Notre histoire brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding.

<u>**Overview of *Notre histoire 1***</u>

Each unit in *Notre histoire 1* is based on a different **AP® subtheme** and focuses on **two francophone countries in addition to France**. These "drivers" of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 1 include:

- **Stories:** Each *petite histoire* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
    - Total Physical Response (TPR®)
    - Personalized Questions and Answers (PQAs)
    - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in story sections and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Longues histoires* increase interactions with the structures presented in the *petites histoires*. The *longues histoires* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
    - *Articles* that highlight global issues in a scaffolded series of comprehensible texts.
    - *Interviews* that present the perspectives and experiences of native speakers from around the French-speaking world.
    - *Le monde en photos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
    - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both student and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpersonal, and presentational skills.

As you can see, *Notre histoire* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher

personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

Sample Pacing for *Unité 1*

Below, you will find one option for pacing the material in *Unité 1* in *Notre histoire*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do; not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students – about a story, a culture, or their personal lives – and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Notre histoire* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements; and/or conducting a *Notre classe, notre histoire* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log in to *Notre histoire* and play games. Learn more about the Voces Game Center here.

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your "flow."

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit using the Voces Editor, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read a class novel, like *Perdue dans les catacombs* !

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials – for instance, the *Longue histoire* which revisits already learned material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or ear buds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

**1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 1**

**Monday**

Min	Section	Details		Device
10-15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose one student – ideally, one of your better, more outgoing students for this first time – and "interview" them, asking some of the questions on the list. **Tip!** Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student. Some English responses are appropriate at this stage.		Project for class.
10	*Explore le monde francophone !* **Visitons la France !**	Explore France within the scope of the Unit's theme – Families and Communities: School – by looking at the pictures and map. Ask students questions about the images – keep the questions simple and support students' comprehension as needed. These photos are intended to inspire whole-class discussion of cultural components and to provide initial and repetitive input of high-frequency structures. You and your students will be returning to this page at the end of the unit, and your students will have a deeper understanding of the material then.		Project for class.
15	*Explore le monde francophone !* **Visitons le Sénégal !**	Explore Senegal by looking at the pictures and map. Ask students questions about the photographs, read the captions, or just look and comment on the pictures. **Tip!** Double click any image to make it full screen.		Project for class.
15	*Explore le monde francophone !* **Visitons Haïti !**	Explore Haiti looking at the pictures and map. Ask students questions about the photographs, read the captions, or just look and comment on the pictures. **Tip!** Double click any image to make it full screen.		Project for class.
-	Can-Do Pre-Assessment	**Optional:** Have students pre-assess before completing tasks within the unit. Their responses provide baseline data on where they are in their use of language across the three modes of communication, as well as their interculturality. Students are then able to identify their own proficiency and are encouraged to begin their progress towards greater language and intercultural proficiency!		Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.		Print out Exit Ticket beforehand.

		Tuesday	
10-15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. **Tip!** Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Vocabulaire important**	Introduce the *Vocabulaire important* for *Petite histoire 1 : Bonjour ! Salaamaalekum !* You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
25	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Questions personnelles**	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout. **Tip!** For each *petite histoire*, you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-	**Exit Ticket**	Have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
		Wednesday	
10-15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. **Tip!** Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested,	Project for class.

		then move on.	
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read a story about greetings.**	
5	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Vocabulaire important**	Project the *Vocabulaire important* and reestablish meaning. **Tip!** You could use some of the questions from the PQAs from the day before, reviewing what you did and reestablishing the meaning of the structures.	Project for class.
15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Bonjour ! Salaamaalekum !**	Project the first story, *Bonjour ! Salaamaalekum !* Make sure the structures and their definitions are visible for students to see. Then, read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
5	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Bonjour ! Salaamaalekum !**	Next, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them at your quieter kids).	Project for class.
15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Activité 1 : Mets dans l'ordre Activité 2 : Vrai ou faux ?**	Have students pair up or work individually and complete *Activités 1* and *2*. If time allows, review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can write a story about greetings.**	
5	*Petite histoire 1*	Review *Activités 1* and *2* in class and, in so doing, remind	Project for

