

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

Overview of *Notre histoire 3*

Each unit in *Notre histoire 3* 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:** *Longue histoires* increase interactions with the structures presented in the *petite histoires*. The *longue 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 students 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 into *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 every 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	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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.	Project for class.
20	Introduction	Project the page for your class to see and then ask questions, like: <i>As-tu déjà vu une de ces images ? Où est-ce que tu l'as vue ? Quelle est ton image préférée ? Pourquoi ? Aimes-tu l'art ? Aimes-tu dessiner ? Aimes-tu danser ? Aimes-tu écouter de la musique ? Quels types de messages y a-t-il dans l'art ? Des messages sur la beauté ? De protestation ? Penses-tu que l'art peut changer les gens ? Leurs idées ? Leurs actions ? Pourquoi ou pourquoi pas ?</i> Tip! Double-click any of the images to make them full screen. Talk about what the image is and why it is being included in this selection.	Project for class.
10	Introduction	Have students partner up to discuss the <i>questions essentielles</i> at the top of the page. After giving them time to discuss their ideas with each other, bring the class back together and ask some students to share their thoughts with the whole class.	Project for class.
10	En arrière-plan	Have students complete the questions. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-	<i>Petite histoire 1</i>	Open class by conducting a student interview using the <i>Notre</i>	Project for

15	: <i>Un artiste retrouve l'inspiration</i> Questions personnelles	<i>classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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.	class.
15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Vocabulaire important	Introduce the <i>Vocabulaire important for Petite histoire 1 : Un artiste retrouve l'inspiration</i> . 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	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> 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 <i>petite histoire</i> , 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 <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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.
-		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 an artist who travels to Vanuatu to find inspiration.	
5	<i>Petite histoire 1</i> : <i>Un artiste retrouve l'inspiration</i> Vocabulaire important	Project the <i>Vocabulaire important</i> 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	<i>Petite histoire 1</i> : <i>Un artiste retrouve l'inspiration</i> Un artiste retrouve l'inspiration	Project the first story, <i>Un artiste retrouve l'inspiration</i> . 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	<i>Petite histoire 1</i> : <i>Un artiste retrouve l'inspiration</i> Un artiste retrouve l'inspiration	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	<i>Petite histoire 1</i> : <i>Un artiste retrouve l'inspiration</i> Activité 1 : Qui aurait pu le dire ? Activité 2 : Qu'est-ce que ça veut dire ?	Have students pair up or work individually and complete <i>Activités 1</i> and <i>2</i> . 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 <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Petite histoire 1</i> : <i>Un artiste retrouve l'inspiration</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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.
10	<i>Petite histoire 1</i> : <i>Un artiste retrouve l'inspiration</i> Activité 1 : Qui	Review <i>Activités 1</i> and <i>2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to the pages.

	<i>aurait pu le dire</i> ? Activité 2 : <i>Qu'est-ce que ça veut dire ?</i>		
10	<i>Petite histoire 1</i> <i>: Un artiste retrouve l'inspiration</i> Note de grammaire : Le passé, le présent et le futur	Review the past, present, and future tenses, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Petite histoire 1</i> <i>: Un artiste retrouve l'inspiration</i> Note de grammaire : Le passé, le présent et le futur	Have students complete the activity and then go over the activity as a class to reinforce the structure of the grammar tenses in each case.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 1</i> <i>: Un artiste retrouve l'inspiration</i> Activité 3 : Réponse libre Activité 4 : <i>Qu'est-ce que ça symbolise ?</i>	Have students complete <i>Activités 3</i> and <i>4</i> . They may need to complete them as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> 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 understand an article about a fire at the Notre Dame cathedral in Paris.	
10	<i>Encore ! Encore !</i> <i>Articles</i> L'incendie de Notre-Dame de Paris	Read version A with class and complete the activity as a group.	Project for class. Students log in and go to the pages.
10	<i>Encore ! Encore !</i> <i>Articles</i> L'incendie de Notre-Dame de Paris	Have students partner up and read version B together and complete the second activity together.	Project for class. Students log in and go to the pages.

