

Alignment to the Alaska Content Standards for World Languages

Voces® Notre histoire 1 ~ Unit 1

Voces *Notre histoire* Level 1 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 1 will take your middle or high school students who have no prior experience in French from Novice-Low through Novice-Mid levels of proficiency and beyond.

This standards-based, AP®-aligned program integrates stories, communicative tasks, and culture in a cohesive, all-in-one, and customizable format accessible to students and teachers from any device. *Notre histoire* offers digital-blended learning opportunities for French classes on a data-driven, interactive, and easy-to-use platform.

This document illustrates how the first unit in *Notre histoire* Level 1 aligns to the Alaska Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Ma vie à l'école			
A. A student should be able to communicate in two or more languages, one of which is English.			
A1 – A student who meets the content standard should understand written and oral communication in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Petite histoire 2 : Pauvre Lucie !</i>	Interpretive Reading: <i>La rentrée universitaire</i>	Reading	I can read a web page about school supplies.
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can read a story about greetings.
<i>Longue histoire 1 : Alima et la nouvelle fille</i>	<i>Activité 1 : Réponse courte</i>	Reading	I can read a story about a new student.
<i>Petite histoire 4 : Le professeur furieux</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can read a story about a teacher in Haiti.
<i>Longue histoire 2 : Une surprise pour Paul</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can read a story about homework.
<i>Longue histoire 3 : Un premier jour bizarre</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can read a story about the first day of school.
<i>Longue histoire 4 : Un collègue parisien</i>	<i>Activité 1 : Qui est-ce ?</i>	Reading	I can read a story about schools in Paris.

<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	Reading	I can read an article about school in France.
<i>Petite histoire 2 : Pauvre Lucie !</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about school supplies.
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Activité 1 : Lequel est faux ?</i>	Reading	I can understand a story about a student in Paris.
<i>Petite histoire 4 : Le professeur furieux</i>	Interpretive Listening: <i>Quelle est ta matière préférée ?</i>	Listening	I can understand the main idea and some words and phrases in an animated cartoon about school.
<i>Encore ! Encore !</i>	<i>Interviews : Caroline</i>	Listening	I can understand some of what a person says about where they live.
<i>Encore ! Encore !</i>	<i>Interviews : Cala Lionel</i>	Listening	I can understand some of what a person says about where they go to school.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in a French student's class schedule.
A2 – A student who meets the content standard should write and speak understandably in two or more languages.			
Section	Title	Mode	Can-Do/Description
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Speaking: <i>Une nouvelle fille</i>	Speaking	I can have a short conversation that will help me get to know someone and make a new friend.
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Writing: <i>Écris-moi vite !</i>	Writing	I can write an email introducing myself to an e-pal.

<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Speaking	I can talk about my school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les élèves sénégalais</i>	Speaking	I can talk about where I am from, where I live, and information about school.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation that will help me get to know a new friend.

A3 – A student who meets the content standard should use two or more languages effectively in real life situations.

Section	Title	Mode	Can-Do/Description
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Speaking: <i>Une nouvelle fille</i>	Speaking	I can have a short conversation that will help me get to know someone and make a new friend.
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Writing: <i>Écris-moi vite !</i>	Writing	I can write an email introducing myself to an e-pal.
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Speaking	I can talk about my school.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les élèves sénégalais</i>	Speaking	I can talk about where I am from, where I live, and information about school.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation that will help me get to know a new friend.

A4 – A student who meets the content standard should use two or more languages to learn new information in academic subjects.

Section	Title	Can-Do/Description
<i>Explore le monde francophone !</i>	<i>Lien avec les autres matières</i>	I can read a children's book in French and compare it to stories I have read before.

<i>Encore ! Encore !</i>	<i>Interviews : Caroline</i>	I can understand some of what a person says about where they live.
<i>Explore le monde francophone !</i>	<i>Visitons la France !</i>	Photos and a map of France, with exploratory questions
<i>Explore le monde francophone !</i>	<i>Visitons le Sénégal !</i>	Photos and a map of Senegal, with exploratory questions
<i>Explore le monde francophone !</i>	<i>Visitons Haïti !</i>	Photos and a map of Haiti, with exploratory questions
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Bonjour ! Salaamaalekum !</i>	Different languages that are common in Senegal
B. A student should expand the student's knowledge of peoples and cultures through language study.		
B1 – A student who meets the content standard should understand the relationship between language and culture.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Bonjour ! Salaamaalekum !</i>	Different languages that are common in Senegal
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Un élève américain à Paris</i>	Different greetings in French
<i>Longue histoire 3 : Un premier jour bizarre</i>	<i>Un premier jour bizarre</i>	Carnival in Haiti
<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	Investigation of school in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Comparison of school in France and student's own
<i>Encore ! Encore !</i>	<i>Interviews : Cala Lionel</i>	Comparison of school in Senegal and student's own
Integrated Performance Assessment	Interpretive Reading	Comparison of school schedules in France and student's own
B2 – A student who meets the content standard should learn about and experience surface		

characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature.		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	I can read an article about school in France.
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Activité 1 : Lequel est faux ?</i>	I can understand a story about a student in Paris.
Integrated Performance Assessment	Interpretive Reading	I can read, identify, and understand many words in a French student's class schedule.
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Bonjour ! Salaamaalekum !</i>	Different languages that are common in Senegal
<i>Encore ! Encore !</i>	<i>Interviews : Cala Lionel</i>	I can understand the differences between my school and a school in Cameroon.
<i>Encore ! Encore !</i>	<i>Articles : La situation des élèves en Haïti</i>	I can compare my school experience with students' experiences in Haiti.
<i>Encore ! Encore !</i>	<i>Panoramas : Dans une salle de classe sénégalaise</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Senegal.
<i>Encore ! Encore !</i>	<i>Panoramas : Le Lycée Alexandre-Pétion</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Haiti.
<i>Explore le monde francophone !</i>	<i>Lien avec les autres matières</i>	I can read a children's book in French and compare it to stories I have read before.
<i>Longue histoire 3 : Un premier jour bizarre</i>	<i>Un premier jour bizarre</i>	Carnival in Haiti

<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	Investigation of school in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Comparison of school in France and student's own
B3 – A student who meets the content standard should learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.		
Section	Title	Can-Do/Description
<i>Longue histoire 4 : Un collège parisien</i>	Presentational Writing: <i>Emploi du temps</i>	I can compare typical classes and times on a school schedule from France and my own country.
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Bonjour ! Salaamaalekum !</i>	Different languages that are common in Senegal
<i>Longue histoire 3 : Un premier jour bizarre</i>	<i>Un premier jour bizarre</i>	Carnival in Haiti
<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	Investigation of school in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Comparison of school in France and student's own
<i>Encore ! Encore !</i>	<i>Interviews : Cala Lionel</i>	Comparison of school in Senegal and student's own
Integrated Performance Assessment	Interpretive Reading	I can compare a typical class schedule from France with one from my culture.
B4 – A student who meets the content standard should improve the student's understanding of the student's language and culture through experiences with other languages and cultures.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Version alternative : Bonjour ! Salaamaalekum ! : Attention !</i>	Noticing Verb Forms
<i>Petite histoire 2 : Pauvre Lucie !</i>	<i>Note de grammaire</i>	<i>La négation</i>

<i>Longue histoire 1 : Alima et la nouvelle fille</i>	<i>Note de grammaire</i>	<i>La conjugaison</i>
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Un élève américain à Paris : Attention !</i>	<i>Masculin et féminin</i>
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Un élève américain à Paris</i>	Different greetings in French
<i>Longue histoire 4 : Un collège parisien</i>	<i>Un collège parisien</i>	Different words for “school” in France
<i>Encore ! Encore !</i>	<i>Articles : Le wolof : une langue du Sénégal</i>	The Wolof language in Senegal
<i>Longue histoire 3 : Un premier jour bizarre</i>	<i>Un premier jour bizarre</i>	Carnival in Haiti
<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	Investigation of school in France
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Comparison of school in France and student's own
<i>Encore ! Encore !</i>	<i>Interviews : Cala Lionel</i>	Comparison of school in Senegal and student's own
Integrated Performance Assessment	Interpretive Reading	Comparison of school schedules in France and student's own

B5 – A student who meets the content standard should apply knowledge of the functions and structure of one language to the study of another language.

Section	Title	Can-Do/Description
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Version alternative : Bonjour ! Salaamaalekum ! : Attention !</i>	Noticing Verb Forms
<i>Petite histoire 2 : Pauvre Lucie !</i>	<i>Note de grammaire</i>	<i>La négation</i>
<i>Longue histoire 1 : Alima et la nouvelle fille</i>	<i>Note de grammaire</i>	<i>La conjugaison</i>
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Un élève américain à Paris : Attention !</i>	<i>Masculin et féminin</i>
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Un élève américain à Paris</i>	Different greetings in French
<i>Longue histoire 4 : Un collège parisien</i>	<i>Un collège parisien</i>	Different words for “school” in France

<i>Encore ! Encore !</i>	<i>Articles : Le wolof : une langue du Sénégal</i>	The Wolof language in Senegal
B6 – A student who meets the content standard should recognize through language study that all cultures contribute to the global society.		
Section	Title	Can-Do/Description
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Un élève américain à Paris</i>	Different greetings in French
<i>Encore ! Encore !</i>	<i>Articles : Le wolof : une langue du Sénégal</i>	The Wolof language in Senegal
C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.		
C1 – A student who meets the content standard should interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel.		
Section	Title	Can-Do/Description
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Speaking: <i>Une nouvelle fille</i>	Speaking
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Writing: <i>Écris-moi vite !</i>	Writing
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'école de garçons</i>	Speaking
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les élèves sénégalais</i>	Speaking
Integrated Performance Assessment	Interpersonal Speaking	Speaking
<i>Explore le monde francophone !</i>	<i>Dans ma communauté</i>	I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
C2 – A student who meets the content standard should use experiences with language and culture to explore the student's personal interests and career options.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone !</i>	<i>Dans ma communauté</i>	I can use the French language both within and beyond my

		classroom to interact and collaborate in my community and the globalized world.
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements
C3 – A student who meets the content standard should learn how language skills and cultural knowledge enhance a person’s competitiveness in the international marketplace.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone !</i>	<i>Dans ma communauté</i>	I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
C4 – A student who meets the content standard should apply language skills and cultural knowledge to enhance the student’s intellectual and social growth and to promote lifelong learning.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone !</i>	<i>Dans ma communauté</i>	I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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