		students about the story and reestablish the meaning of the structures.	class. Students log in and go to the pages.
	: Bonjour ! Salaamaalekum ! **Activité 1 : Mets dans l'ordre Activité 2 : Vrai ou faux ?**		
15	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Activité 3 : Choix multiple Activité 4 : Raconte-moi l'histoire**	Have students do *Activités 3* and *4*. If time allows, review the answers to *Activité 3* as a class.	Assign beforehand. Students log in and go to the pages.
10	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Version alternative : Bonjour ! Salaamaalekum !**	Project the alternative version on the board and play the native speaker audio or read it out loud. Follow up with yes/no and true/false comprehension questions.	Project for class.
10	*Petite histoire 1 : Bonjour ! Salaamaalekum !* **Activité 5 : Complète la phrase (version alternative)**	Have students complete *Activité 5*.	Assign beforehand. Students log in and go to the page.
-		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
	Friday		
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read an article about school in Senegal.**	
10	*Encore ! Encore !* *Articles* **Le wolof : une langue du**	Read version 1 as a class and complete the activity as a group.	Project for class. Students log in and go to the pages.

	Sénégal		
10	*Encore ! Encore !* *Articles* **Le wolof : une langue du Sénégal**	Have students partner up and read version 2 together and complete the second activity together.	Project for class. Students log in and go to the pages.
15	*Encore ! Encore !* *Articles* **Le wolof : une langue du Sénégal**	Have students read the last version on their own and work on the last set of questions.	Project for class. Students log in and go to the pages.
15	*Encore ! Encore !* *Articles* **Le wolof : une langue du Sénégal**	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 2			
Monday			
10-15	*Petite histoire 2 : Pauvre Lucie !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the week before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
15	*Petite histoire 2 : Pauvre Lucie !* **Vocabulaire important**	Introduce the *Vocabulaire important* for *Petite histoire 2 : Pauvre Lucie !* You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
20	*Petite histoire 2 : Pauvre Lucie !* **Story Script**	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in *Notre histoire*. **Tip!** For each *petite histoire*, you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the	Project for class.

		students respond best to.	
5	*Petite histoire 2 : Pauvre Lucie !* **Notre histoire**	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	*Petite histoire 2 : Pauvre Lucie !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can understand a story about school supplies.**	
5	*Petite histoire 2 : Pauvre Lucie !* **Vocabulaire important**	Review the *Vocabulaire important* for *Petite histoire 2*.	Project for class.
15	*Petite histoire 2 : Pauvre Lucie !* **Pauvre Lucie !**	First, play the native speaker audio for *Pauvre Lucie !* for students while projecting the page so students can see the structures and follow along with the story. Next, read *Pauvre Lucie !*, pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	*Petite histoire 2 : Pauvre Lucie !* **Activité 1 : Décris la photo Activité 2 : Choix multiple**	Have students pair up or work individually and complete *Activités 1* and *2*. Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can tell a story about school supplies.**	

5-10	*Petite histoire 2 : Pauvre Lucie !* **Pauvre Lucie !**	Review the story with students briefly.	Project for class.
15	*Petite histoire 2 : Pauvre Lucie !* **Activité 3 : Complète la phrase Activité 4 : Raconte-moi l'histoire**	Have students complete *Activités 3* and *4*.	Assign beforehand. Students log in and go to the pages.
5	*Petite histoire 2 : Pauvre Lucie !* **Version alternative : Pauvre Lucie !**	Review the structures for the *Version alternative : Pauvre Lucie !* Use gestures and ask students simple questions using the structures.	Project for class.
10	*Petite histoire 2 : Pauvre Lucie !* **Version alternative : Pauvre Lucie !**	Play the audio for the *Version alternative : Pauvre Lucie !* At the end, ask a few comprehension questions.	Project for class.
5	*Petite histoire 2 : Pauvre Lucie !* **Note de grammaire : La négation**	Spend a few minutes talking about negation in French. Point to some examples from the story and create some of your own using your students as the subject.	Project for class.
10	*Petite histoire 2 : Pauvre Lucie !* **Note de grammaire : La négation**	Have students complete the activity. If time permits, talk about their responses.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Thursday			
10-15	*Petite histoire 2 : Pauvre Lucie !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read a web page about school supplies.**	

