

**Voces® Notre histoire : Avancer et préparer Digital Courseware Alignment to ACTFL's
World-Readiness Standards for Learning Languages**

Notre histoire : Avancer et préparer is an online curriculum that unites comprehensible input-based strategies with AP® prep. Each unit focuses on an AP® global theme and explores every sub-theme within that global theme through interpretive, interpersonal, and presentational tasks modeled after the tasks on the AP® French Language & Culture Exam.

Please explore the chart below to learn how *Avancer et préparer* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

<i>Unité 1 : La famille et la communauté</i>		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>L'amitié et l'amour</i>	Interpersonal Speaking: Conversation	Speaking
<i>Les rapports sociaux</i>	Interpersonal Speaking: Conversation	Speaking
<i>L'enfance et l'adolescence</i>	Interpersonal Writing: Email	Writing
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>L'histoire</i>	<i>Pareils mais différents</i>	Reading
<i>La famille</i>	<i>La famille sénégalaise</i>	Reading
<i>L'amitié et l'amour</i>	<i>L'amitié, qu'est-ce que c'est ?</i>	Reading

<i>L'enfance et l'adolescence</i>	<i>Tureura en Polynésie</i>	Listening
<i>Les rapports sociaux</i>	<i>Une crèche dans une maison de retraite : une belle initiative !</i>	Listening
<i>La citoyenneté</i>	<i>Bientôt le droit de vote à 16 ans ?</i>	Listening
<i>Les coutumes et les fêtes</i>	<i>La Toussaint en France et en Martinique</i>	Reading and Listening

1.3 Presentational: Learners present information, concepts, and ideas 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
<i>La famille</i>	<i>Comment rédiger votre introduction</i>	Writing
<i>La citoyenneté</i>	<i>Organisateur graphique de la comparaison culturelle</i>	Speaking
<i>Les coutumes et les fêtes</i>	<i>Organisateur graphique des produits, des pratiques et des perspectives</i>	Speaking

2. Culture

2.1 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
<i>La citoyenneté</i>	<i>Organisateur graphique de la comparaison culturelle</i>
<i>La famille</i>	<i>La famille sénégalaise</i>

2.2 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
<i>Les coutumes et les fêtes</i>	<i>La Toussaint en France et en Martinique</i> <i>Organisateur graphique des produits, des pratiques et des perspectives</i>
<i>L'histoire</i>	<i>Pareils mais différents</i>
3. Connections	
3.1 Other Disciplines: 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
<i>La citoyenneté</i>	<i>Bientôt le droit de vote à 16 ans ?</i>
<i>Les rapports sociaux</i>	Interpersonal Speaking: Conversation
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>La famille</i>	Presentational Writing: Argumentative Essay
<i>L'enfance et l'adolescence</i>	<i>Tureura en Polynésie</i>
4. Comparisons	
4.1 Language: 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
<i>Les rapports sociaux</i>	Interpersonal Speaking: Conversation
4.2 Culture: 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
<i>Les coutumes et les fêtes</i>	Presentational Speaking: Cultural Comparison <i>Organisateur graphique de la comparaison culturelle</i>
5. Communities	
5.1 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
<i>L'enfance et l'adolescence</i>	Interpersonal Writing: Email
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Questions essentielles</i>	
<i>Test pratique 1</i>	

Unité 2 : La vie contemporaine		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>Les loisirs et le sport</i>	Interpersonal Speaking: Conversation	Speaking
<i>Le monde du travail</i>	Interpersonal Speaking: Conversation	Speaking
<i>Le voyage</i>	Interpersonal Writing: Email	Writing
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>L'histoire</i>	<i>Une vie plus simple</i>	Reading
<i>L'éducation et l'enseignement</i>	« <i>Quand je serai grande, je serai institutrice</i> »	Reading

<i>Le logement</i>	<i>L'architecture malgache : La fabrication des cases</i>	Reading
<i>Les loisirs et le sport</i>	<i>Le sport au-delà des frontières</i>	Listening
<i>Les fêtes</i>	<i>Couscous royal</i>	Listening
<i>Le monde du travail</i>	<i>Métiers d'avenir : sur quels secteurs miser ?</i>	Reading
<i>Le voyage</i>	<i>Quels sont les bienfaits du voyage ?</i>	Reading and Listening
<i>La publicité et le marketing</i>	<i>Guide d'achat : bien choisir les accessoires de votre smartphone chéri</i>	Reading

1.3 Presentational: Learners present information, concepts, and ideas 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
<i>L'éducation et l'enseignement</i>	<i>Stratégie : Une bonne introduction</i>	Speaking
<i>Le logement</i>	<i>Référence : Comment intégrer et rédiger le corps de l'essai</i>	Writing
<i>Les fêtes</i>	<i>Organisateur graphique de vos notes</i>	Speaking

