

Alignment to Massachusetts World Languages Curriculum Framework

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 online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device. *Notre histoire* offers digital 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 to the Massachusetts World Languages Curriculum Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : En quoi est-ce que tu crois ?			
Communication Standards			
1. Interpretive Communication: Students will be able to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
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</i>	Reading	I can understand a story about bridging cultural

	<i>veut dire ?</i>		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.

2. Interpersonal Communication: Students will be able to interact and negotiate meaning in spontaneous spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

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.
3. Presentational Communication: Students will be able to present information, concepts, and ideas through written, spoken, or signed language 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/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.
4. Intercultural Communication: Students will be able to interact appropriately with others in and from another culture.			
Section	Title		
<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.
<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.

Linguistic Cultures Standards

5. Cultures: Students will be able to gain cultural competence and understanding.

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
6. Comparisons: Students will be able to develop insight into the nature of language and culture to interact with cultural competence.		
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>
<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
Lifelong Learning Standards		
7. Connections: Students will be able to connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations.		
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

8. Communities: Students will be able to interact and communicate with intercultural competence and confidence to engage and responsibly collaborate with a variety of multilingual communities at home and around the world.

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
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements

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