15	<i>Encore ! Encore ! Articles L'incendie de Notre-Dame de Paris</i>	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	<i>Encore ! Encore ! Articles L'incendie de Notre-Dame de Paris</i>	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.	

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Week 2

Monday

10-15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Questions personnelles</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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.
5	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Version alternative : Thibault et Anolyn</i>	Review the structures for the <i>Version alternative : Thibault et Anolyn</i> . Use gestures and ask students simple questions using the structures.	Project for class.
15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Version alternative : Thibault et Anolyn</i>	Play the audio for the <i>Version alternative : Thibault et Anolyn</i> . Pause the audio after every few sentences and ask a few simple comprehension questions to ensure students are following along.	Project for class.
20	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Activité 5 : Vrai ou faux ? (version alternative)</i>	Have students complete the <i>Activités 5</i> and <i>6</i> either alone or in pairs. Spend a few minutes at the end of class reviewing the answers to <i>Activité 6</i> .	Assign beforehand. Students log in and go to the page.

	Activité 6 : Une interview de Thibault (version alternative)		
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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 travel article about Vanuatu.	
10	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpretive Reading: Voyage au Vanuatu	Read over the article as a class and help to "unpack" some of the meaning, especially if there are words students don't know.	Project for class.
30	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpretive Reading: Voyage au Vanuatu	Have students complete the Interpretive Reading task. They can work individually or in pairs to complete it.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpretive Reading: Voyage au Vanuatu	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday			
10-15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>). 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 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 can understand some words and phrases and a few facts in a video about French musicians.	
15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Presentational Speaking: Mes vacances au Vanuatu	Have students complete the Presentational Speaking task on their own.	Assign beforehand. Students log in and go to the pages.
10	<i>Encore ! Encore ! Interviews Cosima</i>	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
15	<i>Encore ! Encore ! Interviews Cosima</i>	Have students pair up or work individually and complete the activities. Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Thursday			
10-15	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>).	Project for class.
15	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Vocabulaire important	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 2 : Un musée à ciel ouvert !</i> 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. Review the answers to the <i>questions essentielles</i> .	Project for class.
20	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> 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 <i>Notre histoire</i> . Tip! For each <i>petite histoire</i> , 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	Project for class.

		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.	
5	<i>Petite histoire 2 : Un musée à ciel ouvert ! Notre histoire</i>	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 <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
10-15	<i>Petite histoire 2 : Un musée à ciel ouvert ! Questions personnelles</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>).	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 street art in Paris.	
5	<i>Petite histoire 2 : Un musée à ciel ouvert ! Vocabulaire important</i>	Review the Vocabulaire important for <i>Petite histoire 2</i> .	Project for class.
15	<i>Petite histoire 2 : Un musée à ciel ouvert ! Un musée à ciel ouvert !</i>	First, play the native speaker audio for <i>Un musée à ciel ouvert !</i> for students while projecting the page so students can see the structures and follow along with the story. Next, read <i>Un musée à ciel ouvert !</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Petite histoire 2 : Un musée à ciel ouvert ! Activité 1 : Choix multiple Activité 2 : De faux à vrai</i>	Have students pair up or work individually and complete <i>Activités 1</i> and <i>2</i> . 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-Dos and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	

