

## Alignment to Iowa World Language Competencies

### Voces® *Notre histoire* Level 4 ~ Unit 1

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

This document illustrates how the first unit in Level 4 aligns to the Iowa World Language Competencies. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Unité 1 : En quoi est-ce que tu crois ?</b>                                                                                                                                                                                                                                       |                                                          |             |                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------|----------------------------------------------------------------------------------------------------|
| <b>IPL. Interpersonal Communication:</b> Express self and negotiate meaning in the target language by appropriately engaging in unrehearsed conversations and/or correspondence to actively participate in social interactions (face-to-face or electronically) as a global citizen. |                                                          |             |                                                                                                    |
| <b>Section</b>                                                                                                                                                                                                                                                                       | <b>Title</b>                                             | <b>Mode</b> | <b>Can-Do/Description</b>                                                                          |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i>                                                                                                                                                                                                                              | Interpersonal Speaking:<br><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.                                          |
| <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>                                                                                                                                                                                                                        | Interpersonal Writing:<br><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                                   | Speaking    | I can have a conversation about how I can encourage a friend with a disability.                    |
| <b>ITV. Interpretive Communication:</b> Interpret authentic written/spoken/signed language by applying                                                                                                                                                                               |                                                          |             |                                                                                                    |

appropriate comprehension strategies to extract meaning and use information for personal and/or community enrichment.

| Section                                                          | Title                                                 | Mode      | Can-Do/Description                                                                                          |
|------------------------------------------------------------------|-------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------|
| <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 headress in France. |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i>          | Interpretive Reading: <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.                                                                                     |
| <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>    | Interpretive Listening: <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                                  | Reading   | I can understand an article about the basketball player Chantal Benoît who had enormous success in the      |

|                                                                                                                                                                                                                                                    |                                                                                    |          | Paralympic Games.                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PRE. Presentational Communication:</b> Present information, concepts, and ideas in the target language through appropriately prepared oral and written discourse to inform, persuade, and narrate on a variety of topics to a diverse audience. |                                                                                    |          |                                                                                                                                                         |
| Section                                                                                                                                                                                                                                            | Title                                                                              | Mode     | Can-Do/Description                                                                                                                                      |
| <i>Longue histoire : Les convictions personnelles de Gabriel</i>                                                                                                                                                                                   | Presentational Speaking: <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.                                                                            |
| <i>Petite histoire 3 : Aimer ce qu'on fait</i>                                                                                                                                                                                                     | Presentational Writing: <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                                                             | Writing  | I can write a message of encouragement to a friend with a disability.                                                                                   |

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

