



Alignment to Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

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 Texas Essential Knowledge and Skills (TEKS). If you have any questions, call 1-800-848-0256 or email help@vocesdigital.com.

Unité 1 : Qu'est-ce que l'art ?			
Knowledge and skills			
1. Communication: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:			
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information			
Section	Title	Mode	Can Do
<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 :</i>	Interpersonal Writing:	Writing	I can talk about an

<i>L'autoportrait d'Adélaïde</i>	<i>Mon projet d'art</i>		art project I plan to make.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about art with a classmate.
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics			
Section	Title	Mode	Can Do
<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>	<i>Interpretive Reading: 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>	<i>Interpretive Listening: 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.

(C) present information using familiar words, phrases, and sentences to listeners and readers			
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	Presentational Writing	Writing	I can write a journal entry about a description of a painting I want to create.
2. Cultures: The student gains knowledge and understanding of other cultures. The student is expected to:			
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) 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.
(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) 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: The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:		
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information		
Section	Title	Can Do/Description
<i>Petite histoire 2 : Un musée à ciel ouvert !</i>	Interpretive Listening: <i>Sur le Mur d'Oberkampf</i>	Students answer questions after watching an informative YouTube™ video
<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i>	Presentational Writing: <i>Le massif de l'Ennedi</i>	Students answer questions after watching an informative YouTube video
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas		
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
4. Comparisons: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:		
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied		
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) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied		
(C) demonstrate an understanding of the influence of one language and culture on another		
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
5. Communities: The student participates in communities at home and around the world by using languages other than English. The student is expected to:		
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate		
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) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development		
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 or call 1-800-848-0256.

