

## Alignment to Montana Content Standards for World Languages

### Voces® *Notre histoire* 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, 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 Montana Content Standards for World Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b>Unité 1 : Qu'est-ce que l'art ?</b>                                                                                                             |                                                        |             |                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b>                                                                                                                               |                                                        |             |                                                                                                                                           |
| <b>Content Standard 1</b> – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. |                                                        |             |                                                                                                                                           |
| <b>Section</b>                                                                                                                                     | <b>Title</b>                                           | <b>Mode</b> | <b>Can-Do/Description</b>                                                                                                                 |
| <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.                                                                                     |
| <b>Content Standard 2</b> – Students understand and interpret spoken and/or written languages 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.                                |
| <b>Content Standard 3</b> – Students convey information, concepts, and ideas to listeners and/or readers for a variety of purposes. |                                                       |           |                                                                                                                     |
| 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.                                                                                           |

## Culture

**Content Standard 4** – Students demonstrate an understanding of the relationship between the perspectives, practices, and products/contributions of cultures studied, and use this knowledge to interact effectively in cultural contexts.

| 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>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. |
| <b>Connections</b>                                                                                                                                   |                                                                |                                                                                                                                                         |
| <b>Content Standard 5</b> – Students reinforce and increase his/her knowledge of other disciplines through world languages.                          |                                                                |                                                                                                                                                         |
| <b>Section</b>                                                                                                                                       | <b>Title</b>                                                   | <b>Can-Do/Description</b>                                                                                                                               |
| <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                                                                                                               |
| <b>Content Standard 6</b> – Students acquire information and perspectives through authentic materials in world languages and within cultures.        |                                                                |                                                                                                                                                         |
| <b>Section</b>                                                                                                                                       | <b>Title</b>                                                   | <b>Can-Do/Description</b>                                                                                                                               |
| <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                                                                                                            |
| <b>Comparisons</b>                                                                                                                                   |                                                                |                                                                                                                                                         |
| <b>Content Standard 7</b> – Students recognize that different languages use different patterns and can apply this knowledge to his/her own language. |                                                                |                                                                                                                                                         |
| <b>Section</b>                                                                                                                                       | <b>Title</b>                                                   | <b>Can-Do/Description</b>                                                                                                                               |
| <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>                                                                                                                                        |

**Content Standard 8** – Students demonstrate understanding of the concept of culture through comparisons of the culture studied and his/her 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

**Content Standard 9** – Students apply language skills and cultural knowledge in daily life.

| Section                  | Title                           | Can-Do/Description                          |
|--------------------------|---------------------------------|---------------------------------------------|
| <i>Encore ! Encore !</i> | <i>Interviews : Qui es-tu ?</i> | I can talk about icons in my own community. |

For more information about this or any other title, go to [VocesDigital.com](http://VocesDigital.com) or call 1-800-848-0256.