2. Culture

2.1 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
<i>Les loisirs et le sport</i>	<i>Le sport au-delà des frontières</i>
<i>Les fêtes</i>	<i>Organisateur graphique de vos notes</i>

2.2 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
<i>Le logement</i>	<i>L'architecture malgache : La fabrication des cases</i>
<i>Les fêtes</i>	<i>Couscous royal</i>
<i>La publicité et le marketing</i>	<i>Guide d'achat : bien choisir les accessoires de votre smartphone chéri</i>

3. Connections

3.1 Other Disciplines: 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
<i>Le logement</i>	<i>Écrivez les trois paragraphes du corps de l'essai : C'est votre tour !</i>
<i>Le monde du travail</i>	<i>Métiers d'avenir : sur quels secteurs miser ?</i>
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>Les loisirs et le sport</i>	<i>Le sport au-delà des frontières</i>
<i>Le voyage</i>	<i>Quels sont les bienfaits du voyage ?</i>
4. Comparisons	
4.1 Language: 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
<i>Le voyage</i>	Interpersonal Writing: Email
4.2 Culture: 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
<i>L'éducation et l'enseignement</i>	<i>Notre exercice : Comparaison culturelle</i>
<i>Les fêtes</i>	<i>Notre exercice : Comparaison culturelle</i>
5. Communities	
5.1 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
<i>Le voyage</i>	Interpersonal Writing: Email
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Questions essentielles</i>	
<i>Test pratique 1</i>	
Unité 3 : L'esthétique	
1. Communication	

1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Section	Title	Mode
<i>Les arts littéraires</i>	Interpersonal Writing: Email	Writing
<i>La musique</i>	Interpersonal Speaking: Conversation	Speaking
<i>Les arts du spectacle</i>	Interpersonal Speaking: Conversation	Speaking

1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Section	Title	Mode
<i>L'histoire</i>	<i>La beauté de la vie rurale</i>	Reading
<i>L'architecture</i>	<i>Incendie à Notre-Dame de Paris</i>	Reading and Listening
<i>Le patrimoine</i>	<i>Le repas gastronomique des Français</i>	Listening
<i>La beauté</i>	<i>Une conversation sur la beauté</i>	Reading
<i>Les arts littéraires</i>	<i>« Demain dès l'aube » de Victor Hugo</i>	Reading
<i>La musique</i>	<i>Youssou N'Dour lie passé et avenir dans « History »</i>	Listening
<i>Les arts du spectacle</i>	<i>Spectacle au Théâtre des Variétés : L'AVARE</i>	Reading
<i>Les arts visuels</i>	<i>Histoires de mode</i>	Reading and Listening

1.3 Presentational: Learners present information, concepts, and ideas 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
<i>L'architecture</i>	<i>Stratégie : Répondez en détail à la question</i>	Speaking
<i>Le patrimoine</i>	<i>Stratégie : L'amplification</i>	Speaking
<i>La beauté</i>	<i>Écrivez : À votre tour !</i>	Writing

2. Culture

2.1 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
<i>La musique</i>	<i>Youssou N'Dour lie passé et avenir dans « History »</i>
<i>L'histoire</i>	<i>La beauté de la vie rurale</i>

2.2 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
<i>L'architecture</i>	<i>Incendie à Notre-Dame de Paris</i>
<i>Le patrimoine</i>	<i>Le repas gastronomique des Français</i>
<i>Les arts visuels</i>	<i>Histoires de mode</i>
3. Connections	
3.1 Other Disciplines: 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
<i>La musique</i>	<i>Youssou N'Dour lie passé et avenir dans « History »</i>
<i>Les arts du spectacle</i>	<i>Spectacle au Théâtre des Variétés : L'AVARE</i>
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>L'histoire</i>	<i>La beauté de la vie rurale</i>
<i>La beauté</i>	<i>Une conversation sur la beauté</i>
<i>La beauté</i>	<i>Écrivez : À votre tour !</i>
4. Comparisons	
4.1 Language: 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
<i>Les arts littéraires</i>	<i>The Email</i>
4.2 Culture: 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
<i>Le patrimoine</i>	<i>Notre exercice : Comparaison culturelle</i>
<i>L'architecture</i>	<i>Notre exercice : Comparaison culturelle</i>
5. Communities	
5.1 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
<i>La beauté</i>	<i>Écrivez : À votre tour !</i>
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Questions essentielles</i>	
<i>Test pratique 1</i>	

