

Alignment to Wisconsin Standards for World Languages

Voces® *Notre histoire* 4 ~ Unit 1

***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 chapter in *Notre histoire* Level 4 aligns to Wisconsin's Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unité 1 : En quoi est-ce que tu crois ? | | | |
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| Communication | | | |
| Interpersonal Communication (IP): Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities. | | | |
| 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. |
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| Interpretive Communication (IT): Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities. | | | |
| 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 headaddress 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 | Interpretive Reading | Reading | I can understand an |

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| Assessment | | | article about the basketball player Chantal Benoît who had enormous success in the Paralympic Games. |
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Presentational Communication (PS): Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.

| Section | Title | Mode | Can-Do/Description |
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| <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. |

Cultural and Global Competence

Intercultural Communication (IC): Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.

| Section | Title | Can-Do/Description |
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| <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 |

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| | | 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. |

Global Competence and Community Engagement (CGC): Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities

| Section | Title | Can-Do/Description |
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| <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 |

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| | | banning of Islamic coverings in France while also learning about the experiences of French Muslim girls and women |
| <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.

