

## Alignment to South Carolina’s Standard for World Language Proficiency

### 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 South Carolina’s Standard for World Language Proficiency. 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>Language Competencies</b>			
<b>1. Interpretive Listening (IL) and Reading (IR):</b> Learners will be able to interpret information, concepts, and ideas from a variety of culturally authentic sources 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.

**2. Interpersonal Communication (IC):** Learners will be able to exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.

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.

**3. Presentational Speaking (PS) and Writing (PW):** Learners will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.

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</i>

			<i>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.

### Intercultural Competencies

**4. Investigation of Cultural Products and Practices (CPP):** Learners will be able to use their language skills to investigate the world beyond their immediate environment.

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 : 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.
<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.
<b>5. Understanding of Cultural Perspectives (CP):</b> Learners will be able to use their language skills to recognize and understand others' ways of thinking as well as their own.		
<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>6. Participation in Cultural Interaction (CIA):</b> Learners will be able to use their language skills and cultural understanding to interact in a cultural context other than their own.		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Encore ! Encore !</i>	<i>Le monde en photos : La danse</i>	I can talk about and compare different kinds of dance.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le grand débat national</i>	I can talk about a movement in France.
<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.

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

