

Alignment to Maryland Foreign Language Content Standards

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 Maryland Foreign Language Content Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Ma vie à l'école			
1.0 Communication			
1.1 Interpersonal: Students exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions			
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.

1.2 Interpretive: Students understand and interpret the target language in its spoken and written form on a variety of topics.

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.

1.3 Presentational: Students present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics 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.
<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.
End-of-Unit Review and Assessment	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a note describing my first day of school.
2.0 Culture			
2.1 Practices and Perspectives: Students demonstrate knowledge and understanding of another			

people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

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>Longue histoire 4 : Un collègue 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>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.

2.2 Products and Perspectives: Students demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.

Section	Title	Can-Do/Description
<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	I can compare a typical class schedule from France with one from my culture.

3.0 Connections

3.1 Across Disciplines: Students reinforce and further knowledge of other content areas through a language other than English.

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.

3.2 Added Perspectives: Students acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.

Section	Title	Can-Do/Description
<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

4.0 Comparisons

4.1 Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and English.

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

4.2 Culture: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
<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

5.0 Communities

5.1 Practical Applications: Students use the language both within and beyond the school setting.

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.

5.0 Personal Enrichment: Students use the language for personal enjoyment and enrichment.

Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

Integrated Performance Assessment	Can-Do Self-Assessment	Self-assessment on IPA Can-Do statements
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