10	*Petite histoire 2 : Pauvre Lucie !* **Version alternative : Pauvre Lucie !**	Spend a few minutes reviewing the story as a class.	Project for class.
10	*Petite histoire 2 : Pauvre Lucie !* **Activité 5 : Complète la phrase (version alternative)**	Have students complete *Activité 5*.	Assign beforehand. Students log in and go to the page.
10	*Petite histoire 2 : Pauvre Lucie !* **Interpretive Reading:** *La rentrée universitaire*	Spend some time talking about school supplies. Project the image for the class to see and ask simple questions referring to the various supplies.	Project for class.
10	*Petite histoire 2 : Pauvre Lucie !* **Interpretive Reading:** *La rentrée universitaire*	Have students complete the Interpretive Reading task on their own. Spend time reviewing as a class if time permits.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Friday			
10-15	*Petite histoire 2 : Pauvre Lucie !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can understand some of what a person says about where they go to school.** **I can understand the differences between my school and a school in Cameroon.** **I can use single words and phrases to identify products and practices that reflect perspectives in Senegal.**	
10	*Encore ! Encore !* *Interviews* **Cala Lionel**	Project the video and play it for the class. Pause occasionally to ask yes/no or true/false questions.	Project for class.
15	*Encore ! Encore !*	Have students pair up or work individually and complete the activities. Review the activities as a class.	Assign beforehand. Students log

	Interviews **Cala Lionel**		in and go to the pages.
15	*Encore ! Encore !* *Panoramas* **Dans une salle de classe sénégalaise**	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	**Exit Ticket(s)**	Have students click on the Can-Dos and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

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Week 3			
Monday			
10	*Longue histoire 1 : Alima et la nouvelle fille* **Alima et la nouvelle fille**	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Remember that these structures have all appeared in the preceding short stories.	Project for class.
20	*Longue histoire 1 : Alima et la nouvelle fille* **Alima et la nouvelle fille**	**Option 1:** You could have three students act out this story, with one being Alima, another Melanie, and a third the math teacher. You would then tell the story as the students act it out. **Option 2:** You could also play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no, true/false questions to make sure everyone understood the story.	Project for class.
10	*Longue histoire 1 : Alima et la nouvelle fille* **Note de grammaire : La conjugaison**	Explain verb conjugation – keep the explanation short and concise. Use the explanation in *Notre histoire* as well as examples from the story and from topics discussed in class.	Project for class.
10	*Longue histoire 1 : Alima et la nouvelle fille* **Note de grammaire : La conjugaison**	Have students complete the activity on conjugation independently. If time permits, go over a few together.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students complete the *Billet de sortie - Aujourd'hui, j'ai appris*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can read a story about a new student.** **I can write a story about a new student.**	

