

Alignment to Maine’s Learning Results - World Languages Standards

Voces® *Notre histoire* 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 *Notre histoire* Level 4 aligns Maine’s Learning Results - World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : En quoi est-ce que tu crois ?			
A. Communication: Students communicate in the target language.			
A1. Interpersonal: Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences.			
Section	Title	Mode	Can-Do/Description
<i>Petite histoire 2 : Une nouvelle vision du monde</i>	Interpersonal Speaking: <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: <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.

A2. Interpretive: Students comprehend brief conversations, narratives, and recorded material in familiar contexts.			
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 headdress 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.
A3. Presentational: Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics.			
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.
A4. Language Comparisons: Students compare the target language with English in order to better understand language systems.			
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>
B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language			

is spoken.		
B1. Practices and Perspectives: Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.		
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.
B2. Products and Perspectives: Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.		
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.
B3. Comparisons with Own Culture: Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.		
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
C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.		
C1. Knowledge of Other Learning Results Content Areas: Students apply information acquired in other <i>Learning Results</i> content areas to further their knowledge and skills in the target language.		
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
C2. Distinctive Viewpoints: Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.		
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
D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.		
D1. Communities: Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Explaining a personal belief and talking about ways to communicate with someone whose personal beliefs differ

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

