

Voces® *Notre histoire* Level 4 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

***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 Level 4 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 : En quoi est-ce que tu crois ?</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>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.
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 : 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.
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 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.
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 : 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.	
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 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.
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>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.
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 : 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.
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 : 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>
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 : 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
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>		Explaining a personal belief and talking about

		ways to communicate with someone whose personal beliefs differ
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 : La citoyenneté mondiale			
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>Notre contribution</i>	Speaking	I can have a conversation with a member of my volunteer group about contributing to a scholarship fund for a disadvantaged student in Morocco.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Mini-Europe</i>	Speaking	I can talk about a theme park in Brussels.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les comptines</i>	Speaking	I can talk about a French nursery rhyme. I can reflect on the purpose of nursery rhymes and children's songs.
Communicative Task	<i>Parle-moi de Mayotte</i>	Writing	I can answer questions in a text message about my vacation to Mayotte and why migrants from neighboring islands come to Mayotte.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can write an email about the problem of terrorist attacks in my country.
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>Petite histoire 1 : Les attentats du 13 novembre</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about terrorist attacks in Paris.
<i>Petite histoire 2 : La bourse d'étude</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about a student attending a school on a scholarship.

<i>Petite histoire 3 : Le cauchemar de Saïd</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about banana farmers from the Comoros.
<i>Longue histoire : Edith Monture, infirmière courageuse</i>	<i>Activité 1 : Qu'est-ce que ça veut dire ?</i>	Reading	I can understand a story about the first indigenous woman to become a nurse in Canada.
Communicative Task	<i>Les attentats du 13 novembre 2015 en France</i>	Reading	I can read an article about the November 2015 Paris terrorist attacks.
<i>Encore ! Encore !</i>	<i>Articles : Je suis Charlie</i>	Reading	I can understand an article about the terrorist attack on the headquarters of the Charlie Hebdo magazine and other places around Paris in 2015.
<i>Encore ! Encore !</i>	<i>Articles : Les Jeux de la Francophonie</i>	Reading	I can understand an article about the Francophone Games.
<i>Biographie</i>	<i>Activité 1 : Ordre chronologique</i>	Reading	I can read a biography.
Communicative Task	<i>L'immigration clandestine à Mayotte</i>	Listening	I can understand a video about why immigrants migrate to Mayotte from other islands in the Comoros.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about the November 13, 2015, terrorist attacks in Paris, 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>La Journée des infirmières et infirmiers autochtones</i>	Speaking	I can make a voice recording about Edith Monture and Canada's <i>la Journée</i>

			<i>des infirmières et infirmiers autochtones.</i>
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about my role as a global citizen.
Communicative Task	<i>Une lettre de Touria</i>	Writing	I can write an email telling my volunteer group about an underprivileged student who received a scholarship they contributed to.
<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 give an oral report on the November 13, 2015, terrorist attacks.

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>Articles : Je suis Charlie</i>	I can understand the causes and events of the terrorist attack on the headquarters of the Charlie Hebdo magazine and other places around Paris in 2015.
<i>Encore ! Encore !</i>	<i>Articles : Les Jeux de la Francophonie</i>	I can understand the origin, the nature, and the purpose of the quadrennial Francophone Games.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les comptines</i>	I can reflect on the purpose of nursery rhymes and children's songs.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products and perspectives in my own

		and other communities.
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>Panorama : La mosquée Hassan-II</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Mini-Europe</i>	Students learn about a theme park in Brussels and the national monuments represented there
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>Biographie</i>	<i>Albert Camus</i>	Students read a biography of a prominent historical figure in the francophone world.
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 : Les attentats du 13 novembre</i>	<i>Les attentats du 13 novembre</i>	Students learn about and compare the different ideas and opinions about how to prevent terrorism in France
<i>Petite histoire 2 : La bourse d'étude</i>	Presentational Writing: <i>Une lettre de Touria</i>	Students write about and consider the perspective of a student who received a scholarship in order to study