10	*Longue histoire 1 : Alima et la nouvelle fille* **Alima et la nouvelle fille**	Review the story with the class – reread it and ask questions or just ask questions, reminding them of key details.	Project for class.
40	*Longue histoire 1 : Alima et la nouvelle fille* **Activité 1 : Réponse courte Activité 2 : Lequel est correct ? Activité 3 : Qui le dit ? Activité 4 : Raconte-moi l'histoire**	Have students complete *Activités 1-4* independently. You may want to assign these activities with the prevent leaving option and limited submission limits. You also may want to treat this as a quiz. **Tip!** If students finish early, have them illustrate and caption the story on the Four Panel Comic Pages (which you would have to print out ahead of time).	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
**Wednesday**		
10-15	*Petite histoire 2 : Pauvre Lucie !* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom).	Project for class.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can talk about where I am from, where I live, and information about school. I can use single words and phrases to identify products and practices that reflect perspectives in Haiti.**	
10	*Encore ! Encore !* *Le monde en photos* **Les élèves sénégalais**	Project the image for the class and talk about what you see, asking simple questions along the way. Then, read the description and continue with questioning, modeling some of your questions off of the speaker's questions in the transcript. **Tip!** You may want to review the rubric as well, and make sure students know how they will be graded.	Project for class.
10	*Encore ! Encore !* *Le monde en photos* **Les élèves sénégalais**	Next, have students complete the activity. You may want to limit them to one recording for each question – it's up to you.	Assign beforehand. Students log in and go to the page.
20	*Encore ! Encore !* *Panoramas* **Le Lycée Alexandre-Pétion**	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
-	**Exit Ticket(s)**	Have students click on the Can-Dos and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*,	Print out Exit Ticket

		which you can find in the Resource Library under Additional Resources.	beforehand.
<td colspan="4" align="center">**Thursday**</td>
10-15	*Petite histoire 3 : Un élève américain à Paris* **Questions personnelles**	Open class by conducting a student interview using the *Notre classe, notre histoire* routine (which is on the *Questions personnelles* page, at the bottom).	Project for class.
15	*Petite histoire 3 : Un élève américain à Paris* **Vocabulaire important**	Introduce the *Vocabulaire important* for *Petite histoire 3 : Un élève américain à Paris.* You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
25	*Petite histoire 3 : Un élève américain à Paris* **Story Script**	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout.	Project for class.
-	**Exit Ticket**	Have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<td colspan="4" align="center">**Friday**</td>
10-15	*Petite histoire 3 : Un élève américain à Paris* **Questions personnelles**	Begin class continuing with the *Notre classe, notre histoire* routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can understand a story about a student in Paris.**	
20	*Petite histoire 3 : Un élève américain à Paris* **Un élève américain à Paris**	First, play the native speaker audio for *Un élève américain à Paris* for students while projecting the page so students can see the structures and story. Next, read *Un élève américain à Paris*, pausing and asking yes/no, true/false, and other simple comprehension questions to your students. **Tip!** You may want to go over the *Attention ! Masculin et féminin* section with students. Point out some examples from the story and/or make examples with students as the subject.	Project for class.
20	*Petite histoire 3 : Un élève américain à Paris* **Activité 1 : Lequel est faux ?** **Activité 2 :**	Have students complete *Activités 1, 2,* and *3*. If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to the page.

	Réponse courte **Activité 3 : Mets dans l'ordre**		
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Week 4

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can write a story about an American student in Paris.**	
10	*Petite histoire 3 : Un élève américain à Paris* **Un élève américain à Paris**	Re-read the story with them or ask comprehension questions to remind them of the storyline and characters.	Project for class.
10	*Petite histoire 3 : Un élève américain à Paris* **Activité 4 : Raconte-moi l'histoire**	Have students complete the retell activity individually.	Assign beforehand. Students log in and go to the page.
15	*Petite histoire 3 : Un élève américain à Paris* **Version alternative : Un Américain à Paris**	Review the structures and point out some of the changes. Then, read the alternative version. Ask comprehension questions and even compare details in this version with those in the original.	Project for class.
15	*Petite histoire 3 : Un élève américain à Paris* **Activité 5 : Décris la photo (version alternative)**	Have students do the activity on their own and then go over it as a class.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Tuesday			
10-	*Petite histoire 4*	Begin class continuing with the *Notre classe, notre histoire*	Project for

