



Alignment to the Proposed New York State Learning Standards for World Languages Voces® *Notre histoire 3*

***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 Unit 1 in *Notre histoire 3* aligns to the proposed New York State Learning Standards for World Languages. If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unité 1 : Qu'est-ce que l'art ?			
Anchor Standard 1: Communication Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.			
Benchmark Standard 1.1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.			
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.
Benchmark Standard 1.2: Interpersonal Communication Learners interact and negotiate meaning in spoken, visual, or written conversations to exchange information and express feelings, preferences, and 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.
Benchmark Standard 1.3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.			
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.
Révision et évaluation	Mon histoire originale !	Writing	I can write an original story.
Révision et évaluation	Raconte-nous une histoire originale	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.
Anchor Standard 2: Cultures Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.			
Benchmark Standard 2.1: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they reveal.			
Section	Title	Can-Do/Description	
Petite histoire 3 : Les peintures rupestres de l'Ennedi	Activité 6 : Quelle est la différence ? (version alternative)	The difference between art and graffiti	
Encore ! Encore !	Interviews : Qui es-tu ?	I can investigate products and perspectives in my own and other communities.	
Encore ! Encore !	Le monde en photos : Le grand débat national	I can compare a movement in France to a movement where I live.	
Encore ! Encore !	Panoramas : L'art sur le trottoir	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding street art.	
Encore ! Encore !	Panoramas : Le magasin des instruments musicaux anciens	I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding musical instruments.	
Benchmark Standard 2.2: Cultural Comparisons Learners use the target language to reveal and compare the products and practices of the cultures studied and their own.			
Section	Title	Can-Do/Description	
Petite histoire 3 : Les peintures rupestres de l'Ennedi	Version alternative : Un reportage sur les peintures rupestres	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>Le monde en photos : Le grand débat national</i>	Protests and responses to protests in France
<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>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.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