<i>Encore ! Encore !</i>	<i>Articles : Je suis Charlie</i>	Students learn about the causes and events of the terrorist attack on the headquarters of the Charlie Hebdo magazine and other places around Paris in 2015.
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 : La bourse d'étude</i>	<i>Note de grammaire</i>	<i>Le verbe « passer » au passé composé</i>
<i>Longue histoire : Edith Monture, infirmière courageuse</i>	<i>Note de grammaire</i>	<i>Les expressions de transition</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>Encore ! Encore !</i>	<i>Articles : Les Jeux de la Francophonie</i>	Investigation of French cultures that come together to participate in sporting events
<i>Encore ! Encore !</i>	<i>Panorama : La mosquée Hassan-II</i>	Observation of cultural symbols, products, and practices of a mosque in Morocco
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les comptines</i>	Investigation of a French nursery rhyme
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>		Students think of an issue affecting their community or country, and think of ways to help solve the problem.
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 : C'est 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>La situation des femmes dans les pays sous-développés</i>	Speaking	I can have a conversation with a friend about the problem of violence directed against women in underdeveloped countries.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le Cirque du Soleil</i>	Speaking	I can talk about the performance group <i>Cirque du Soleil</i> . I can talk about entertainment I enjoy.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La piscine Molitor</i>	Speaking	I can talk about a swimming pool complex in Paris. I can talk about my favorite way to exercise.
Communicative Task	<i>Mes vacances en Corse</i>	Writing	I can answer an email that asks about my vacation in Corsica.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a phone conversation about a vacation in Corsica.
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>Biographie</i>	<i>Activité 1 : Ordre chronologique</i>	Reading	I can read a biography.
<i>Petite histoire 1 : L'œil de Sainte Lucie</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a legend from the island of Corsica.
<i>Petite histoire 2 : Le Grand Prix de Monaco</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can understand a story about the Monaco Grand Prix.
<i>Petite histoire 3 : Justice pour Lenelle</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about standing up to violence against women

			in Haiti.
<i>Longue histoire : Une policière au Rwanda</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a female police officer in Rwanda.
Communicative Task	<i>Repenser le pouvoir</i>	Reading	I can read an article about a United Nations program with the purpose of helping to stop violence directed at women in Haiti.
<i>Encore ! Encore !</i>	<i>Articles : La Fête de la Musique</i>	Reading	I can understand how <i>La Fête de la Musique</i> got started, what it is, and how it has become the ever-growing global festival World Music Day.
<i>Encore ! Encore !</i>	<i>Articles : Parkour : le sport et la philosophie</i>	Reading	I can understand how parkour got started, what it entails, and how it is also a philosophy.
Communicative Task	<i>La Corse</i>	Listening	I can understand a travel video about Corsica.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read a blog post about <i>l'œil de Sainte Lucie</i> , a good luck charm from Corsica.
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>Passer un appel à Jean-Luc</i>	Speaking	I can leave a voicemail telling about my experiences during a vacation in Monaco.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a product that represents my culture.
Communicative Task	<i>Mon expérience au Grand Prix</i>	Writing	I can write a blog post about seeing the Grand Prix during a vacation

			in Monaco.
<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 my vacation in Corsica.
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 Cirque du Soleil</i>	I can talk about the performance group <i>Cirque du Soleil</i> . I can talk about entertainment I enjoy.	
<i>Encore ! Encore !</i>	<i>Articles : Parkour : le sport et la philosophie</i>	I can understand how parkour got started, what it entails, and how it is also a philosophy.	
<i>Encore ! Encore !</i>	<i>Le monde en photos : La piscine Molitor</i>	I can talk about a swimming pool complex in Paris. I can talk about my favorite way to exercise.	
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 talk about a product that represents my culture.	
<i>Encore ! Encore !</i>	<i>Panorama : Le Dîner en Blanc de Montréal</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.	
<i>Encore ! Encore !</i>	<i>Articles : La Fête de la Musique</i>	I can understand	

		how La Fête de la Musique got started, what it is, and how it has become the ever-growing global festival World Music Day.
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>Biographie</i>	<i>Simone Veil</i>	Students read a biography of a prominent historical figure in the francophone world.
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 : Justice pour Lenelle</i>	<i>Justice pour Lenelle</i>	Students learn about the issue of violence towards women in Haiti and protests against it
<i>Longue histoire : Une policière au Rwanda</i>	<i>Une policière au Rwanda</i>	Students learn about a police officer and the history of violence in Rwanda
<i>Encore ! Encore !</i>	<i>Articles : Parkour : le sport et la philosophie</i>	Students learn about parkour and the philosophy behind the sport
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 : Le Grand Prix de Monaco</i>	<i>Note de grammaire</i>	<i>Les phrases hypothétiques</i>
<i>Petite histoire 3 : Justice pour Lenelle</i>	<i>Note de grammaire</i>	<i>Les verbes réfléchis au passé composé</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 : L'œil de Sainte Lucie</i>	<i>L'œil de Sainte Lucie</i>	Legend from the island of Corsica
<i>Encore ! Encore !</i>	<i>Articles : La Fête de la Musique</i>	Music festival that began in Paris and celebrates all genres of music
<i>Encore ! Encore !</i>	<i>Panorama : Le Dîner en Blanc de Montréal</i>	Mealtime customs and celebration in Montreal

