

Alignment to Arkansas' World Languages Standards

Voces® *Notre histoire* 2 ~ Unit 1

Voces *Notre histoire* Level 2 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High level 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 2 aligns to Arkansas' World Languages Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unité 1 : L'aventure commence | | | |
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| Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | | | |
| CMC.1 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Encore ! Encore !</i> | <i>Articles : L'amour de sa vie</i> | Reading | I can understand an article about a historical legend. |
| <i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> | <i>Activité 1 : Vrai ou faux ?</i> | Reading | I can understand a story about a trip to New Orleans. |
| <i>Petite histoire 2 : Un expatrié français à Chicago</i> | <i>Activité 1 : Complète la phrase</i> | Reading | I can understand a story about a French person living in Chicago. |
| <i>Encore ! Encore !</i> | <i>Articles : L'ouragan Katrina</i> | Reading | I can understand an article about a natural disaster. |
| <i>Petite histoire 4 : Les frères Thibodeau</i> | Interpretive Reading: <i>Les Nuits Cajun et Zydeco</i> | Reading | I can read an article about a festival in France that is based on Louisiana's culture and music. |

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| <i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> | <i>Activité 1 : C'est un problème ?</i> | Reading | I can understand a story about the benefits of being bilingual. |
| <i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> | <i>Activité 1 : Décris la photo</i> | Reading | I can understand a story about Acadian history. |
| <i>Petite histoire 4 : Les frères Thibodeau</i> | <i>Activité 1 : Choix multiple</i> | Reading | I can understand a story about Cajun and French culture. |
| <i>Longue histoire 2 : Liam a conduit jusqu'en France</i> | <i>Activité 1 : Mets dans l'ordre</i> | Reading | I can understand a story about a surprising trip to France. |
| <i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> | Interpretive Listening: <i>Bienvenue au Nouveau-Brunswick</i> | Listening | I can understand some words and phrases and the main idea of a video about the Canadian province of New Brunswick. |
| <i>Encore ! Encore !</i> | <i>Interviews : Maxime</i> | Listening | I can understand some of what someone says about a trip they took. |
| <i>Le voyage d'une vie : Chapitre 1</i> | <i>Activité 1 : Vrai ou faux ?</i> | Reading | I can understand a chapter in an ongoing story. |
| Integrated Performance Assessment | Interpretive Reading | Reading | I can read an infographic about the use of French in the Canadian province of New Brunswick. |

CMC.2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

| Section | Title | Mode | Can-Do/Description |
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| <i>Le voyage d'une vie : Chapitre 1</i> | Interpersonal Speaking: <i>Les résultats de mon test ADN</i> | Speaking | I can have a conversation about the results of a DNA ancestry test. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Le marché By</i> | Speaking | I can talk about visiting a market. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Les fortifications de Québec</i> | Speaking | I can talk about a historical site. |

| <i>Longue histoire 2 : Liam a conduit jusqu'en France</i> | Interpersonal Writing: <i>Mon voyage à Saint-Pierre</i> | Writing | I can write an email about a vacation to Saint Pierre, France. |
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| Integrated Performance Assessment | Interpersonal Speaking | Speaking | I can have a conversation about why the Acadians left Quebec, where they immigrated to, and regions of North America that have been influenced by French culture. |
| CMC.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Petite histoire 2 : Un expatrié français à Chicago</i> | Presentational Speaking: <i>Mon été à Chicago</i> | Speaking | I can make a voice recording about French cultural experiences during a visit to Chicago. |
| <i>Petite histoire 2 : Un expatrié français à Chicago</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a French person living in Chicago. |
| <i>Petite histoire 4 : Les frères Thibodeau</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about Cajun and French culture. |
| <i>Longue histoire 2 : Liam a conduit jusqu'en France</i> | <i>Activité 4 : Une fin alternative</i> | Speaking | I can retell a story about a surprising trip to France with an alternative ending. |
| <i>Encore ! Encore !</i> | <i>Interviews : Qui es-tu ?</i> | Speaking | I can give information about myself such as my name, where I am from, and details of a trip I have taken. |
| <i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> | Presentational Writing: <i>Les colons acadiens</i> | Writing | I can write a short report about Acadian colonists and their experiences in the New World. |