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

Week 3

Monday

10-15	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>).	Project for class.
10	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Note de grammaire : L'impératif	Talk about the imperative mood in the French language. Refer to the explanation in <i>Notre histoire</i> . Go over some examples.	Project for class.
10	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Note de grammaire : L'impératif	Have students complete the activity and spend a few minutes reviewing their responses as a way to reinforce the grammatical concept.	Assign beforehand. Students log in and go to the pages.
10	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Un musée à ciel ouvert !	Review the story with students briefly.	Project for class.
10	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Activité 3 : Qu'est-ce que Lourdes pense ? Activité 4 : Ton opinion personnelle	Have students complete <i>Activités 3</i> and <i>4</i> , Review activities as a class as time allows.	Assign beforehand. Students log in and go to the pages.
		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	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		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 video about an artist who is creating a street art mural for <i>le Mur d'Oberkampf</i> in Paris.	
10	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Interpretive Listening: Sur le Mur d'Oberkampf	Watch the video as a class. Pause along the way and ask simple comprehension questions and/or clarify meaning. You may also want to connect some of the points in the video with the stories and videos students have read and watched.	Project for class.

30	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Interpretive Listening: Sur le Mur d'Oberkampf	Have students complete the Interpretive Listening task. They can work in pairs or individually to complete it.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Interpretive Listening: Sur le Mur d'Oberkampf	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Wednesday			
10-15	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the <i>Questions personnelles</i>).	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 leave a voicemail describing a painting that I saw on le Mur d'Oberkampf. I can talk about and compare different kinds of dance.	
15	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Presentational Speaking: L'art de la rue	Have students complete the Presentational Speaking task on their own. Tip! You may want to review the rubric as well, and make sure students know how they will be graded.	Assign beforehand. Students log in and go to the pages.
15	<i>Encore ! Encore !</i> <i>Le monde en photos</i> La danse	Project the images 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 speakers questions in the transcript.	Project for class.
10	<i>Encore ! Encore !</i> <i>Le monde en photos</i> La danse	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.
-	Exit Ticket(s)	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Petite histoire 3 : Les peintures</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is the last slide of the	Project for class.

	<i>rupestres de l'Ennedi</i> Questions personnelles	<i>Questions personnelles</i>).	
15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Vocabulaire important	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> . 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	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Vocabulaire important	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 <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> 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 cave paintings in Chad.	
25	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	First, play the native speaker audio for <i>Les peintures rupestres de l'Ennedi</i> for students while projecting the page so students can see the structures and story. Next, read <i>Les peintures rupestres de l'Ennedi</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Activité 1 : Logique ou illogique ? Activité 2 : C'est un problème ?	Have students complete <i>Activités 1</i> and <i>2</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

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

Week 4

Monday

10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	Re-read the story with them or ask comprehension questions to remind them of the storyline and characters. Tip! Double click each illustration to make it full screen and then review the story by describing what's going on in each of the illustrations.	Project for class.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Note de grammaire : Autrefois	Review the grammar explanation, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Note de grammaire : Autrefois	Have students complete the activity and then go over the activity as a class to reinforce how to use <i>autrefois</i> .	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Activité 3 : Prouve-le !	Have students complete <i>Activité 3</i> individually. If time allows, go over their answers as a class.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Tuesday

10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> 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 use a series of sentences to identify products and describe practices to explain the perspectives of the culture	

		surrounding street art.	
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	Review the story with them or ask comprehension questions to remind them of the storyline and characters.	Project for class.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Activité 4 : Résous le problème	Have students do the <i>Activité 4</i> on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.
20	<i>Encore ! Encore ! Panoramas L'art sur le trottoir</i>	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 <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Version alternative : Un reportage sur les peintures rupestres	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.
25	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> <i>Version alternative : Un reportage sur les peintures rupestres</i> Activité 5 : Réponse courte	Have students do the <i>Activités 5</i> and <i>6</i> on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.