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>	Students choose a product from their culture and explain how it represents their culture

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 monde est à nous			
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 manifestations chez moi</i>	Speaking	I can have a phone conversation about recent protests in my country and about the possibility of social change resulting from peaceful protests.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Biosphère de Montréal</i>	Speaking	I can talk about an environmental museum in Canada.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le massif du Titlis</i>	Speaking	I can talk about a beautiful place in Switzerland. I can talk about nature landscapes I have visited.
Communicative Task	<i>Le Covid-19 dans ma vie</i>	Writing	I can respond to a friend's concerns about Covid-19 in a text message.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can write an email about the recent demonstrations in my country and if I think peaceful demonstrations can be effective.
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>Biographie</i>	<i>Activité 1 : Ordre chronologique</i>	Reading	I can read a biography.
<i>Petite histoire 1 : Le puits de Farida</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about access to clean drinking water.
<i>Petite histoire 2 : La révolution du sourire</i>	<i>Activité 1 : Une interview d'Issam</i>	Reading	I can understand a story about a peaceful protest.

<i>Petite histoire 3 : L'ennemi invisible</i>	<i>Activité 1 : Qui aurait pu le dire ?</i>	Reading	I can understand a story about Covid-19.
<i>Longue histoire : L'eau, c'est la vie</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about conserving water.
Communicative Task	<i>Comprendre le Covid-19</i>	Reading	I can read information about Covid-19 from a webpage posted by the French government.
<i>Encore ! Encore !</i>	<i>Articles : Écologie au Canada</i>	Reading	I can understand the importance of ecology in Canada and organizations that support it.
<i>Encore ! Encore !</i>	<i>Articles : Justice pour Adama</i>	Reading	I can understand how the deaths of Adama Traoré and George Floyd prompted Black Lives Matter demonstrations in France.
Communicative Task	<i>Projet d'eau potable</i>	Listening	I can understand a video about water scarcity in Togo.
Integrated Performance Assessment	Interpretive Listening & Reading Tasks	Listening & Reading	I can understand a video about Algeria's protest marches referred to as <i>la révolution du sourire</i> .
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>La Journée Mondiale de la Terre</i>	Speaking	I can make a voice recording about the importance of conserving water for an Earth Day blog post.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about an environmental, political, or social issue where I live and some possible solutions.

Communicative Task	<i>Dans les rues pendant la révolution du sourire</i>	Writing	I can write a blog post about <i>la révolution du sourire</i> and how changes to a social system can result from peaceful protests.
<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 record a podcast about why I think peaceful demonstrations can result in social 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 and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Articles : Justice pour Adama</i>	I can understand how the deaths of Adama Traoré and George Floyd prompted Black Lives Matter demonstrations in France.
<i>Encore ! Encore !</i>	<i>Articles : Écologie au Canada</i>	I can understand the importance of ecology in Canada and organizations that support it.

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 1 : Le puits de Farida</i>	<i>Activité 4 : Réponse libre</i>	Students compare the importance of water in Togo to the importance of water in their own life.

<i>Encore ! Encore !</i>	<i>Panorama : L'Arc de Triomphe</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Biosphère de Montréal</i>	I can talk about an environmental museum in Canada.
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>Biographie</i>	<i>Yannick Noah</i>	Students read a biography of a prominent historical figure in the francophone world.
<i>Petite histoire 3 : L'ennemi invisible</i>	Interpretive Reading: <i>Comprendre le Covid-19</i>	Students learn about important safety measures used to battle a public health crisis.
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 : La révolution du sourire</i>	<i>Activité 4 : Débat</i>	Students learn about and compare the opinions of two young people who protest for governmental change in Algeria
<i>Longue histoire : L'eau, c'est la vie</i>	<i>L'eau, c'est la vie</i>	Students consider how water conservation helps communities facing water scarcity
<i>Encore ! Encore !</i>	<i>Articles : Justice pour Adama</i>	Students learn about the reasons behind Black Lives Matter 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 2 : La révolution du sourire</i>	<i>Note de grammaire</i>	<i>Les pronoms compléments d'objet indirect</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 : Le puits de Farida</i>	<i>Le puits de Farida</i>	Investigation of the impacts of water scarcity in Togo
<i>Encore ! Encore !</i>	<i>Articles : Écologie au Canada</i>	Investigation of the importance of the environment in Canada
<i>Encore ! Encore !</i>	<i>Panorama : L'Arc de Triomphe</i>	Observation of cultural symbols, products, and practices of a French monument
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 an environmental, political, or social issue where I live and some possible solutions.
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 : Vouloir, c'est pouvoir			
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>Une clinique au Gabon</i>	Speaking	I can have a phone conversation about a problem at the clinic in Gabon where I am doing an internship.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Nouvelle-France</i>	Speaking	I can talk about the history of France and North America.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le labyrinthe au château de Chenonceau</i>	Speaking	I can talk about a famous <i>château</i> in France. I can talk about a maze.
Communicative Task	<i>Une carrière en cybersécurité</i>	Writing	I can write an email about why I would like a career in cybersecurity.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a phone conversation about how Cheick Modibo Diarra is an example of a person who can overcome difficulties and accomplish great things.
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 France et la cybersécurité</i>	Reading	I can read information about cybersecurity in France from a webpage posted by the French government.
<i>Encore ! Encore !</i>	<i>Articles : Emmanuelle Charpentier et le système CRISPR-Cas9</i>	Reading	I can understand the importance of the CRISPR-Cas9 gene editing tool and Emmanuelle Charpentier's role in its

