

## Alignment to Tennessee Standards for Modern Languages

### Year Two

#### Voces® *Notre histoire* Level 2 ~ Unit 1

***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.

Please explore the chart below to learn how Unit 1 in Level 2 aligns to the Tennessee Standards for Modern Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b><i>Unité 1 : L'aventure commence</i></b>			
<b>1. Standard Number 1 (Goal One): Communicate in a Language Other Than English</b>			
<b>1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<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.

**1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<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.
<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.
<b>1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do</b>
<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.
<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.

## **2. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures**

### **2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
Integrated Performance Assessment	Interpretive Reading Task	Investigation of where in Canada French-speaking people live

### **2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Un expatrié français à Chicago</i>	American food and French food

## **3. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information**

### **3.1 Reinforce and further knowledge of other disciplines through the foreign language.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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<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

### **3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<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

## **4. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture**

### **4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and their own.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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

### **4.2 Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
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<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.
<b>5. Standard Number 5 (Goal Five): Participate in Multicultural Communities and Global Societies</b>		
<b>5.1 Use the language both within and beyond the school setting.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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.
<b>5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</b>		
<b>Title</b>		<b>Can-Do/Description</b>
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](http://VocesDigital.com) or call 1-800-848-0256.

