

Voces® Notre histoire Level 3 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

Notre histoire Level 3 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 3 will take your middle or high school students from a Novice-High level of proficiency to an 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.

Please explore the chart below to learn how Level 3 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.

Unité 1 : Qu'est-ce que l'art ?			
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	Can-Do
Communicative Task	<i>Mes vacances au Vanuatu</i>	Speaking	I can have a conversation about a picture I took during a recent trip to Vanuatu, why I went there, and experiences I had related to art.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	Speaking	I can talk about and compare different kinds of dance.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	Speaking	I can talk about a movement in France.
Communicative Task	<i>Mon projet d'art</i>	Writing	I can talk about an art project I plan to make.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about art with a classmate.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Encore ! Encore !</i>	<i>Articles : L'incendie de Notre-Dame de Paris</i>	Reading	I can understand an article about a fire at the Notre Dame

Comment [AW1]: [MC]: This does match what is in the book, but should it be "write" instead?

			cathedral in Paris.
<i>Encore ! Encore !</i>	<i>Articles : Le pillage de l'Europe</i>	Reading	I can understand an article about historic stolen art.
Communicative Task	<i>Voyage au Vanuatu</i>	Reading	I can read a travel article about Vanuatu.
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	<i>Activité 1 : Qui aurait pu le dire ?</i>	Reading	I can understand a story about an artist who travels to Vanuatu to find inspiration.
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about street art in Paris.
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about cave paintings in Chad.
<i>Longue histoire : L'autportrait d'Adélaïde</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about painting a self-portrait.
Communicative Task	<i>Sur le Mur d'Oberkampf</i>	Listening	I can understand a video about an artist who is creating a street art mural for <i>le Mur d'Oberkampf</i> in Paris.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about cave art in the <i>massif de l'Ennedi</i> in Chad.
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	Can-Do
Communicative Task	<i>L'art de la rue</i>	Speaking	I can leave a voicemail describing a painting that I saw on <i>le Mur d'Oberkampf</i> .
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about icons in my own community.
Communicative Task	<i>Le massif de l'Ennedi</i>	Writing	I can write a paragraph about <i>le massif de l'Ennedi</i> , the

			importance of the cave paintings that are found there, and how primitive art can inspire modern artists.
<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 Task	Writing	I can write a journal entry about a description of a painting I want to create.

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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	I can compare a movement in France to a movement where I live.
<i>Encore ! Encore !</i>	<i>Panoramas : L'art sur le trottoir</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding street art.

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	Can-Do/Description
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 6 : Quelle est la différence ? (version alternative)</i>	The difference between art and graffiti
<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>Panoramas : Le magasin des instruments musicaux anciens</i>	I can use a series of sentences to identify products and describe practices to explain the

		perspectives of the culture surrounding musical instruments.
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	Can-Do/Description
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 4 : Résous le problème</i>	Suggesting what can be done to prevent the vandalism of natural resources
<i>Encore ! Encore !</i>	<i>Articles : Le pillage de l'Europe</i>	Art history during and after World War II
3.2 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 2 : Un musée à ciel ouvert !</i>	<i>Un musée à ciel ouvert !</i>	Different types of art in Paris
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Les peintures rupestres de l'Ennedi</i>	Different opinions about a prehistoric world heritage site in Chad
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	Protests and responses to protests in France
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	Can-Do/Description
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	<i>Note de grammaire</i>	<i>Le passé, le présent et le futur</i>
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Note de grammaire</i>	<i>L'impératif</i>
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Note de grammaire</i>	<i>Autrefois</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	Can-Do/Description
<i>Petite histoire 3 : Les peintures rupestres de</i>	<i>Version alternative : Un reportage sur les peintures rupestres</i>	Investigation of the cultural and historical

<i>l'Ennedi</i>		significance of art
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	Comparison of different types of dance
<i>Encore ! Encore !</i>	<i>Articles : L'incendie de Notre-Dame de Paris</i>	Investigation of the preservation of art
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.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		I can talk about icons in my own community.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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

Unité 2 : En traversant les frontières			
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	Can-Do
Communicative Task	<i>Les migrants dans mon pays</i>	Speaking	I can have a conversation with a friend about immigration in my own country.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Personne n'est illégal</i>	Speaking	I can talk about immigration and the treatment of immigrants.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une interdiction controversée</i>	Speaking	I can talk about a controversial clothing ban in France.
Communicative Task	<i>Une crise migratoire</i>	Writing	I can write an email about the problems of immigrants in my own country and what I can do to help them.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can talk about similarities and differences between migrants in France and my own family.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Les ancêtres de Madonna</i>	Reading	I can read an article about French Canadians who immigrated to Michigan.
<i>Encore ! Encore !</i>	<i>Articles : La génération perdue</i>	Reading	I can understand an article about the Lost Generation in France.
<i>Encore ! Encore !</i>	<i>Articles : De la guerre à la musique</i>	Reading	I can understand an article about a famous musician who fled his country.
<i>Petite histoire 1 : Le Spiderman de Paris</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a story about a heroic act.