	<i>(version alternative)</i> Activité 6 : Quelle est la différence ? <i>(version alternative)</i>		
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> 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 for the class, or display it on the day's agenda. I can write a paragraph about le massif de l'Ennedi, the importance of the cave paintings that are found there, and how primitive art can inspire modern artists. I can talk about a movement in France. I can compare a movement in France to a movement where I live.	
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Presentational Writing: Le massif de l'Ennedi	Watch the video as a class, pausing occasionally to ask questions or have students describe the cave art.	Project for class.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Presentational Writing: Le massif de l'Ennedi	Have students complete the Presentational Writing task. If time allows, let students who volunteer share their work with the class.	Assign beforehand. Students log in and go to the pages.
10	<i>Encore ! Encore !</i> <i>Le monde en photos</i> Le grand débat national	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 speakers 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	<i>Encore ! Encore !</i> <i>Le monde en</i>	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

	<i>photos</i> Le grand débat national		in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	
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 an article about historic stolen art.	
15	<i>Encore ! Encore !</i> <i>Articles</i> Le pillage de l'Europe	Read version A with class and complete the activity as a group.	Project for class and have students log in and go to page.
20	<i>Encore ! Encore !</i> <i>Articles</i> Le pillage de l'Europe	Have students partner up and read version B together and complete the second activity together.	Assign beforehand. Students log in and go to the page.
15	<i>Encore ! Encore !</i> <i>Articles</i> Le pillage de l'Europe	Have students read the last version on their own and work on the last set of questions. Review their answers as time allows.	Assign beforehand. Students log in and go to the page.
-	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 understand a story about painting a self-portrait.	
10	<i>Longue histoire 1 :</i> <i>L'autoportrait d'Adélaïde</i> Vocabulaire important	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	<i>Longue histoire 1 :</i> <i>L'autoportrait d'Adélaïde</i>	Read the story out loud, pausing every few sentences and asking some simple yes/no and true/false questions.	Project for class.
20	<i>Longue histoire 1 :</i> <i>L'autoportrait</i>	Have students complete the <i>Activité 1</i> independently. Then, as time allows, review as a class.	Assign beforehand. Students log

	<i>d'Adélaïde</i> Activité 1 : Décris la photo		in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
-		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 an art project I plan to make.	
20	<i>Longue histoire 1 : L'autoportrait d'Adélaïde</i>	Play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no and true/false questions to make sure everyone understood the story.	Project for class.
10	<i>Longue histoire 1 : L'autoportrait d'Adélaïde</i> Activité 2 : Mets dans l'ordre	Have students complete the <i>Activité 2</i> independently or in pairs. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the page.
20	<i>Longue histoire 1 : L'autoportrait d'Adélaïde</i> Interpersonal Writing: Mon projet d'art	Have students complete the Interpersonal Writing task. They may need extra time outside of class to complete it.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Longue histoire 1 : L'autoportrait d'Adélaïde</i>	Review the story as a class, asking comprehension questions to remind students about the story.	Project for class.
30	<i>Longue histoire 1 : L'autoportrait d'Adélaïde</i> Activité 3 : Comment le sais-tu ? Activité 4 : Une conversation avec Adélaïde	Have students complete <i>Activités 3</i> and <i>4</i> independently. Tip! 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.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

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 understand some words and phrases and a few facts in a video about icons in the French musical and literary world.	
10	<i>Encore ! Encore ! Interviews Amy</i>	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
40	<i>Encore ! Encore ! Interviews Amy</i>	Have students pair up or work individually and complete the activities. Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit ticket	Have students click on the Can-Dos and self-assess.	
Friday			
10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi Questions personnelles</i>	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
-		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 use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding musical instruments.	
30	<i>Encore ! Encore ! Panoramas Le magasin des instruments musicaux anciens</i>	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.
10	<i>Explore le monde francophone Dans ma communauté</i>	Introduce this project to the class. You may want to gather some items on your own to show students as examples and put on your bulletin board to begin the collection. Then ask students to look for evidence of French in their community over the weekend and to bring in that evidence on Monday, including pictures of signs, brochures, menus, and flyers of community events where French is spoken. Tip! You may want to allow students to search in a broader area or online if there isn't much French culture and language where you live. Be creative and open to students' own interpretations of this project.	Project for class.
-	Exit ticket	Have students click on the Can-Dos and self-assess.	