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| <i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing | I can write a story about a trip to New Orleans. |
| <i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing | I can write a story about Acadian history. |
| <i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> | <i>Activité 4 : Continue l'histoire</i> | Writing | I can continue a story about the benefits of being bilingual. |
| <i>Le voyage d'une vie : Chapitre 1</i> | <i>Activité 4 : Qu'est-ce qui va se passer ensuite ?</i> | Writing | I can write what I think will happen next in an ongoing story. |
| 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 | Presentation Writing | Writing | I can write an email about areas in North America influenced by French culture and why I want to go there. |

Culture: Interact with intercultural competence and understanding

CLT.1 Cultural Products, Practices, & Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of the cultures studied.

| Section | Title | Can-Do/Description |
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| <i>Petite histoire 2 : Un expatrié français à Chicago</i> | <i>Un expatrié français à Chicago</i> | American food and French food |
| <i>Petite histoire 4 : Les frères Thibodeau</i> | <i>Les frères Thibodeau</i> | Cajun music and French roots |
| <i>Encore ! Encore !</i> | <i>Interviews : Maxime</i> | Travel and culture shock |
| <i>Encore ! Encore !</i> | <i>Panoramas : Le cimetière Saint-Vincent de Paul</i> | I can use single words and phrases to identify products and practices that reflect perspectives in New Orleans. |
| <i>Encore ! Encore !</i> | <i>Panoramas : Le Petit Champlain</i> | I can use single words and phrases to identify products and practices |

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| | | that reflect perspectives in Quebec. |
| Integrated Performance Assessment | Interpretive Reading | Investigation of where in Canada French-speaking people live |
| CLT.2 Intercultural Competence: Learners demonstrate intercultural competence when interacting with others. | | |
| Section | Title | Can-Do/Description |
| <i>Longue histoire 2 : Liam a conduit jusqu'en France</i> | Interpersonal Writing: <i>Mon voyage à Saint-Pierre</i> | I can write an email about a vacation to Saint Pierre, France. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Le marché By</i> | I can talk about visiting a market. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Les fortifications de Québec</i> | I can talk about a historical site. |
| Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations | | |
| CNN.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | | |
| Section | Title | Can-Do/Description |
| <i>Explore le monde francophone</i> | <i>Lien avec les autres matières</i> | I can research the history of a place or group of people and compare it to my own family history. |
| <i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> | <i>La tragédie et le triomphe des Acadiens</i> | An investigation of the history of French-speaking immigrants in North America |
| CNN.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures. | | |
| Section | Title | Can-Do/Description |
| <i>Explore le monde francophone</i> | <i>Visitons l'Amérique du Nord !</i> | Photos and maps of North America and its French-speaking regions, with exploratory questions |

| <i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> | <i>Bérénice va à la Nouvelle-Orléans</i> | French influence in New Orleans |
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| <i>Petite histoire 2 : Un expatrié français à Chicago</i> | <i>Un expatrié français à Chicago</i> | American culture from the perspective of a French expatriate |
| Comparisons: Develop insight into the nature of language and culture in order to interact with intercultural competence in the target language | | |
| CMP.1 Language Comparisons: Learners use the target language to investigate, explain, and reflect on the nature of language through comparisons of the target language and their own. | | |
| Section | Title | Can-Do/Description |
| <i>Petite histoire 2 : Un expatrié français à Chicago</i> | <i>Note de grammaire</i> | <i>La place des adjectifs</i> |
| <i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> | <i>Note de grammaire</i> | <i>Avoir ou être ?</i> |
| <i>Longue histoire 2 : Liam a conduit jusqu'en France</i> | <i>Note de grammaire</i> | <i>Le futur proche et le futur simple</i> |
| <i>Petite histoire 4 : Les frères Thibodeau</i> | <i>Les frères Thibodeau</i> | Cajun French and European French |
| <i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> | <i>Être bilingue, c'est un avantage !</i> | Bilingualism in Canada |
| CMP.2 Cultural Comparisons: Learners use the target language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | | |
| Section | Title | Can-Do/Description |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Le marché By</i> | Comparison of a market in Ottawa to a market where the student lives |
| <i>Explore le monde francophone</i> | <i>L'Alliance française</i> | Exploration of the <i>Alliance française</i> around the world |
| <i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> | <i>Bérénice va à la Nouvelle-Orléans</i> | The experience of a French traveler in the U.S. |
| Communities: Communicate and interact with intercultural competence in order to participate in multilingual communities at home and around the world | | |
| CMN.1 School and Global Communities: Learners use the language both within and beyond the | | |

| classroom to interact and collaborate in their community and the globalized world. | | |
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| 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. |
| CMN.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | | |
| 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 |

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