Comment [AW2]: [MC]: Remove hyphen ? This matches the book but isn't consistent with TD's style guide plus there are two other instances in this document that don't use hyphens

<i>Petite histoire 2 : Les Canadiens français du Michigan</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about French Canadian immigrants.
<i>Petite histoire 3 : La jungle de Calais</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about a camp for refugees in France.
<i>Longue histoire : La renaissance de Détroit</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about the different experiences of immigrants in the U.S.
Communicative Task	<i>Le héros bientôt français</i>	Listening	I can understand a news story that I watched about an immigrant who saved the life of a child in Paris.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read an article about how a group of scouts helped at <i>la jungle de Calais</i> , a camp for migrant refugees in France.

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	Can-Do
Communicative Task	<i>Mes ancêtres</i>	Speaking	I can leave a voicemail about why my French-Canadian ancestors immigrated to Michigan.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about my homeland or country.
Communicative Task	<i>Une conversation à la gare</i>	Writing	I can write a blog post about <i>La jungle de Calais</i> , a camp for migrants that formerly existed in France.
<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.

Comment [AW3]: [MC]: Remove hyphen ? This matches the book but isn't consistent with TD's style guide plus there are two other instances in this document that don't use hyphens

Integrated Performance Assessment	Presentational Speaking Task	Speaking	I can leave a phone message inviting a friend to become a volunteer in a group that wants to help refugees.
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	Can-Do/Description	
<i>Encore ! Encore !</i>	<i>Le monde en photos : Personne n'est illégal</i>	I can compare the treatment of immigrants in France to the treatment of immigrants where I live.	
<i>Encore ! Encore !</i>	<i>Panoramas : Strasbourg</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of the culture surrounding the French and German border.	
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	<u>I can investigate products and perspectives in my own and other communities.</u>	
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	Can-Do/Description	
<i>Encore ! Encore !</i>	<i>Panoramas : Le musée canadien de l'immigration</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of the history of immigration in Canada.	
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	<u>I can investigate products and perspectives in my own and other communities.</u>	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other			

Comment [AW4]: [MC]: Should this be under 2.2 instead?

disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Petite histoire 2 : Les Canadiens français du Michigan</i>	<i>Les Canadiens français du Michigan</i>	Story exploring the history of French Canadians in Michigan
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une interdiction controversée</i>	Discussion of the politics surrounding a clothing ban
3.2 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>Encore ! Encore !</i>	<i>Articles : La génération perdue</i>	Description of a literary movement that developed following World War I
<i>Encore ! Encore !</i>	<i>Le monde en photos : Personne n'est illégal</i>	Protests in support of immigrants in France
<i>Petite histoire 3 : La jungle de Calais</i>	<i>La jungle de Calais</i>	Story of immigrants living in a camp in France
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	Can-Do/Description
<i>Petite histoire 1 : Le Spiderman de Paris</i>	<i>Note de grammaire</i>	<i>Le gérondif</i>
<i>Petite histoire 2 : Les Canadiens français du Michigan</i>	<i>Note de grammaire</i>	<i>Les jours de la semaine</i>
<i>Petite histoire 3 : La jungle de Calais</i>	<i>Note de grammaire</i>	Another look at <i>le futur simple</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	Can-Do/Description
<i>Longue histoire : La renaissance de Détroit</i>	<i>La renaissance de Détroit</i>	Comparison of different immigrant experiences in Detroit
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une interdiction controversée</i>	Discussion of culturally significant clothing

<i>Encore ! Encore !</i>	<i>Articles : De la guerre à la musique</i>	Story of a Hungarian musician after World War II
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.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		I can talk about my homeland or country.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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

