'Arielle Kayabaga	Story of a political campaign in Canada	

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
<i>Petite histoire 3 : Black, Blanc, Beur</i>	<i>Black, Blanc, Beur</i>	Different opinions on the meaning of a slogan
<i>Longue histoire : Fidèle à elle-même</i>	<i>Fidèle à elle-même</i>	Story of a transgender girl in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le pow-wow annuel de la nation Squamish</i>	Celebration of indigenous people in Canada
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
<i>Petite histoire 2 : Beyrouth, une ville multilingue</i>	<i>Note de grammaire</i>	<i>Les prépositions devant les noms de villes et de pays</i>
<i>Petite histoire 3 : Black, Blanc, Beur</i>	<i>Note de grammaire</i>	<i>Le pronom adverbial « en »</i>
<i>Petite histoire 2 : Beyrouth, une ville multilingue</i>	<i>Beyrouth, une ville multilingue</i>	The difficulties of living in a multilingual nation
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
<i>Petite histoire 2 : Beyrouth, une ville multilingue</i>	<i>Beyrouth, une ville multilingue</i>	Experiencing culture shock when moving to a new country
<i>Encore ! Encore !</i>	<i>Articles : La laïcité</i>	Comparison of separation of church and state in France and in the U.S.A.
<i>Encore ! Encore !</i>	<i>Articles : La négritude</i>	Description of a movement for racial equality in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une fête des couleurs à Paris</i>	I can talk about an Indian festival being celebrated in France.
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
<i>Interviews : Qui es-tu ?</i>		I can talk about a time

		when I or someone I know felt left out.
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