15	*: Le professeur furieux* **Questions personnelles**	routine, but choose a different student from before to interview.	class.
15	*Petite histoire 4 : Le professeur furieux* **Vocabulaire important**	Introduce the *Vocabulaire important* for *Petite histoire 4 : Le professeur furieux*. You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
20	*Petite histoire 4 : Le professeur furieux* **Story Script**	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in *Notre histoire*.	Project for class.
5	*Petite histoire 4 : Le professeur furieux* **Notre histoire**	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students complete the *Billet de sortie - Personne spéciale*, which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	*Petite histoire 4 : Le professeur furieux* **Questions personnelles**	Begin class continuing with the *Notre classe, notre histoire* routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. **I can read a story about a teacher in Haiti.**	
20	*Petite histoire 4 : Le professeur furieux* **Le professeur furieux**	Project the story for the class. Review the structures. Then double click on each image and read the story as students just look at each scene. Pause and ask simple comprehension questions, pointing to the images as necessary. Then, play the audio of the story only, letting students just listen to the story without images or words in front of them. Follow it up with a few simple comprehension questions.	Project for class.
20	*Petite histoire 4 : Le professeur furieux* **Activité 1 : De faux à vrai** **Activité 2 : Mets dans l'ordre** **Activité 3 : Vrai ou faux ?**	Have students work in pairs or individually on the activities. Walk around and support them as needed. If time permits, review some as a class.	Assign beforehand. Students log in and go to the pages.
-	**Exit Ticket(s)**	Have students click on the Can-Do and self-assess, and/or have students complete the *Billet de sortie - Personne spéciale*,	Print out Exit Ticket

		which you can find in the Resource Library under Additional Resources.	beforehand.
**Thursday**		
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. **I can tell a story about a teacher in Haiti.**	
15	*Petite histoire 4 : Le professeur furieux* ***Activité 4 : Raconte-moi l'histoire***	Let students review the story on their own – set a timer for 5 minutes perhaps – and then, when the timer goes off, have them open the assignment for the activity and complete it without referring to the story on the other page.	Assign beforehand. Students log in and go to the page.
20	*Petite histoire 4 : Le professeur furieux* ***Version alternative : Le professeur furieux***	Next, go over the structures for the alternative story and then read the story out loud, pausing and asking comprehension questions as you go.	Project for class.
15	*Petite histoire 4 : Le professeur furieux* ***Activité 5 : Complète la phrase (version alternative)***	Have students complete the activity – if you want, you could do it with them or do it as a class.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
**Friday**		
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. **I can understand the main idea and some words and phrases in an animated cartoon about school. I can compare my school experience with students' experiences in Haiti.**	
10	*Petite histoire 4 : Le professeur furieux* **Interpretive Listening:** *Quel le est ta matière préférée ?*	Play the video and help students understand it by pausing and asking simple questions as you play it. Or, if you think students are able to understand it without your help, play it for them as a class.	Project for class.
10	*Petite histoire 4 : Le professeur furieux* **Interpretive Listening:** *Quel le est ta matière préférée ?*	Next, let students complete the Interpretive Listening task – have them complete it individually and then go over some of the answers as a class.	Assign beforehand. Students log in and go to the page.

10	*Encore ! Encore !* *Articles* **La situation des élèves en Haïti**	Read version 1 as a class and complete the activity as a group.	Project for class and have students log in and go to page.
10	*Encore ! Encore !* *Articles* **La situation des élèves en Haïti**	Have students partner up and read version 2 together and complete the second activity together.	Assign beforehand. Students log in and go to the page.
10	*Encore ! Encore !* *Articles* **La situation des élèves en Haïti**	Have students read the last version on their own and work on the last set of questions. You will review the last version and the questions next week on Monday.	Assign beforehand. Students log in and go to the page.
-	*Explore le monde francophone !* **Lien avec les autres matières**	End class by discussing the *Lien avec les autres matières* page in *Notre histoire*. Tell them they need to find sources for children's books in French – online, at the local library, or at a bookstore – and then they will present on the books they found on Tuesday of the following week.	
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 5			
Monday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. **I can read a story about homework.**	
15	*Encore ! Encore !* *Articles* **La situation des élèves en Haïti**	Read the version C with the class and discuss their responses to the questions. You may need to use some English to go in depth on the discussion of the final question.	Project for class.
20	*Longue histoire 2 : Une surprise pour Paul* **Une surprise pour Paul**	Read the story, pausing and asking simple comprehension questions as you go. **Tip!** You may want to show students images from the internet of the Garden of Luxemburg.	Project for class.
15	*Longue histoire 2 : Une surprise pour Paul* **Activité 1 : Choix multiple** **Activité 2 : Mets dans l'ordre**	Have students complete the activities individually. Review as a class if time permits.	Assign beforehand. Students log in and go to the pages.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on	