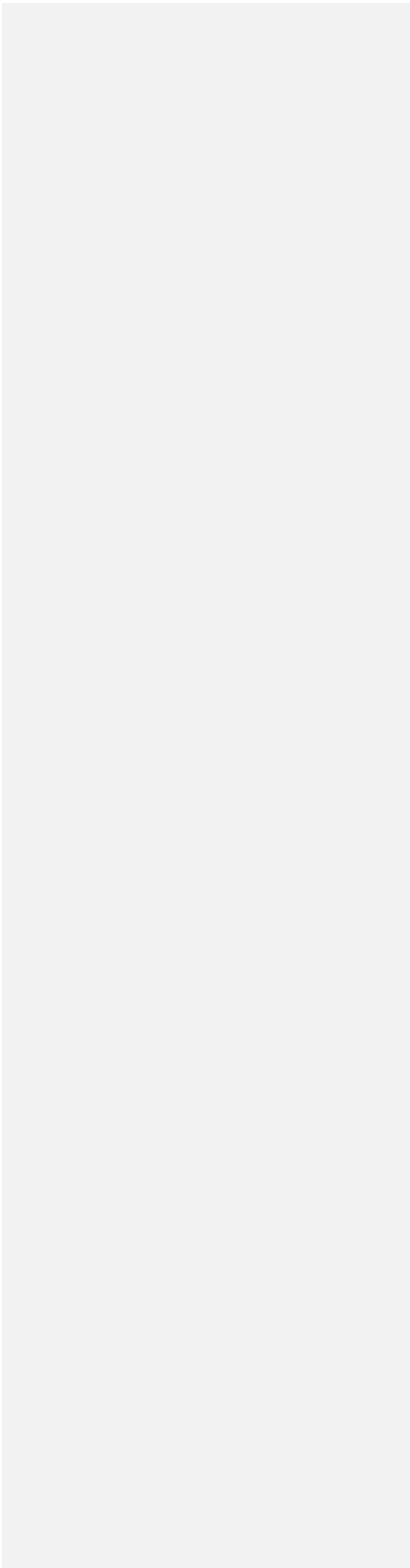
Unité 3 : Par des temps extrêmes			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
<i>Encore ! Encore !</i>	<i>Le monde en photos : Un parc d'attractions abandonné</i>	Speaking	I can talk about a place that was affected by a hurricane.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Chartres Solar Cup</i>	Speaking	I can talk about a race with solar-powered vehicles.
Communicative Task	<i>Quel temps fait-il ?</i>	Writing	I can write an email about the weather in Switzerland in January.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a phone conversation about the weather and the problems it can cause.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Le changement climatique en Afrique</i>	Reading	I can read an infographic about climate change in Africa.
<i>Encore ! Encore !</i>	<i>Articles : Le Sénégal et Haïti</i>	Reading	I can understand an article about the aftermath of an earthquake in Haiti.
<i>Encore ! Encore !</i>	<i>Articles : Les grand-mères nous protègent</i>	Reading	I can understand an article about a group of women in Switzerland combating climate change.
<i>Petite histoire 1 : La naissance de Bijou</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can understand a story about a hurricane in Haiti.
<i>Petite histoire 2 : Des arbres pour l'avenir</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a student's idea to help the environment.
<i>Petite histoire 3 : Le bulletin météo de Yannick</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about weather in Switzerland.