			development.
<i>Encore ! Encore !</i>	<i>Articles : Les portables à l'école</i>	Reading	I can understand why the French decided to ban cell phones in schools and how the ban is working.
<i>Petite histoire 1 : Ça vaut le coup d'essayer</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a doctor with unethical behavior.
<i>Petite histoire 2 : Jean-Michel contre les cybercriminels</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about a cybersecurity expert.
<i>Petite histoire 3 : Le navigateur interplanétaire</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about the first African man to work for NASA.
<i>Longue histoire : Le petit génie</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a girl who gets chosen for a prestigious computer science program.
<i>Biographie</i>	<i>Activité 1 : Ordre chronologique</i>	Reading	I can read a biography.
Communicative Task	<i>La Journée mondiale du SIDA au Gabon</i>	Listening	I can understand a video about how the country of Gabon is dealing with the AIDS epidemic.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read an article about the life and accomplishments of Cheick Modibo Diarra.
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>Qui est Cheick Modibo Diarra ?</i>	Speaking	I can make a voice recording about how Cheick Modibo Diarra worked hard and overcame difficulties to achieve great things.

<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a scientist I respect.
Communicative Task	<i>Écris un conte</i>	Writing	I can write a creative short story in which technology and recent scientific inventions play a role.
<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	Presentation Writing Task	Writing	I can write an email using the accomplishments of Cheick Modibo Diarra as an example to encourage a friend who needs to overcome difficulties so he can go to college.

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 and perspectives in my own and other communities.
<i>Petite histoire 1 : Ça vaut le coup d'essayer</i>	<i>Version alternative : Le patient qui souffre du SIDA</i>	Story about the issues of a medical practice in Gabon

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>Panorama : CERN</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.

<i>Encore ! Encore !</i>	<i>Articles : Les portables à l'école</i>	I can compare policies related to cell phone use in French schools and in my school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le labyrinthe au château de Chenonceau</i>	I can talk about a famous <i>château</i> in France. I can talk about a maze.
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>Biographie</i>	<i>Marie Curie</i>	Students read a biography of a prominent historical figure in the francophone world.
<i>Encore ! Encore !</i>	<i>Articles : Emmanuelle Charpentier et le système CRISPR-Cas9</i>	Students learn about a gene editing tool and a person who helped develop it
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Nouvelle-France</i>	Students learn about the history of French territories in North America
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 : Ça vaut le coup d'essayer</i>	<i>Ça vaut le coup d'essayer</i>	Students learn about corruption in medical practices and the reasons one might have to offer a bribe
<i>Petite histoire 3 : Le navigateur interplanétaire</i>	<i>Le navigateur interplanétaire</i>	Students learn about the perspective of the first African man to work for NASA
<i>Encore ! Encore !</i>	<i>Articles : Les portables à l'école</i>	Students consider the reasons and benefits of regulations banning cell phones in French schools.

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 : Ça vaut le coup d'essayer</i>	<i>Note de grammaire</i>	<i>La négation de l'infinif</i>
<i>Longue histoire : Le petit génie</i>	<i>Note de grammaire</i>	<i>Peut-être que : Indicatif ou subjonctif ?</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>Encore ! Encore !</i>	<i>Le monde en photos : La Nouvelle-France</i>	Investigation of French influence on North America
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le labyrinthe au château de Chenonceau</i>	Observation of cultural symbols, products, and practices inside a French <i>château</i>
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>		Students choose a prominent scientist they respect and talk about their contributions to the world
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 : L'art de la parole			
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>Qui est Yseult ?</i>	Speaking	I can have a conversation with a friend about Yseult and the positive message of her music.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Marseillaise</i>	Speaking	I can talk about national anthems and their significance in a country's culture.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les Misérables</i>	Speaking	I can talk about a famous piece of French literature and the staged version of the story.
Communicative Task	<i>Conseils pour un ami</i>	Writing	I can write an email giving advice to a friend on how to help someone who does not have a positive image of himself because his body does not correspond to the masculine ideal seen in magazines and films.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can write an email to a friend giving advice on how she can learn to like herself as she is and become more self-confident.
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>Petite histoire 1 : Je suis belle comme je suis</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about being body positive.
<i>Petite histoire 2 : La Cloche fêlée</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can understand a story about a revolutionary newspaper published