		the board, project them for the class, or display them on the day's agenda. **I can tell a story about homework.** **I can tell a story about misplacing my homework.** **I can read a children's book in French and compare it to stories I have read before.**	
10	*Longue histoire 2 : Une surprise pour Paul* **Une surprise pour Paul**	Review the story with the class.	Project for class.
25	*Longue histoire 2 : Une surprise pour Paul* **Activité 3 : De faux à vrai** **Activité 4 : Raconte-moi l'histoire** **Presentational Speaking: *Où sont mes devoirs ?***	Assign *Activités 3* and *4* and the Presentational Speaking task and have students complete them independently. You may want to treat this as a quiz since the structures have been taught before.	Assign beforehand. Students log in and go to the pages.
15	*Explore le monde francophone !* **Lien avec les autres matières**	Have students share the children's books they found over the weekend. Ask students what the book was about and how it compares to stories they read before.	
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
Wednesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. **I can read an article about school in France.**	
10	*Encore ! Encore !* *Articles* **Le collège en France**	Read version 1 as a class and complete the activity as a group.	Project for class and have students log in and go to page.
10	*Encore ! Encore !* *Articles* **Le collège en France**	Have students partner up and read version 2 together and complete the second activity together.	Assign beforehand. Students log in and go to the page.
10	*Encore ! Encore !* *Articles* **Le collège en France**	Have students read the last version on their own and work on the last set of questions.	Assign beforehand. Students log in and go to the page.
20	*Encore ! Encore*	Finally, review student answers to the last question set and	Project for

		open up discussion about the article in general with the class.	class.
	! *Articles* ***Le collège en France***		
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	
Thursday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. **I can read a story about schools in Paris.** **I can tell a story about schools in Paris.**	
10	*Longue histoire 4 : Un collège parisien* ***Un collège parisien***	Talk about ages using PQA-style questions – see the teacher's note on the page.	Project for class.
20	*Longue histoire 4 : Un collège parisien* ***Un collège parisien***	Read the story out loud or play the audio and have students listen to the story. Ask questions along the way and at the end. Be mindful that this story is a review of many of the unit's structures, so you may want to ask more challenging questions.	Project for class.
20	*Longue histoire 4 : Un collège parisien* ***Activité 1 : Qui est-ce ?*** ***Activité 2 : Mets dans l'ordre*** ***Activité 3 : Complète la phrase*** ***Activité 4 : Raconte-moi l'histoire***	Have students work on the activities independently or in pairs and walk around to support them. Review as time allows.	Assign beforehand. Students log in and go to the pages.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
Friday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. **I can write an email introducing myself to an e-pal.** **I can have a short conversation that will help me get to know someone and make a new friend.** **I can list typical classes and times on a school schedule.** **I can compare typical classes and times on a school schedule from France and my own country.**	
15	*Longue histoire 4 : Un collège parisien* **Interpersonal Writing: *Écris-***	Have students complete the task. Ask students to share their work with the class. Walk around the class and help with vocabulary as needed.	Assign beforehand. Students log in and go to the page.