<i>Longue histoire : La Semaine mondiale pour le climat</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about people around the world who are concerned about Earth's climate.
Communicative Task	<i>L'ouragan Matthew</i>	Listening	I can understand a video clip from a news report about Hurricane Matthew.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about climate change in Africa.
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	Can-Do
Communicative Task	<i>Pour aider les Haïtiens</i>	Speaking	I can record a phone message that suggests making a donation to an organization that will help the victims of Hurricane Matthew in Haiti.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a natural disaster in my community.
Communicative Task	<i>Ce que nous pouvons faire</i>	Writing	I can write a blog post about climate change and what we can do to avoid the consequences.
<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 Task	Writing	I can write a blog post about a trip my biology class is taking with the goal of observing and helping to reverse the effects of climate change.
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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Articles: Les grand-mères nous protègent</i>	I can understand an article about a group of women in Switzerland combating climate change.
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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Panoramas : Une ferme biologique</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of organic farming.
<i>Encore ! Encore !</i>	<i>Panoramas : La Maison Dufort</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of the damage caused by an earthquake in Haiti.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Chartres Solar Cup</i>	I can talk about a race with solar-powered vehicles.
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	Can-Do/Description
<i>Petite histoire 2 : Des arbres pour l'avenir</i>	<i>Des arbres pour l'avenir</i>	Story about efforts to help resolve climate change in Rwanda
<i>Encore ! Encore !</i>	<i>Panoramas : Une ferme biologique</i>	Agricultural practices in Quebec
3.2 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>Longue histoire : La Semaine mondiale pour le climat</i>	<i>La Semaine mondiale pour le climat</i>	How people in different nations take action to protect the environment
<i>Encore ! Encore !</i>	<i>Articles : Le Sénégal et Haïti</i>	How Senegal helped Haiti after a destructive earthquake
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	Can-Do/Description
<i>Petite histoire 1 : La naissance de Bijou</i>	<i>Note de grammaire</i>	<i>Le plus-que-parfait</i>
<i>Petite histoire 2 : Des arbres pour l'avenir</i>	<i>Note de grammaire</i>	<i>Les pronoms compléments d'objet direct</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	Can-Do/Description
<i>Petite histoire 1 : La naissance de Bijou</i>	<i>La naissance de Bijou</i>	Story that features what it's like to live in Haiti and experience its natural disasters
<i>Encore ! Encore !</i>	<i>Le monde en photos : Un parc d'attractions abandonné</i>	How a natural disaster has affected life in New Orleans
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.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		I can talk about a natural disaster in my community.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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
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Unité 4 : Le goût de la vie			
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	Can-Do
Communicative Task	<i>Ce que j'ai appris sur le végétalisme</i>	Speaking	I can answer a friend's questions about veganism.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les fruits et les légumes moches</i>	Speaking	I can talk about reducing food waste.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Manger à la sénégalaise</i>	Speaking	I can talk about customs when eating with a group of people.
Communicative Task	<i>Où allons-nous déjeuner ?</i>	Writing	I can write answers to a friend's texts about where I would like to have lunch.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can text answers to questions about a friend who is vegan.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Encore ! Encore !</i>	<i>Articles : La polémique du foie gras</i>	Reading	I can understand an article about a controversially produced food.
Communicative Task	<i>Le fast-food est-il bon ou mauvais ?</i>	Reading	I can read a blog post about reasons for and against eating at a fast-food restaurant.
<i>Petite histoire 1 : Un couple végétalien à Paris</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about eating a vegan diet in Paris.
<i>Petite histoire 2 : La fermière centrafricaine</i>	<i>Activité 1 : Qu'est-ce que ça veut dire ?</i>	Reading	I can understand a story about a female farmer.
<i>Encore ! Encore !</i>	<i>Articles : La puissance des food trucks</i>	Reading	I can understand an article about the growing popularity of food trucks.
<i>Petite histoire 3 : Allons au McDo !</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about fast food in

Comment [AW5]: [MB] : it should be " les légumes moches" (grammar)
correction needed in the book and alignment

			France.
<i>Longue histoire : La grande réouverture</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about blending cuisines of different cultures.
Communicative Task	<i>Le succès grandissant du végétalisme</i>	Listening	I can understand a TV newscast about veganism.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about the advantages and disadvantages of eating at a fast-food restaurant.
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	Can-Do
Communicative Task	<i>Un nouveau restaurant</i>	Speaking	I can record a phone message inviting someone to eat at a special restaurant.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about food in my country.
Communicative Task	<i>Notre groupe bénévole</i>	Writing	I can write an email that explains why giving money to a refugee camp in the Central African Republic would be a good project for a volunteer group.
<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 Speaking Task	Speaking	I can make a voice recording for a travel blog about the different kinds of restaurants in Paris.
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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Panoramas : Marché du dimanche</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of shopping at farmers markets.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Manger à la sénégalaise</i>	I can talk about customs when eating with a group of people.

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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Panoramas : Le plus vieux café de Paris</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of a traditional restaurant in Paris.

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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les fruits et légumes moches</i>	How using food in different ways can help reduce food waste

Comment [AW6]: [MC] : it should be " les légumes moches"

Correction also needed int he book

3.2 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 : Un couple végétalien à Paris</i>	<i>Un couple végétalien à Paris</i>	Different kinds of restaurants that serve vegan food
<i>Petite histoire 2 : La fermière centrafricaine</i>	<i>La fermière centrafricaine</i>	A Central African farmer and refugee

