

Alignment to Georgia Performance Standards for Modern Languages Level 3

Voces® *Notre histoire* Level 3 ~ Unit 1

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 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* 3 aligns to the Georgia Performance Standards for Modern Languages Level 3. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unité 1 : Qu'est-ce que l'art ?			
1. Communication			
Interpersonal Mode of Communication (IP)			
MLL.IP1 – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.			
MLL.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.			
Section	Title	Mode	Can Do
<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.
Interpretive Mode of Communication (INT)			
MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.			
MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.			
Section	Title	Mode	Can Do
<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'autportrait 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.
Presentational Mode of Communication (P)			
MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.			
MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.			
Section	Title	Mode	Can Do
<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.
II. Cultural Perspectives, Practices, and Products (CU)			
MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.			
Section	Title	Can Do/Description	
<i>Petite histoire 3 : Les peintures rupestres de</i>	<i>Activité 6 : Quelle est la différence ? (version alternative)</i>	The difference between art and	

<i>l'Ennedi</i>		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>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.
<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.

III. Connections, Comparisons, and Communities (CCC)

MLI.CCC1 – The students use information acquired in the study of the target and information acquired in other subject areas to reinforce one another.

MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

MLI.CCC3 – The students compare basic elements of the target language to the English language.

MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).

MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

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
<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>
<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
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can talk about icons in my own community.
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