

## Alignment to the New Hampshire Guidelines for World Languages Learning

### 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 New Hampshire Guidelines for World Languages Learning. 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>Goal One: Communication</b>			
Communicate in languages other than English			
<b>Standard 1.1</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>Standard 1.2</b> Students understand and interpret written and spoken language on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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>Standard 1.3</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<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.

## Goal Two: Cultures

Gain knowledge and understanding of other cultures

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

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 studied.

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.
<b>Goal Three: Connections</b> Connect with other disciplines and acquire information		
<b>Standard 3.1</b> Students reinforce and further their knowledge of other disciplines through the world 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
<b>Standard 3.2</b> Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.		
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
<b>Goal Four: Comparisons</b> Develop insight into the nature of language and culture		
<b>Standard 4.1</b> Students demonstrate 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>
<b>Standard 4.2</b> Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<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
<b>Goal Five: Communities</b>		
Participate in multilingual communities at home and around the world		
<b>Standard 5.1</b> Students use the language both within and beyond the school setting.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	I can talk about icons in my own community.
<b>Standard 5.2</b> Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.		
<b>Section</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.