		helps other refugees
<i>Encore ! Encore !</i>	<i>Articles : La polémique du foie gras</i>	Ethical concerns surrounding <i>foie gras</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	Can-Do/Description
<i>Petite histoire 1 : Un couple végétalien à Paris</i>	<i>Note de grammaire</i>	<i>Le pronom relatif « dont »</i>
<i>Petite histoire 2 : La fermière centrafricaine</i>	<i>Note de grammaire</i>	<i>Le verbe « pouvoir » au conditionnel</i>
<i>Longue histoire : La grande réouverture</i>	<i>Note de grammaire</i>	<i>Les pronoms démonstratifs</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	Can-Do/Description
<i>Longue histoire : La grande réouverture</i>	<i>La grande réouverture</i>	Exploration of French and Gabonese cuisine
<i>Encore ! Encore !</i>	<i>Le monde en photos : Manger à la sénégalaise</i>	Comparison of mealtime customs of Senegal to student's own customs
<i>Petite histoire 3 : Allons au McDo !</i>	<i>Version alternative : McDo s'adapte à la France</i>	A restaurant chain adapts to France's food culture
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.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		I can talk about food in my country.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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

Comment [AW7]: [MC] : should be in quotes « pouvoir »
correction needed in the book also

Unité 5 : Au boulot !			
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	Can-Do
Communicative Task	<i>Ma matière principale</i>	Speaking	I can have a conversation with my guidance counselor about choosing a major.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le Cordon Bleu</i>	Speaking	I can talk about a renowned culinary school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le recrutement</i>	Speaking	I can talk about military recruitment.
Communicative Task	<i>Questions de préparation</i>	Writing	I can write answers to questions that may be asked during a job interview.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can answer questions during a job interview.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>La sous-scolarisation des jeunes filles au Cameroun</i>	Reading	I can read an article about the problem of undereducation and illiteracy for girls in Cameroon.
<i>Encore ! Encore !</i>	<i>Articles : Les assistants de langue en France</i>	Reading	I can understand an article about a teaching program in France.
<i>Encore ! Encore !</i>	<i>Articles : Le droit de se déconnecter</i>	Reading	I can understand an article about the balance between personal and professional life.
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Activité 1 : Qu'est-ce que ça veut dire ?</i>	Reading	I can understand a story about girls' education in Cameroon.
<i>Petite histoire 2 : Salif Keïta, la voix des albinos</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about an influential figure in the music of western Africa.

<i>Petite histoire 3 : Une décision importante</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a career decision.
<i>Longue histoire : Une matière principale pour Austin</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about choosing a college major.
Communicative Task	<i>Deux raisons d'apprendre une langue étrangère</i>	Listening	I can understand a video about why it is important to learn world languages.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can understand an article about preparing for a job interview.
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	Can-Do
Communicative Task	<i>Après l'entretien</i>	Speaking	I can record a phone message in which I tell a friend about a job interview I had and if I have decided to accept the job.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about my future career aspirations.
Communicative Task	« <i>La différence</i> »	Writing	I can write a blog post about the singer Salif Keïta.
<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 Task	Writing	I can write a journal entry about a job interview and my thoughts about whether I would accept an offer for the job.
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	Can-Do/Description	

<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le recrutement</i>	I can compare military recruitment in France to military recruitment where I live.
<i>Encore ! Encore !</i>	<i>Panoramas : Le Parlement du Canada</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the Canadian government.
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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Panoramas : Une salle de classe marocaine</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of a classroom in Morocco.
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	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le recrutement</i>	Comparison of military recruitment in France and student's country
<i>Encore ! Encore !</i>	<i>Panoramas : Le Parlement du Canada</i>	Investigation of the system of government in Canada
3.2 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 2 : Salif Keïta, la voix des albinos</i>	<i>Salif Keïta, la voix des albinos</i>	Story of an albino man from Mali
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Elle mérite mieux</i>	Girls in Cameroon who earn the right to go to school
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	Can-Do/Description
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Note de grammaire</i>	Another look at <i>le conditionnel</i>
<i>Petite histoire 3 : Une décision importante</i>	<i>Note de grammaire</i>	<i>Si + présent + futur simple</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	Can-Do/Description
<i>Petite histoire 1 : Elle mérite mieux</i>	<i>Elle mérite mieux</i>	Cultural separation of men and women's roles in Cameroon society
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le Cordon Bleu</i>	Culinary culture in France
<i>Encore ! Encore !</i>	<i>Panoramas: Une salle de classe marocaine</i>	Investigation of a classroom in Morocco
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.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		I can talk about my future career aspirations.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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

