

Alignment to Florida Next Generation World Languages Standards

Voces® *Notre histoire* Level 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 online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device. *Notre histoire* offers digital 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 Florida Next Generation World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Ma vie à l'école			
World Languages Modes of Communication			
1. Interpretive Listening			
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<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.
2. Interpretive Reading			
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.			
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 collège 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.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read, identify, and understand many words in a French student's class schedule.

3. Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Longue histoire 4 : Un collège 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 collège 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.

4. Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Longue histoire 2 : Une surprise pour Paul</i>	Presentational Speaking: <i>Où sont mes devoirs ?</i>	Speaking	I can tell a story about misplacing my homework.
<i>Petite histoire 2 : Pauvre Lucie !</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about school supplies.
<i>Petite histoire 4 : Le professeur furieux</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about a teacher in Haiti.
<i>Longue histoire 2 : Une surprise pour Paul</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about homework.
<i>Longue histoire 4 : Un collègue parisien</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about schools in Paris.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can give information about myself, like my name, where I live, and where I go to school.
End-of-Unit Review and Assessment	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.

5. Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<i>Longue histoire 4 : Un collègue parisien</i>	Presentational Writing: <i>Emploi du temps</i>	Writing	I can list typical classes and times on a school schedule.
<i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about greetings.

<i>Longue histoire 1 : Alima et la nouvelle fille</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a new student.
<i>Petite histoire 3 : Un élève américain à Paris</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about an American student in Paris.
<i>Longue histoire 3 : Un premier jour bizarre</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about the first day of school.
End-of-Unit Review and Assessment	<i>Mon histoire originale !</i>	Writing	I can write an original story.
Integrated Performance Assessment	Presentation Writing	Writing	I can write a note describing my first day of school.

Intercultural Standards

6. Cultures

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Section	Title	Can-Do/Description
<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 : Le Lycée Alexandre-Pétion</i>	I can use single words and phrases to identify products and practices that reflect perspectives 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.
Integrated Performance Assessment	Interpretive Reading Task	I can compare a typical class schedule from France with one from my culture.

7. Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

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.

8. Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

Section	Title	Can-Do/Description
<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 Task	Comparison of school schedules in France and student's own

9. Communities

The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

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

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

