

Alignment to Ohio’s New Learning Standards: World Languages Grades 9-12

Voces® *Notre histoire* Level 1 ~ Unit 1

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.

This document illustrates how the first unit in *Notre histoire* Level 1 aligns to Ohio’s New Learning Standards: World Languages Grades 9-12. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Ma vie à l'école			
Communication Standard			
Communicate in languages other than English, both in person and via technology			
Interpersonal Communication (Speaking/Signing, Listening/Viewing, Reading and Writing)			
Learners initiate and sustain meaningful spoken, written and signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways. Learners actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.			
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.
Interpretive Communication (Reading, Listening/Viewing)			
Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language. They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts. Learners derive meaning through the use of listening,			

viewing and reading strategies. Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, non-print and digital language and culture sources.

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>	Activité 1 : <i>Mets dans l'ordre</i>	Reading	I can read a story about greetings.
<i>Longue histoire 1 : Alima et la nouvelle fille</i>	Activité 1 : <i>Réponse courte</i>	Reading	I can read a story about a new student.
<i>Petite histoire 4 : Le professeur furieux</i>	Activité 1 : <i>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>	Activité 1 : <i>Choix multiple</i>	Reading	I can read a story about homework.
<i>Longue histoire 3 : Un premier jour bizarre</i>	Activité 1 : <i>Choix multiple</i>	Reading	I can read a story about the first day of school.
<i>Longue histoire 4 : Un collègue parisien</i>	Activité 1 : <i>Qui est-ce ?</i>	Reading	I can read a story about schools in Paris.
<i>Encore ! Encore !</i>	Articles : <i>Le collègue en France</i>	Reading	I can read an article about school in France.
<i>Petite histoire 2 : Pauvre Lucie !</i>	Activité 1 : <i>Décris la photo</i>	Reading	I can understand a story about school supplies.
<i>Petite histoire 3 : Un élève américain à Paris</i>	Activité 1 : <i>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>	Interviews : <i>Caroline</i>	Listening	I can understand some of what a person says about where they live.
<i>Encore ! Encore !</i>	Interviews : <i>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.

Presentational Communication (Speaking/Signing and Writing)

Learners present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes. Learners demonstrate linguistic and cultural competence through academic endeavors, creative undertakings and artistic expression. Learners use their understanding of culture to convey messages in a manner that facilitates interpretation by others where no direct opportunity for the active negotiation of meaning exists.

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.

Cultures Standard

Gain and use knowledge and understanding of other cultures.

Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

Section	Title	Can-Do/Description
<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>Interviews : Cala Lionel</i>	I can understand the differences between my school and a school in Cameroon.
<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>Articles : La situation des élèves en Haïti</i>	I can compare my school experience with students' experiences in Haiti.
<i>Encore ! Encore !</i>	<i>Articles : Le collège en France</i>	Investigation of school in France
<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.
<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>Lien avec les autres matières</i>	I can read a children's book in French and compare it to stories I have read before.
Integrated Performance Assessment	Interpretive Reading Task	I can compare a typical class schedule from France with one from my culture.

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

