

Alignment to World Language Standards of Learning for Virginia Public Schools

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 communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first chapter in *Notre histoire* Level 1 aligns to the World Language Standards of Learning for Virginia Public Schools. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Ma vie à l'école		
Interpretive Communication		
STANDARD 1: Investigate Intercultural Products, Practices and Perspectives through Interpretive Communication (Interpretive Mode)		
1.NL Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.		
1.NM Identify typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
1.NH Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.		
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	I can compare a typical class schedule from France with one from my culture.	
STANDARD 2: Compare Intercultural Behaviors			
2.NL Recognize a few very simple behaviors in other cultures.			
2.NM Identify familiar or everyday behaviors in other cultures.			
2.NH Identify and compare familiar or everyday behaviors in native and other cultures.			
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>Articles : La situation des élèves en Haïti</i>	I can compare my school experience with students’ experiences in Haiti.	
<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	
STANDARD 3: Comprehend Authentic Texts that are Spoken, Written, or Signed			
3.NL Understand a few familiar words or phrases in authentic informational texts; authentic fictional texts; and overheard or observed conversations.			
3.NM Understand very basic information in authentic informational texts; authentic fictional texts; and overheard or observed conversations.			
3.NH Understand the topic and some isolated facts in authentic informational texts; authentic fictional texts; and overheard or observed conversations.			
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.
<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.

Interpersonal Communication

STANDARD 4: Investigate Intercultural Products, Practices and Perspectives (Interpersonal Mode)

4.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

4.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

4.NH Identify products and practices related to everyday life to help understand perspectives of native and other cultures.

Section	Title	Can-Do/Description
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<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.

STANDARD 5: Interact with Culturally Appropriate Language and Behaviors (Interpersonal Mode)

5.NL Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.

5.NM Interact in very familiar situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors.

5.NH Interact in familiar, everyday situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors

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.
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STANDARD 6: Exchange Information and Ideas

6.NL Provide basic oral or signed information on very familiar topics.

6.NM Request and share simple oral or signed information on familiar or everyday topics.

6.NH Request and share oral or signed information on familiar and everyday topics.

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.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation that will help me get to know a new friend.

STANDARD 7: Meet Personal Needs or Address Situations

7.NL Express a few basic personal needs in very familiar situations.

7.NM Express basic needs in familiar or everyday situations.

7.NH Interact with others to meet basic needs in familiar and everyday 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.

STANDARD 8: Express, React to and Support Preferences, Opinions, or Viewpoints

8.NL Express a few basic preferences or feelings.

8.NM Express basic preferences or feelings and react to those of others.

8.NH Express, ask about, and react to simple preferences, feelings, or opinions on familiar topics.

Section	Title	Mode	Can-Do/Description
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<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.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation that will help me get to know a new friend.

Presentational Communication

STANDARD 9: Investigate Intercultural Products, Practices and Perspectives (Presentational Mode)

9.NL Identify a few typical products and practices related to familiar, everyday life in native and other cultures.

9.NM Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures.

9.NH Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.

Section	Title	Can-Do/Description
<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.

STANDARD 10: Communicate with Culturally Appropriate Language and Behaviors (Presentational Mode)

10.NL Present in very familiar intercultural situations using memorized or practiced language and behaviors.

10.NM Present in very familiar intercultural situations using practiced or learned language and behaviors.

10.NH Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.

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.
STANDARD 11: Inform, Describe, Explain, or Provide Instructions 11.NL Name very familiar people, places, and objects. 11.NM Give simple information about very familiar topics. 11.NH Give simple descriptions of familiar and everyday topics.			
Section	Title	Mode	Can-Do/Description
<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>	Presentation Writing: <i>Emploi du temps</i>	Writing	I can list typical classes and times on a school schedule.
Integrated Performance Assessment	Presentation Writing	Writing	I can write a note describing my first day of school.

STANDARD 12: Narrate About Life, Events, or Experiences

12.NL Provide very basic details about self.

12.NM Provide simple details about self, interests, and activities.

12.NH Provide details about personal life, interests, and activities.

Section	Title	Mode	Can-Do/Description
<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.
<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.

STANDARD 13: Support Preferences, Opinions, or Viewpoints

13.NL Express likes and dislikes about very familiar topics from native and other cultures.

13.NM Express likes and dislikes about familiar topics from native and other cultures.

13.NH Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Section	Title	Mode	Can-Do/Description
<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.

COMMUNICATIVE LITERACY

STANDARD 14: Develop Interpretive Literacy

14.1 Infer Meaning and Nuances of Texts

14.2 Recognize and Use Organizational Features of Texts

14.3 Apply Self-Questioning Skills

14.4 Make Text Connections

14.5 Select, Use and Cite Resources

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	Interpretive Reading	Reading	I can read, identify, and

Assessment			understand many words in a French student's class schedule.
STANDARD 15: Develop Interpersonal Literacy 15.1 Communicate, React, and Show Interest 15.2 Continue and Extend Conversations 15.3 Increase Comprehensibility and Clarity of Expression 15.4 Infer Meaning of Unfamiliar Language 15.5 Select, Use and Cite Resources			
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.
STANDARD 16: Develop Presentational Literacy 16.1 Choose Relevant, Authentic Content and Concepts 16.2 Organize Information 16.3 Increase Comprehensibility and Clarity of Expression 16.4 Maintain and Increase Audience Interest 16.5 Select, Use and Cite Resources			
Section	Title		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>	<i>Presentational Writing: 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	<i>Presentational Writing</i>	Writing	I can write a note describing my first day of school.

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