

Alignment to the District of Columbia Learning Standards for World Languages

Voces® Notre histoire 3 ~ Unit 1

Voces *Notre histoire* Level 3 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 3 will take your middle or high school students from a Novice-High level of proficiency to an Intermediate-Low 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 3 aligns to the District of Columbia Learning Standards for World Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : Qu'est-ce que l'art ?			
Communication			
Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.			
Section	Title	Mode	Can-Do/Description
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	Interpersonal Speaking: <i>Mes vacances au Vanuatu</i>	Speaking	I can have a conversation about a picture I took during a recent trip to Vanuatu, why I went there, and experiences I had related to art.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	Speaking	I can talk about and compare different kinds of dance.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	Speaking	I can talk about a movement in France.
<i>Longue histoire : L'autoportrait d'Adélaïde</i>	Interpersonal Writing: <i>Mon projet d'art</i>	Writing	I can talk about an art project I plan to make.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about art with a classmate.
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.			

Section	Title	Mode	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Articles : L'incendie de Notre-Dame de Paris</i>	Reading	I can understand an article about a fire at the Notre Dame cathedral in Paris.
<i>Encore ! Encore !</i>	<i>Articles : Le pillage de l'Europe</i>	Reading	I can understand an article about historic stolen art.
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	Interpretive Reading: <i>Voyage au Vanuatu</i>	Reading	I can read a travel article about Vanuatu.
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	<i>Activité 1 : Qui aurait pu le dire ?</i>	Reading	I can understand a story about an artist who travels to Vanuatu to find inspiration.
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about street art in Paris.
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about cave paintings in Chad.
<i>Longue histoire : L'autoportrait d'Adélaïde</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about painting a self-portrait.
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	Interpretive Listening: <i>Sur le Mur d'Oberkampf</i>	Listening	I can understand a video about an artist who is creating a street art mural for <i>le Mur d'Oberkampf</i> in Paris.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand an article about cave art in the <i>massif de l'Ennedi</i> in Chad.
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
Section	Title	Mode	Can-Do/Description
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	Presentational Speaking: <i>L'art de la rue</i>	Speaking	I can leave a voicemail describing a painting that I saw on <i>le Mur d'Oberkampf</i> .

<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about icons in my own community.
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	Presentational Writing: <i>Le massif de l'Ennedi</i>	Writing	I can write a paragraph about <i>le massif de l'Ennedi</i> , the importance of the cave paintings that are found there, and how primitive art can inspire modern artists.
<i>Révision et évaluation</i>	<i>Mon histoire originale !</i>	Writing	I can write an original story.
<i>Révision et évaluation</i>	<i>Raconte-nous une histoire originale</i>	Speaking	I can tell an original story.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a journal entry about a description of a painting I want to create.

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.

Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	I can compare a movement in France to a movement where I live.
<i>Encore ! Encore !</i>	<i>Panoramas : L'art sur le trottoir</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding street art.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture.

Section	Title	Can-Do/Description
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 6 : Quelle est la différence ? (version alternative)</i>	The difference between art and graffiti
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can investigate products and perspectives in my own

		and other communities.
<i>Encore ! Encore !</i>	<i>Panoramas : Le magasin des instruments musicaux anciens</i>	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding musical instruments.
Connections		
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the target language.		
Section	Title	Can-Do/Description
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Activité 4 : Résous le problème</i>	Suggesting what can be done to prevent the vandalism of natural resources
<i>Encore ! Encore !</i>	<i>Articles : Le pillage de l'Europe</i>	Art history during and after World War II
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the target language and culture.		
Section	Title	Can-Do/Description
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Un musée à ciel ouvert !</i>	Different types of art in Paris
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Les peintures rupestres de l'Ennedi</i>	Different opinions about a prehistoric world heritage site in Chad
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	Protests and responses to protests in France
Comparisons		
Standard 4.1: Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>	<i>Note de grammaire</i>	<i>Le passé, le présent et le futur</i>
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	<i>Note de grammaire</i>	<i>L'impératif</i>

<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Note de grammaire</i>	<i>Autrefois</i>
Standard 4.2: Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	<i>Version alternative : Un reportage sur les peintures rupestres</i>	Investigation of the cultural and historical significance of art
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	Comparison of different types of dance
<i>Encore ! Encore !</i>	<i>Articles : L'incendie de Notre-Dame de Paris</i>	Investigation of the preservation of art
Communities		
Standard 5.1: Students use the language both within and beyond the school setting.		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can talk about icons in my own community.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
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.

