

Alignment to Ohio's New Learning Standards: World Languages Grades 9-12
Voces® Notre histoire Level 4 ~ Unit 1

Notre histoire Level 4 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for intermediate-level learners. Level 4 will take your middle or high school students from a beginning Intermediate-Low level of proficiency to a high 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 4 aligns to Ohio's New Learning Standards: World Languages Grades 9-12. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

| Unité 1 : En quoi est-ce que tu crois ? | | | |
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| Communication Standard | | | |
| Communicate effectively in languages other than English in person and via technology. | | | |
| Interpersonal Communication | | | |
| Interact and negotiate meaning in spontaneous spoken, written or signed conversations to exchange and share information, reactions, feelings, and opinions. | | | |
| Interpersonal Listening and Speaking or signing | | | |
| Investigate intercultural products, practices and perspectives | | | |
| Interact with culturally appropriate language and behaviors | | | |
| Exchange information and ideas | | | |
| Meet personal needs or address situations | | | |
| Express, react to and support preferences, opinions or viewpoints | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i> | Interpersonal Speaking: <i>Mon voyage humanitaire</i> | Speaking | I can have a conversation with a friend about a humanitarian mission trip I participated in. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Une église haïtienne</i> | Speaking | I can talk about a church in Haiti. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : La tribu Batwa</i> | Speaking | I can talk about a ritual practiced by a tribe in Rwanda. |
| <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> | Interpersonal Writing: <i>Comment ça va à Uzès ?</i> | Writing | I can write a reply to an email from a friend who wants to know about my |

| | | | vacation in Uzès, France. |
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| Integrated Performance Assessment | Interpersonal Speaking | Speaking | I can have a conversation about how I can encourage a friend with a disability. |
| Interpretive Communication Identify, understand and analyze input that is heard, read or viewed on a variety of topics from authentic resources. | | | |
| Interpretive Listening and Viewing Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend overheard or observed conversations | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> | Interpretive Listening: <i>À la découverte d'Uzès</i> | Listening | I can understand a video about a guided tour of Uzès, France. |
| Interpretive Reading Investigate intercultural products, practices and perspectives Comprehend informational media or content Comprehend fictional media or content Follow instructions Comprehend written conversations | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Encore ! Encore !</i> | <i>Articles : Le mariage au Sénégal</i> | Reading | I can understand an article about marriage customs in Senegal. |
| <i>Encore ! Encore !</i> | <i>Articles : Le voile islamique en France</i> | Reading | I can understand some of the history and controversy surrounding laws governing Islamic headdress in France. |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i> | Interpretive Reading: <i>Les missions de Madel</i> | Reading | I can read an article about someone who participated in humanitarian missions to Benin. |
| <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> | <i>Activité 1 : Qui aurait pu le dire ?</i> | Reading | I can understand a story about a girl from Paris who visits a |

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| | | | small village. |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i> | <i>Activité 1 : Qu'est-ce que ça veut dire ?</i> | Reading | I can understand a story about bridging cultural gaps. |
| <i>Petite histoire 3 : Aimer ce qu'on fait</i> | <i>Activité 1 : Vrai ou faux ?</i> | Reading | I can understand a story about a French Canadian Paralympic athlete. |
| <i>Longue histoire : Les convictions personnelles de Gabriel</i> | <i>Activité 1 : Complète la phrase</i> | Reading | I can understand a story about a student's reflection on his personal beliefs. |
| <i>Biographie</i> | <i>Activité 1 : Ordre chronologique</i> | Reading | I can read a biography. |
| Integrated Performance Assessment | Interpretive Reading | Reading | I can understand an article about the basketball player Chantal Benoît who had enormous success in the Paralympic Games. |

Presentational Communication

Present information, concepts and viewpoints to inform, explain, persuade and narrate in spoken, written or signed language when negotiation of meaning is not possible.