15	*moi vite !*		
15	*Longue histoire 4 : Un collège parisien* **Interpersonal Speaking:** *Une nouvelle fille*	Now have students do this task. You might want to discuss how they felt about the task afterwards.	Assign beforehand. Students log in and go to the page.
20	*Longue histoire 4 : Un collège parisien* **Presentational Writing:** *Emploi du temps*	Lastly, have students complete this task. Review as a class as time permits.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

Week 6

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week		
Week 6		
Monday		
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. **I can talk about my school.**	
15	*Encore ! Encore !* *Le monde en photos* **L'école de garçons**	Project the photo for the class and read the description. Ask students questions about the image and draw from some of the things students have learned recently about school in France.	Project for class.
15	*Encore ! Encore !* *Le monde en photos* **L'école de garçons**	Have students complete the activity.	Assign beforehand. Students log in and go to the page.
20	*Explore le monde francophone !* **Visitons la France !**	Return to the *Visitons la France !* page and look again with your students at the collage. Have students complete the questions.	Project for class and have students log in and go to page.
	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday		
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda.	

		I can understand some of what a person says about where they live. I can give information about myself, like my name, where I live, and where I go to school.	
10	*Encore ! Encore !* Interviews **Caroline**	Play the video and ask a few basic comprehension questions afterwards.	Project for class.
15	*Encore ! Encore !* Interviews **Caroline**	Have students complete the activities on their own.	Assign beforehand. Students log in and go to the page.
15	-	Have students reflect on what they have learned about the different countries and cultures featured throughout the unit. Ask what they learned about other cultures and what they know about their own cultures. For instance, they just watched a video of Caroline who says she likes the history in France, with old towns and interesting architecture. Ask students if there are old towns and interesting architecture where they live. You can do the same about school and education – students learned a lot about school in Senegal and Haiti. Remind them of details they learned (or ask them) and then ask them for descriptions of what school is like where they live. This will help them on the next activity and on the final unit assessment.	
10	*Encore ! Encore !* Interviews **Qui es-tu ?**	Have students complete the speaking activity.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

<table>
<tr><td colspan="4" align="center">**Wednesday**
Final Unit Assessment – Option 1
Please note: If you prefer to assign the IPA as the final unit assessment, see **Option 2** below.</td></tr>
</table>

-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can read a story about the first day of school. I can write a story about the first day of school.** **Tip!** Remind students that today will be a formal unit assessment and they will be working independently.	
50	*Longue histoire 3 : Un premier jour bizarre* **Activité 1 : Choix multiple Activité 2 : Vrai ou faux ? Activité 3 : Réponse courte**	Assign the *Longue histoire 3 : Un premier jour bizarre*, all pages. Set the assignment so that students can't submit more than one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the pages.

	Activité 4 : Raconte-moi l'histoire		
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
**Thursday** **Final Unit Assessment – Option 1** Please note: If you prefer to assign the IPA as the final unit assessment, see **Option 2** below.			
15	*Longue histoire 3 : Un premier jour bizarre*	Project story and go over it for comprehension check.	Project for class. Have students log in and go to pages.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can write an original story.** **I can tell an original story.** **Tip!** Remind students that this writing/speaking assignment is also a formal assessment and they will be working independently.	
35	End-of-Unit Review and Assessment *Mon histoire originale ! Raconte-nous une histoire originale*	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Students log in and go to the page(s).
-		When students finish creating their original story, have them illustrate their story using the Four Panel Comic Page (which you would need to print off beforehand) or play games in the Voces Game Center.	Print out blank comic strips beforehand.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	
**Wednesday** **Final Unit Assessment – Option 2** Please note: If you prefer to assign *Longue histoire 3 : Un premier jour bizarre* and the End-of-Unit Assessment as the final unit assessment, see **Option 1** above.			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can read, identify, and understand many words in a French student's class schedule.** **I can have a conversation that will help me get to know a new friend.**	
10	Integrated Performance Assessment **Context**	Read the context and look at the pictures as a class. **Tip!** Remind students that this assignment is a formal assessment and they will be working independently.	Assign beforehand. Students log in and go to the page.
40	Integrated	Assign the tasks ahead of time. Set the assignments so that	Assign

	Performance Assessment **Interpretive Reading Interpersonal Speaking**	students can only submit one time and can't leave the page once they begin.	beforehand. Students log in and go to the pages.
-	**Exit Ticket**	Have students click on the Can-Dos and self-assess.	