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

Week 6

Monday

10-15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Questions personnelles	Begin class continuing with the <i>Nuestra clase, nuestra historia</i> routine, but choose a different student from before to interview.	Project for class.
		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 talk about icons in my own community. I can investigate products and perspectives in my own and other communities.	
15	<i>Explore le monde francophone</i> Dans ma communauté	Have students "show and tell" the items and other "evidence" they found in their community of French culture and language. As much as is possible, post those items on the bulletin board and encourage students to continue to bring in more evidence throughout the year.	Project for class.
15	<i>Encore ! Encore ! Interviews Qui es-tu ?</i>	Prepare students for the <i>Qui es-tu ?</i> speaking task by asking students their names and how to spell them, where they are from, and about an icon in their own community. Tip! When spelling their names, let students refer to <i>L'alphabet</i> in the appendix as is necessary.	Project for class.
10	<i>Encore ! Encore ! Interviews Qui es-tu ?</i>	Have students complete the activity.	Assign beforehand. Students log in and go to the 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 write an original story. I can tell an original story.	
15	Introduction	Revisit the photos and captions on this page. Connect some of the artworks with stories you have read during the course of the unit. Revisit the <i>Questions essentielles</i> and discuss them as a class.	Assign beforehand. Students log in and go to the page.
35	End-of-Unit Review and Assessment Mon histoire originale ! Raconte-nous une histoire	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).

	<i>originale</i>		
-		When students finish creating their original story, have them illustrate their story using the 4 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			
-		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 an article about cave art in the <i>massif de l'Ennedi</i> in Chad. I can have a conversation about art with a classmate. I can write a journal entry about a description of a painting I want to create.	
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 Performance Assessment Interpretive Reading Interpersonal Speaking Presentational Writing	Assign the tasks ahead of time. Set the assignments 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 pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday Final Unit Assessment			
-		Remind students of the Can Dos. These are the same as the day before, since they will just be continuing with the Integrated Performance Assessment. I can understand an article about cave art in the <i>massif de l'Ennedi</i> in Chad. I can have a conversation about art with a classmate. I can write a journal entry about a description of a painting I want to create.	
30	Integrated Performance Assessment Interpretive Reading Interpersonal Speaking 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.

20	<i>Unité 1 : Qu'est-ce que l'art ?</i> 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.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
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!			
	<i>Unité 1 : Qu'est-ce que l'art ?</i> 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.
	End-of-Unit Review and Assessment <i>Mon histoire originale !</i>	Have students share the original stories they wrote.	
	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 understand an article about a fire at the Notre Dame cathedral in Paris.

I can understand an article about historic stolen art.

I can read a travel article about Vanuatu.

I can understand a story about an artist who travels to Vanuatu to find inspiration.

I can understand a story about street art in Paris.

I can understand a story about cave paintings in Chad.

I can understand a story about painting a self-portrait.

Interpretive Listening

I can understand a video about an artist who is creating a street art mural for *le Mur d'Oberkampf* in Paris.

I can understand some words and phrases and a few facts in a video about icons in the French musical and literary world.

I can understand some words and phrases and a few facts in a video about French musicians.

Interpersonal 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 can talk about and compare different kinds of dance.

I can talk about a movement in France.

Interpersonal Writing

I can talk about an art project I plan to make.

Presentational Speaking

I can leave a voicemail describing a painting that I saw on *le Mur d'Oberkampf*.

I can tell an original story.

I can talk about icons in my own community.

Presentational Writing

I can write a paragraph about *le massif de l'Ennedi*, the importance of the cave paintings that are found there, and how primitive art can inspire modern artists.

I can write an original story.

Intercultural Competencies

I can investigate products and perspectives in my own and other communities.

I can compare a movement in France to a movement where I live.

I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding street art.

I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding musical instruments.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can understand an article about cave art in the *massif de l'Ennedi* in Chad.

Interpersonal Speaking

I can have a conversation about art with a classmate.

Presentational Writing

I can write a journal entry about a description of a painting I want to create.