Unité 4 : Les sciences et la technologie
1. Communication

1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Section	Title	Mode
<i>Les découvertes et les inventions</i>	Interpersonal Writing: Email	Writing
<i>La propriété intellectuelle</i>	Interpersonal Speaking: Conversation	Speaking
<i>Les nouveaux moyens de communication</i>	Interpersonal Speaking: Conversation	Speaking

1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Section	Title	Mode
<i>L'histoire</i>	<i>L'entrepreneur technologique</i>	Reading
<i>Les découvertes et les inventions</i>	<i>Le robot Nao</i>	Reading and Listening
<i>La recherche et ses nouvelles frontières</i>	<i>Persévérance se pose sur Mars demain</i>	Listening
<i>La technologie et ses effets sur la société</i>	<i>Réseaux sociaux, tous accros ?</i>	Listening
<i>Les choix moraux</i>	<i>Après le clonage réussi de deux singes, au tour de l'homme ?</i>	Reading
<i>La propriété intellectuelle</i>	<i>Qu'est-ce que la propriété intellectuelle ?</i>	Listening
<i>Les nouveaux moyens de communication</i>	<i>Smartphones et tablettes</i>	Reading
<i>L'avenir de la technologie</i>	<i>5 technologies du futur qui vont révolutionner notre quotidien</i>	Reading

1.3 Presentational: Learners present information, concepts, and ideas 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
<i>La recherche et ses nouvelles frontières</i>	<i>Notre exercice : Comparaison culturelle</i>	Speaking
<i>La technologie et ses effets sur la société</i>	<i>Notre exercice : Comparaison culturelle</i>	Speaking
<i>Les choix moraux</i>	<i>Écrivez : À votre tour !</i>	Writing

2. Culture

2.1 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
<i>Les nouveaux moyens de communication</i>	<i>Smartphones et tablettes</i>

<i>La recherche et ses nouvelles frontières</i>	<i>Notre exercice : Comparaison culturelle</i>
2.2 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
<i>La propriété intellectuelle</i>	<i>Qu'est-ce que la propriété intellectuelle ?</i>
<i>L'avenir de la technologie</i>	<i>5 technologies du futur qui vont révolutionner notre quotidien</i>
3. Connections	
3.1 Other Disciplines: 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
<i>Les choix moraux</i>	<i>Écrivez : À votre tour !</i>
<i>La recherche et ses nouvelles frontières</i>	<i>Notre exercice : Comparaison culturelle</i>
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>La technologie et ses effets sur la société</i>	<i>Notre exercice : Comparaison culturelle</i>
<i>L'histoire</i>	<i>L'entrepreneur technologique</i>
4. Comparisons	
4.1 Language: 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
<i>Les découvertes et les inventions</i>	The Email
4.2 Culture: 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
<i>La recherche et ses nouvelles frontières</i>	<i>Notre exercice : Comparaison culturelle</i>
<i>La technologie et ses effets sur la société</i>	<i>Notre exercice : Comparaison culturelle</i>
5. Communities	
5.1 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
<i>Les découvertes et les inventions</i>	Interpersonal Writing: Email
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	

<i>Questions essentielles</i>
<i>Test pratique 2</i>

Unité 5 : Les défis mondiaux		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>La tolérance</i>	Interpersonal Writing: Email	Writing
<i>Les droits de l'être humain</i>	Interpersonal Speaking: Conversation	Speaking
<i>L'alimentation</i>	Interpersonal Speaking: Conversation	Speaking
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>L'histoire</i>	<i>Une vie épanouie</i>	Reading
<i>La tolérance</i>	<i>Frédéric Chau : "Petit, j'ai fait un rejet de mes origines"</i>	Reading
<i>La santé</i>	<i>Laissés à eux-mêmes</i>	Listening
<i>L'environnement</i>	<i>La gestion des déchets, un défi pour l'Afrique</i>	Reading
<i>Les droits de l'être humain</i>	<i>Non au harcèlement</i>	Reading and Listening
<i>L'économie</i>	<i>Côte d'Ivoire, Cameroun : Étudier pour chômer</i>	Listening
<i>L'alimentation</i>	<i>La France interdit le gaspillage de nourriture dans les supermarchés</i>	Reading
<i>La paix et la guerre</i>	<i>Le prix Nobel de la paix attribué au Programme alimentaire mondial</i>	Reading
1.3 Presentational: Learners present information, concepts, and ideas 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
<i>La santé</i>	<i>Écrivez : À votre tour !</i>	Writing
<i>L'environnement</i>	<i>Notre exercice : Comparaison culturelle</i>	Speaking

