

Alignment to Florida Next Generation World Languages Standards

Voces® *Notre histoire* Level 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 online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device. *Notre histoire* offers digital 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 the Florida Next Generation World Language Standards. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : L'aventure commence			
World Languages Modes of Communication			
1. Interpretive Listening			
The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.			
Section	Title	Mode	Can-Do/Description
<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.
2. Interpretive Reading			
The student will be able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.			
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</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a trip to New

<i>Nouvelle-Orléans</i>			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.
<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>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.

3. Interpersonal Communication

The student will be able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<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.
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.

4. Presentational Speaking

The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.

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.
End-of-Unit Review and Assessment	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.

5. Presentational Writing

The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

Section	Title	Mode	Can-Do/Description
<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.
<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.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email about areas in North America influenced by French culture and why I want to go there.

Intercultural Standards

6. Cultures

The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Section	Title	Can-Do/Description
<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 that reflect perspectives in Quebec.

7. Connections

The student will be able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.

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

8. Comparisons

The student will be able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.

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
<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.
9. Communities The student will be able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.		
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.
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.