Unité 6 : Nouveaux défis, nouvelles opportunités			
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	Can-Do
Communicative Task	<i>Ce que nous pouvons faire</i>	Speaking	I can have a conversation with a friend about how to be kind to classmates who don't fit in at school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une fête des couleurs à Paris</i>	Speaking	I can talk about an Indian festival being celebrated in France.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le pow-wow annuel de la nation Squamish</i>	Speaking	I can talk about a celebration of indigenous people in Canada.
Communicative Task	<i>Comment va Sahar ?</i>	Writing	I can respond to texts about how my friend Sahar is adapting to Lebanese culture after moving to Beirut with her family.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can answer questions in an email about racial diversity in France and how well immigrants are integrating and contributing to society in France.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Arielle Kayabaga, candidate au conseil municipal au Canada</i>	Reading	I can read an article about an interview with Arielle Kayabaga that took place before her election to the position of municipal council member of Ward 13 in London, Ontario.
<i>Petite histoire 1 : Le parcours inspirant</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about an immigrant

<i>d'Arielle Kayabaga</i>			who became a politician in London, Ontario.
<i>Petite histoire 3 : Black, Blanc, Beur</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about the slogan “ <i>Black, Blanc, Beur.</i> ”
<i>Longue histoire : Fidèle à elle-même</i>	<i>Activité 1 : Qu’est-ce que ça veut dire ?</i>	Reading	I can understand a story about being true to yourself.
<i>Encore ! Encore !</i>	<i>Articles : La laïcité</i>	Reading	I can understand an article about a law about secularism in France.
<i>Encore ! Encore !</i>	<i>Articles : La négritude</i>	Reading	I can understand an article about a cultural movement in France.
Communicative Task	<i>Une nouvelle France ?</i>	Listening	I can understand a video about the racial diversity of France’s national soccer team <i>les Bleus</i> .
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand an interview with Arielle Kayabaga about her role in politics.

Comment [AW8]: [MC]: Should be italicized in book also

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	Can-Do
Communicative Task	<i>Fidèle à soi-même</i>	Speaking	I can record a podcast about being faithful to myself and about another person that I like but is different from me.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a time when I or someone I know felt left out.
Communicative Task	<i>Mon voyage au Liban</i>	Writing	I can write a blog post about a visit to Beirut, Lebanon.
<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 Speaking Task	Speaking	I can make a voice recording about Arielle Kayabaga to post on my blog during Black History Month.
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	Can-Do/Description	
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products, practices, and perspectives in my own and other communities.	
<i>Encore ! Encore !</i>	<i>Panoramas : Raouché</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of a neighborhood in Beirut, Lebanon.	
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le pow-wow annuel de la nation Squamish</i>	I can talk about a celebration of indigenous people in Canada.	
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	Can-Do/Description	
<i>Encore ! Encore !</i>	<i>Panoramas : Une exposition d’art à Paris</i>	I can use a series of sentences to identify products and describe practices that reflect perspectives of African and Caribbean art.	
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	Can-Do/Description	
<i>Petite histoire 1 : Le parcours inspirant d’Arielle Kayabaga</i>	<i>Le parcours inspirant d’Arielle Kayabaga</i>	Story of a political campaign in Canada	

3.2 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 3 : Black, Blanc, Beur</i>	<i>Black, Blanc, Beur</i>	Different opinions on the meaning of a slogan
<i>Longue histoire : Fidèle à elle-même</i>	<i>Fidèle à elle-même</i>	Story of a transgender girl in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le pow-wow annuel de la nation Squamish</i>	Celebration of indigenous people in Canada
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	Can-Do/Description
<i>Petite histoire 2 : Beyrouth, une ville multilingue</i>	<i>Note de grammaire</i>	<i>Les prépositions devant les noms de villes et de pays</i>
<i>Petite histoire 3 : Black, Blanc, Beur</i>	<i>Note de grammaire</i>	<i>Le pronom adverbial « en »</i>
<i>Petite histoire 2 : Beyrouth, une ville multilingue</i>	<i>Beyrouth, une ville multilingue</i>	The difficulties of living in a multilingual nation
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	Can-Do/Description
<i>Petite histoire 2 : Beyrouth, une ville multilingue</i>	<i>Beyrouth, une ville multilingue</i>	Experiencing culture shock when moving to a new country
<i>Encore ! Encore !</i>	<i>Articles : La laïcité</i>	Comparison of separation of church and state in France and in the U.S.A.
<i>Encore ! Encore !</i>	<i>Articles : La négritude</i>	Description of a movement for racial equality in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : Une fête des couleurs à Paris</i>	I can talk about an Indian festival being celebrated in France.
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.		
Title		Can-Do/Description
<i>Interviews : Qui es-tu ?</i>		I can talk about a time

		when I or someone I know felt left out.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
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