

Alignment to South Carolina's Standard for World Language Proficiency

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 South Carolina's Standard for World Language Proficiency. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Ma vie à l'école			
Language Competencies			
1. Interpretive Listening (IL) and Reading (IR): Learners will be able to interpret information, concepts, and ideas from a variety of culturally authentic sources 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.

2. Interpersonal Communication (IC): Learners will be able to exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.

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.

3. Presentational Speaking (PS) and Writing (PW): Learners will be able to present information,

concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

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.

Intercultural Competencies

4. Investigation of Cultural Products and Practices (CPP): Learners will be able to use their

language skills to investigate the world beyond their immediate environment.		
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>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.
<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.
Integrated Performance Assessment	Interpretive Reading	I can compare a typical class schedule from France with one from my culture.
5. Understanding of Cultural Perspectives (CP): Learners will be able to use their language skills to recognize and understand others' ways of thinking as well as their own.		
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
6. Participation in Cultural Interaction (CIA): Learners will be able to use their language skills and cultural understanding to interact in a cultural context other than their own.		
Section	Title	Can-Do/Description
<i>Longue histoire 4 : Un collègue parisien</i>	Interpersonal Speaking: <i>Une nouvelle fille</i>	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>	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>	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

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

