

**Alignment to New Jersey Student Learning Standard 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 online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how the first unit in *Notre histoire* Level 3 aligns to New Jersey Student Learning Standard for World Languages. If you have any questions, call 1-800-848-0256 or email [help@vocesdigital.com](mailto:help@vocesdigital.com).

| <b>Unité 1 : Qu'est-ce que l'art ?</b>                                                                                                                                 |                                                           |             |                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Communication</b>                                                                                                                                                |                                                           |             |                                                                                                                                           |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |                                                           |             |                                                                                                                                           |
| <b>Section</b>                                                                                                                                                         | <b>Title</b>                                              | <b>Mode</b> | <b>Can-Do</b>                                                                                                                             |
| <i>Petite histoire 1 : Un artiste retrouve l'inspiration</i>                                                                                                           | Interpersonal Speaking:<br><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:<br><i>Mon projet d'art</i>         | Writing     | I can write 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>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>                                            |                                                           |             |                                                                                                                                           |
| <b>Section</b>                                                                                                                                                         | <b>Title</b>                                              | <b>Mode</b> | <b>Can-Do</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.                                |

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

| 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 | Presentation Writing                       | Writing  | I can write a journal entry about a description of a painting I want to create. |

## 2. Culture

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures 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. |

**2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures 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. |

## 3. Connections

**3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

| Section | Title | Can-Do/Description |
|---------|-------|--------------------|
|---------|-------|--------------------|

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------|
| <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>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                      |                                                                       |                                                                           |
| <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>4. Comparisons</b>                                                                                                                                                             |                                                                       |                                                                           |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>          |                                                                       |                                                                           |
| <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>                                                          |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |                                                                       |                                                                           |
| <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>5. Communities</b>                                                                                                                                                             |                                                                       |                                                                           |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |                                                                       |                                                                           |

| Section                                                                                                                                       | Title                           | Can-Do/Description                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------------------|
| <i>Encore ! Encore !</i>                                                                                                                      | <i>Interviews : Qui es-tu ?</i> | I can talk about icons in my own community.                                                |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b> |                                 |                                                                                            |
| 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](http://VocesDigital.com) or call 1-800-848-0256.