			during the French occupation of Vietnam.
<i>Petite histoire 3 : Les mondes imaginaires d'Edwidge Danticat</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a famous author from Haiti.
Communicative Task	<i>Nguyen An Ninh</i>	Reading	I can understand an article about Nguyen An Ninh and how he fought for social reform in Indochina through his newspaper, <i>La Cloche fêlée</i> .
<i>Encore ! Encore !</i>	<i>Articles : Kreyòl ayisyen (Le créole haïtien)</i>	Reading	I can understand how Haitian Creole developed and how it is used today.
<i>Encore ! Encore !</i>	<i>Articles : La poésie slam</i>	Reading	I can understand what slam poetry is and how it developed in France and other francophone countries.
<i>Longue histoire : L'artiste tatoueur</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about the Polynesian tradition of tattooing.
<i>Biographie</i>	<i>Activité 1 : Ordre chronologique</i>	Reading	I can read a biography.
Communicative Task	<i>Les tatouages polynésiens</i>	Listening	I can understand a video about the meanings of Polynesian tattoos.
Integrated Performance Assessment	Interpretive Listening & Reading Tasks	Listening & Reading	I can understand a video in which Yseult talks about how important it was for her to become independent, to learn to like herself, and to become self-confident.
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>Mon blog de voyage</i>	Speaking	I can make a voice recording about Polynesian tattoos for my travel blog.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a piece of music or literature that has affected me.
Communicative Task	<i>Mon club de lecture</i>	Writing	I can write a post for my book club webpage that suggests reading a book by Edwidge Danticat.
<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 telling a friend about Yseult and her positive message about accepting yourself as you are.

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>Longue histoire : L'artiste tatoueur</i>	<i>L'artiste tatoueur</i>	Students learn about the cultural practice of tattooing in Polynesia
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Marseillaise</i>	I can compare the national anthem of France to the national anthem of my country.
<i>Encore ! Encore !</i>	<i>Articles : Kreyòl ayisyen (Le créole haïtien)</i>	I can understand how Haitian Creole developed and how it is used today.

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 2 : La Cloche fêlée</i>	<i>La Cloche fêlée</i>	Students consider the distribution of a revolutionary

		newspaper printed during French occupation of Vietnam
<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 Bibliothèque du Parlement</i>	I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
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>Biographie</i>	<i>Simone de Beauvoir</i>	Students read a biography of a prominent historical figure in the francophone world.
<i>Encore ! Encore !</i>	<i>Articles : La poésie slam</i>	Students learn about a unique form of poetry.
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 : Je suis belle comme je suis</i>	<i>Activité 3 : Questions pour toi</i>	Students consider the concept of self-acceptance and how they feel about themselves.
<i>Petite histoire 3 : Les mondes imaginaires d'Edwidge Danticat</i>	<i>Les mondes imaginaires d'Edwidge Danticat</i>	The story of an author and immigrant from Haiti
<i>Biographie</i>	<i>Simone de Beauvoir</i>	Students learn about the work of a writer in the feminist movement in France during the 20th

		century
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 : Je suis belle comme je suis</i>	<i>Note de grammaire</i>	<i>La négation des verbes réfléchis</i>
<i>Longue histoire : L'artiste tatoueur</i>	<i>Note de grammaire</i>	<i>Le passé composé, l'imparfait et le plus-que-parfait</i>
<i>Encore ! Encore !</i>	<i>Articles : Kreyòl ayisyen (Le créole haïtien)</i>	I can understand how Haitian Creole developed and how it is used today.
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 : La Cloche fêlée</i>	<i>La Cloche fêlée</i>	Story about how the Vietnamese people fought for their independence from France
<i>Longue histoire : L'artiste tatoueur</i>	<i>L'artiste tatoueur</i>	Investigation of the art form of Polynesian tattoos and their cultural significance
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Marseillaise</i>	Investigation of how the lyrics of the French national anthem represent French values
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>		Students choose a piece of music or literature that made an impact on them and describe their thoughts
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