Presentational Speaking or Signing

Investigate intercultural products, practices and perspectives

Communicate with culturally appropriate language and behaviors

Inform, describe or explain

Provide instructions

Narrate about life, events or experiences

Support a preference, opinion, viewpoint or argument

| Section | Title | Mode | Can-Do/Description |
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| <i>Longue histoire : Les convictions personnelles de Gabriel</i> | Presentational Speaking: <i>Mes convictions personnelles</i> | Speaking | I can record an oral presentation for my philosophy class about my worldview and personal convictions. |
| <i>Encore ! Encore !</i> | <i>Interviews : Qui es-tu?</i> | Speaking | I can talk about my beliefs and someone who has different beliefs than I do. |

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| <i>Révision et évaluation</i> | <i>Raconte-nous une histoire originale</i> | Speaking | I can tell an original story. |
| Presentation Writing Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Provide instructions Narrate about life, events or experiences Support a preference, opinion, viewpoint or argument | | | |
| Section | Title | Mode | Can-Do/Description |
| <i>Petite histoire 3 : Aimer ce qu'on fait</i> | Presentation Writing: <i>La Journée internationale des personnes handicapées</i> | Writing | I can write a blog post about Chantal Benoît for the International Day of Persons with Disabilities and give encouragement to people with disabilities. |
| <i>Révision et évaluation</i> | <i>Mon histoire originale !</i> | Writing | I can write an original story. |
| Integrated Performance Assessment | Presentation Writing | Writing | I can write a message of encouragement to a friend with a disability. |
| Cultures Standard Interact with cultural competence using knowledge and understanding of native and other cultures. | | | |
| Interpretive Intercultural Communication (INT-C) Investigate intercultural products, practices and perspectives Compare intercultural behaviors Comprehend authentic texts that are spoken, written or signed | | | |
| Section | Title | Can-Do/Description | |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i> | <i>Une nouvelle vision du monde</i> | Investigation of the Beninese voodoo religion and celebrations | |
| <i>Biographie</i> | <i>Alfred Dreyfus</i> | Students read a biography of a prominent historical figure in the francophone world | |
| <i>Encore ! Encore !</i> | <i>Interviews : Qui es-tu ?</i> | I can investigate products and perspectives in my | |

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| | | own and other communities. |
| <i>Encore ! Encore !</i> | <i>Articles : Le voile islamique en France</i> | Students learn about the history behind the banning of Islamic coverings in France while also learning about the experiences of French Muslim girls and women |
| <i>Encore ! Encore !</i> | <i>Articles : Le mariage au Sénégal</i> | Investigation of customs regarding marriage in Senegal |
| Interpersonal Intercultural Communication (INP-C) Investigate intercultural products, practices and perspectives Interact with culturally appropriate language and behaviors Exchange information and ideas Meet personal needs or address situations Express, react to and support opinions or viewpoints | | |
| Section | Title | Can-Do/Description |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i> | Interpersonal Speaking: <i>Mon voyage humanitaire</i> | I can have a conversation with a friend about a humanitarian mission trip I participated in. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Une église haïtienne</i> | I can talk about a church in Haiti. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : La tribu Batwa</i> | I can talk about a ritual practiced by a tribe in Rwanda. |
| Interpersonal Literacy (INP-LIT) Communicate, react and show interest Continue and extend conversations Increase comprehensibility and clarity of expression Infer meaning of unfamiliar language Select, use and cite resources | | |
| Section | Title | Can-Do/Description |
| <i>Petite histoire 2 : Une nouvelle vision du monde</i> | Interpersonal Speaking: <i>Mon voyage humanitaire</i> | I can have a conversation with a friend about a humanitarian mission trip I participated in. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Une église haïtienne</i> | I can talk about a church in Haiti. |

| <i>Encore ! Encore !</i> | <i>Le monde en photos : La tribu Batwa</i> | I can talk about a ritual practiced by a tribe in Rwanda. |
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| Presentational Intercultural Communication (P-C) Investigate intercultural products, practices and perspectives Communicate with culturally appropriate language and behaviors Inform, describe or explain Narrate about life, events or experiences Support preferences, opinions or viewpoints | | |
| Section | Title | Can-Do/Description |
| <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> | <i>Activité 6 : Quelle est la différence ?(version alternative)</i> | Students compare a character's opinion of a different culture before and after the character meets someone from that culture |
| <i>Encore ! Encore !</i> | <i>Panorama : La basilique Notre-Dame-des Miracles</i> | I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : Une église haïtienne</i> | I can compare a church in Haiti to a place of worship where I live. |
| <i>Encore ! Encore !</i> | <i>Le monde en photos : La tribu Batwa</i> | I can talk about a ritual practiced by people in my culture. |

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

