

Alignment to the 2016 Mississippi World Languages 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, 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 to the 2016 Mississippi World Languages 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			
1. Interpersonal – Communicate on very familiar topics using a variety of words and phrases that have been practiced and memorized.			
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.

2. Presentational Speaking – Present information orally about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.			
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>Révision et évaluation</i>	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.
3. Presentational Writing – Write short messages and notes on familiar topics related to everyday life.			
Section	Title	Mode	Can-Do/Description
<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.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a message of encouragement to a friend with a disability.
4. Interpretive Listening – Understand spoken words, phrases, and simple sentences related to everyday life and recognize pieces of information and the main topic of what is being said.			
Section	Title	Mode	Can-Do/Description
<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.

5. Interpretive Reading – Understand familiar words, phrases, and sentences within short and simple texts related to everyday life and understand the main idea of what is being read.

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.
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.
Cultures			

1. Relating Cultural 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. Relating Cultural 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.
Connections		
1. Making Connections – 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
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2. Acquiring Information and 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

Comparisons

1. Language Comparisons – 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>
2. Cultural Comparisons – 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
Communities		
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.		
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
2. Lifelong Learning – Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	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

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