<table>
<tr><td colspan="4" align="center">Thursday
Final Unit Assessment – Option 2
Please note: If you prefer to assign <i>Longue histoire 3 : Un premier jour bizarre</i>
and the End-of-Unit Assessment as the final unit assessment, see Option 1 above.</td></tr>
</table>

-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. **I can write a note describing my first day of school.**	
20	Integrated Performance Assessment **Presentational Writing**	Assign the task ahead of time. Set the assignment so that students can only submit one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the page.
15	*Unité 1: Ma vie à l'école* **Can-Do Checklist**	Have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning. If time permits, let students share their goals with the class.	Assign beforehand. Have students log in and go to page.
15	*En arrière-plan*	Have students complete the activity. Complete it as a class or go over it as a class, depending on how much time you have.	Assign beforehand. Students log in and go to the page.
-	**Exit Ticket**	Have students click on the Can-Do and self-assess.	

<table>
<tr><td colspan="4" align="center">Friday
End of unit wrap-up day!
We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and
choose from these options or do something different!</td></tr>
</table>

	Unité 1: Ma vie à l'école **Can-Do Checklist**	If you didn't do this the day before, have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
	Explore le monde francophone ! **Dans ma communauté**	Set up international key pals and introduce students to these key pals on this day. Or, encourage students to interact on social media in French according to your school's policy. **Tip!** Have students complete the Can-Do, imagining what they will be able to do now that they have completed one unit of *Notre histoire*. **I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.**	Project for class and assign beforehand.
	End-of-Unit	Have students share the original stories they wrote.	

Review and Assessment *Mon histoire originale !*			
Voces Game Center	You could also have students play games against each other or as a class!		

Unit 1 Can-Dos

Interpretive Reading

I can read a web page about school supplies.

I can read a story about greetings.

I can understand a story about school supplies.

I can understand a story about a student in Paris.

I can read a story about a new student.

I can read a story about a teacher in Haiti.

I can read a story about homework.

I can read a story about the first day of school.

I can read a story about schools in Paris.

I can read an article about school in France.

I can read an article about school in Senegal.

Interpretive Listening

I can understand the main idea and some words and phrases in an animated cartoon about school.

I can understand some of what a person says about where they live.

I can understand some of what a person says about where they go to school.

Interpersonal Speaking

I can have a short conversation that will help me get to know someone and make a new friend.

I can talk about where I am from, where I live, and information about school.

I can talk about my school.

Interpersonal Writing

I can write an email introducing myself to an e-pal.

Presentational Speaking

I can tell a story about misplacing my homework.

I can tell a story about school supplies.

I can tell a story about a teacher in Haiti.

I can tell a story about homework.

I can tell a story about schools in Paris.

I can give information about myself, like my name, where I live, and where I go to school.

I can tell an original story.

Presentational Writing

I can list typical classes and times on a school schedule.

I can write a story about greetings.

I can write a story about a new student.

I can write a story about an American student in Paris.

I can write a story about the first day of school.

I can write an original story.

Intercultural Competencies

I can compare typical classes and times on a school schedule from France and my own country.

I can use single words and phrases to identify products and practices that reflect perspectives in Senegal.

I can use single words and phrases to identify products and practices that reflect perspectives in Haiti.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare my school experience with students' experiences in Haiti.

I can understand the differences between my school and a school in Cameroon.

I can read a children's book in French and compare it to stories I have read before.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can read, identify, and understand many words in a French student's class schedule.

Interpersonal Speaking

I can have a conversation that will help me get to know a new friend.

Presentational Writing

I can write a note describing my first day of school.

Intercultural Competencies

I can compare a typical class schedule from France with one from my culture.