



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

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

<i>Unité 1 : En quoi est-ce que tu crois ?</i>			
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 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.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about how I can encourage a friend with a disability.
(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 : 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 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.
<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.
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.
(C) present information using familiar words, phrases, and sentences to listeners and readers			
Section	Title	Mode	Can Do
<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.
<i>Petite histoire 3 : Aimer ce qu'on fait</i>	Presentational 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.
<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 message of encouragement to a

			friend with a disability.
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 : 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.	
(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 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>Interviews : Qui es-tu ?</i>	I can investigate products and perspectives in my own and other communities.	
<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.	
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>Biographie</i>	<i>Alfred Dreyfus</i>	Students read a biography of a prominent historical figure in the francophone world
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	Interpretive Listening: <i>À la découverte d'Uzès</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>Biographie</i>	<i>Alfred Dreyfus</i>	Students read a biography of a prominent historical figure in the francophone world
<i>Longue histoire : Les convictions personnelles de Gabriel</i>	<i>Activité 4 : À ton tour</i>	Students write an essay about their personal beliefs based on an assignment that a character in the story did for his philosophy class
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 : Les idées préconçues d'Anne-Sophie</i>	<i>Note de grammaire</i>	Review of all the tenses
<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i>	<i>Note de grammaire</i>	<i>Le passé du subjonctif</i>
<i>Petite histoire 3 : Aimer ce qu'on fait</i>	<i>Note de grammaire</i>	<i>L'accord du participe passé avec le COD</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 2 : Une nouvelle vision du monde</i>	<i>Une nouvelle vision du monde</i>	Investigation of the Beninese voodoo religion and celebrations
<i>Encore ! Encore !</i>	<i>Articles : Le mariage au Sénégal</i>	Investigation of customs regarding marriage in Senegal
<i>Encore ! Encore !</i>	<i>Panorama : La basilique Notre-Dame-des-Miracles</i>	Observation of cultural symbols, products, and practices inside a French church
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>	Explaining a personal belief and talking about ways to communicate with someone whose personal beliefs differ
(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.