<i>L'économie</i>	<i>Notre exercice : Comparaison culturelle</i>	Speaking
2. Culture		
2.1 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	
<i>La santé</i>	<i>Laissés à eux-mêmes</i>	
<i>Les droits de l'être humain</i>	<i>Non au harcèlement</i>	
2.2 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	
<i>L'alimentation</i>	<i>La France interdit le gaspillage de nourriture dans les supermarchés</i>	
<i>L'environnement</i>	<i>La gestion des déchets, un défi pour l'Afrique</i>	
3. Connections		
3.1 Other Disciplines: 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	
<i>L'environnement</i>	<i>Notre exercice : Comparaison culturelle</i>	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	
<i>L'histoire</i>	<i>Une vie épanouie</i>	
<i>La tolérance</i>	<i>Frédéric Chau : “Petit, j’ai fait un rejet de mes origines”</i>	
4. Comparisons		
4.1 Language: 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	
<i>La tolérance</i>	The Email	
4.2 Culture: 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	
<i>La tolérance</i>	<i>Frédéric Chau : “Petit, j’ai fait un rejet de mes origines”</i>	
<i>L'économie</i>	<i>Notre exercice : Comparaison culturelle</i>	
5. Communities		
5.1 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	
<i>La santé</i>	<i>Écrivez : À votre tour !</i>	
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		

Title
<i>Questions essentielles</i>
<i>Test pratique 2</i>

Unité 6 : La quête de soi		
1. Communication		
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.		
Section	Title	Mode
<i>Le pluriculturalisme</i>	Interpersonal Writing: Email	Writing
<i>Les croyances et les systèmes de valeurs</i>	Interpersonal Speaking: Conversation	Speaking
<i>Le nationalisme et le patriotisme</i>	Interpersonal Speaking: Conversation	Speaking
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.		
Section	Title	Mode
<i>L'histoire</i>	<i>Une invitation à l'aventure</i>	Reading
<i>Le pluriculturalisme</i>	<i>Le pluriculturalisme à la Réunion et au Québec</i>	Reading and Listening
<i>Les croyances et les systèmes de valeurs</i>	<i>La laïcité, un concept à géométrie variable ?</i>	Listening
<i>L'identité linguistique</i>	<i>Définir son identité de francophone hors-Québec</i>	Listening
<i>Le nationalisme et le patriotisme</i>	<i>Pourquoi je suis fière d'être française</i>	Reading
<i>La sexualité</i>	<i>Au Sénégal, la graffeuse Zeinixx affiche ses droits et ceux des femmes</i>	Reading
<i>L'aliénation et l'assimilation</i>	<i>La danseuse en fauteuil roulant</i>	Reading
1.3 Presentational: Learners present information, concepts, and ideas 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
<i>L'identité linguistique</i>	<i>Notre exercice : Comparaison culturelle</i>	Speaking
<i>La sexualité</i>	<i>Notre exercice : Comparaison culturelle</i>	Speaking
<i>L'aliénation et l'assimilation</i>	<i>Écrivez : À votre tour !</i>	Writing

2. Culture	
2.1 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
<i>Les croyances et les systèmes de valeurs</i>	<i>La laïcité, un concept à géométrie variable ?</i>
<i>La sexualité</i>	<i>Au Sénégal, la graffeuse Zeinixx affiche ses droits et ceux des femmes</i>
2.2 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
<i>Le pluriculturalisme</i>	<i>Le pluriculturalisme à la Réunion et au Québec</i>
<i>La sexualité</i>	<i>Au Sénégal, la graffeuse Zeinixx affiche ses droits et ceux des femmes</i>
3. Connections	
3.1 Other Disciplines: 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
<i>Les croyances et les systèmes de valeurs</i>	Interpersonal Speaking: Conversation
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
Section	Title
<i>Le pluriculturalisme</i>	<i>Le pluriculturalisme à la Réunion et au Québec</i>
<i>L'identité linguistique</i>	<i>Définir son identité de francophone hors-Québec</i>
<i>L'aliénation et l'assimilation</i>	<i>La danseuse en fauteuil roulant</i>
<i>La sexualité</i>	<i>Notre exercice : Comparaison culturelle</i>
4. Comparisons	
4.1 Language: 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
<i>L'identité linguistique</i>	<i>Définir son identité de francophone hors-Québec</i>
<i>L'identité linguistique</i>	<i>Notre exercice : Comparaison culturelle</i>
<i>Le pluriculturalisme</i>	The Email
4.2 Culture: 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
<i>L'identité linguistique</i>	<i>Notre exercice : Comparaison culturelle</i>
<i>Le nationalisme et le patriotisme</i>	<i>Notre exercice : Conversation</i>
5. Communities	

5.1 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
<i>La sexualité</i>	<i>Notre exercice : Comparaison culturelle</i>
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	
Title	
<i>Questions essentielles</i>	
<i>Test pratique 2</i>	

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

