

Notre histoire brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding

Overview of *Notre histoire 4*

Each unit in *Notre histoire 4* is based on a different **AP® subtheme** and focuses on **several francophone countries in addition to France**. These “drivers” of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 4 include:

- **Stories:** Each *petite histoire* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
 - Total Physical Response (TPR®)
 - Personalized Questions and Answers (PQAs)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in story sections and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Longue histoires* increase interactions with the structures presented in the *petite histoires*. The *longue histoires* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
 - *Articles* that highlight global issues in a scaffolded series of comprehensible texts.
 - *Biographies*, which feature one prominent figure from featured francophone countries.
 - *Interviews* representing the perspectives and experiences of native speakers from around the French-speaking world.
 - *Le monde en photos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
 - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both students and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very “real” experience that draws on students' interpretive, interpersonal, and presentational skills.

As you can see, *Notre histoire* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher

personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

Sample Pacing for Unité 1

Below, you will find one option for pacing the material in *Unité 1* in *Notre histoire 4*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students—about a story, a culture, or their personal lives—and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Notre histoire* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email info@vocesdigital.com.

Things to Consider

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements; and/or conducting a *Notre classe, notre histoire* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log into *Notre histoire* and play games. Learn more about the Voces Game Center [here](#).

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your “flow.”

If you ever feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are “getting” it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit using the Voces Editor, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read a class novel, like *Perdue dans les catacombs*!

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials—for instance, the *Longue histoire* which revisits already learned material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or earbuds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
10-15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine. Choose one student—ideally, one of your better, more outgoing students for this first time—and “interview” them, asking some of the questions on the list. Tip! Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student.	Project for class.
20	Introduction	Project the page for your class to see and then ask questions, like: <i>Quelles choses vois-tu représentées sur ces photos ?</i> <i>Vois-tu quelque chose de familier sur ces photos ? Quoi ?</i> <i>Que disent les photos de ces gens ?</i> Tip! Double-click any of the images to make them full screen. Talk about what the image is and why it is being included in this selection.	Project for class.
10	Introduction	Have students partner up to discuss the <i>questions essentielles</i> at the top of the page. After giving them time to discuss their ideas with each other, bring the class back together and ask some students to share their thoughts with the whole class.	Project for class.
10	En arrière-plan	Have students complete the questions. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage.	Project for class.

		Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	
15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Vocabulaire important	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> . You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Questions personnelles	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout. Tip! For each <i>petite histoire</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability, and check the class's comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage. Tip! Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a story about a girl from Paris who visits a small village.	
5	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Vocabulaire	Project the <i>Vocabulaire important</i> and reestablish meaning. Tip! You could use some of the questions from the PQAs from the day before, reviewing what you did and reestablishing the meaning of the structures.	Project for class.

	important		
15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Les idées préconçues d'Anne-Sophie	Project the first story, <i>Les idées préconçues d'Anne-Sophie</i> . Make sure the structures and their definitions are visible for students to see. Then, read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
5	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Les idées préconçues d'Anne-Sophie	Next, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them at your quieter kids).	Project for class.
15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Activité 1 : Qui aurait pu le dire ? Activité 2 : Réponse courte	Have students pair up or work individually and complete <i>Activités 1</i> and <i>2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
10	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Activité 1 : Qui aurait pu le dire ? Activité 2 : Réponse courte	Review <i>Activités 1</i> and <i>2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to the pages.
10	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Note de	Review both grammar topics, drawing on examples that focus on your students as well as examples from the story.	Project for class.

	<i>grammaire 1 : Review of all the tenses</i> <i>Note de grammaire 2 : Le passé du subjonctif</i>		
10	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> <i>Note de grammaire 1 : Review of all the tenses</i> <i>Note de grammaire 2 : Le passé du subjonctif</i>	Have students complete the activities and then go over the activity as a class to reinforce the structure of the grammar tenses in each case.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> <i>Activité 3 : Une conversation avec Aurélie</i> <i>Activité 4 : Réponse libre</i>	Have students complete <i>Activités 3</i> and <i>4</i> . They may need to complete them as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand an article about marriage customs in Senegal.	
10	<i>Encore ! Encore ! Articles Le mariage au Sénégal</i>	Read version A with the class and complete the activity as a group.	Project for class. Students log in and go to the pages.
10	<i>Encore ! Encore ! Articles Le mariage au Sénégal</i>	Have students partner up and read version B together and complete the second activity together.	Project for class. Students log in and go to the pages.
15	<i>Encore ! Encore ! Articles Le mariage au</i>	Have students read the last version on their own and work on the last set of questions.	Project for class. Students log in and go to

	Sénégal		the pages.
15	<i>Encore ! Encore ! Articles Le mariage au Sénégal</i>	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

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Week 2			
Monday			
10-15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie Questions personnelles</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
5	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Version alternative : Les idées préconçues d'Aurélie</i>	Review the structures for the <i>Version alternative : Les idées préconçues d'Aurélie</i> . Use gestures and ask students simple questions using the structures.	Project for class.
15	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Version alternative : Les idées préconçues d'Aurélie</i>	Play the audio for the <i>Version alternative : Les idées préconçues d'Aurélie</i> . Pause the audio after every few sentences and ask a few simple comprehension questions to ensure students are following along.	Project for class.
20	<i>Petite histoire 1 : Un artiste retrouve l'inspiration Activité 5 : Choix multiple (version alternative) Activité 6 : Quelle est la différence ? (version alternative)</i>	Have students complete <i>Activités 5</i> and <i>6</i> either alone or in pairs. Spend a few minutes at the end of class reviewing the answers to <i>Activité 6</i> .	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Tuesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a video about a guided tour of Uzès, France.	
10	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpretive Listening: À la découverte d'Uzès	Watch the video as a class. Pause along the way and ask simple comprehension questions and/or clarify meaning. You may also want to connect some of the points in the video with the stories and videos students have read and watched.	Project for class.
30	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpretive Listening: À la découverte d'Uzès	Have students complete the Interpretive Listening task. They can work in pairs or individually to complete it.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpretive Listening: À la découverte d'Uzès	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
10-15	<i>Petite histoire 1 : Les idées préconçues d'Anne-Sophie</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine. Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can write a reply to an email from a friend who wants to know about my vacation in Uzès, France.	

20	<i>Petite histoire 1 : Un artiste retrouve l'inspiration</i> Interpersonal Writing: <i>Comment ça va à Uzès ?</i>	Have students complete the Interpersonal Writing task. They may need extra time outside of class to complete it.	Assign beforehand. Students log in and go to the pages.
10	<i>Encore ! Encore ! Le monde en photos</i> <i>Une église haïtienne</i>	Project the images for the class and talk about what you see, asking simple questions along the way. Then, read the description and continue with questioning, modeling some of your questions off of the speaker's questions in the transcript.	Project for class.
10	<i>Encore ! Encore ! Le monde en photos</i> <i>Une église haïtienne</i>	Next, have students complete the activity. You may want to limit them to one recording for each question—it's up to you.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Thursday			
10-15	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine.	Project for class.
15	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Vocabulaire important	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 2 : Une nouvelle vision du monde</i> . You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning. Review the answers to the <i>questions essentielles</i> .	Project for class.
20	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Story Script	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Notre histoire</i> . Tip! For each <i>petite histoire</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.

5	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Notre histoire - oral Notre histoire - écrit	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
10-15	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a story about bridging cultural gaps.	
5	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Vocabulaire important	Review the <i>Vocabulaire important</i> for <i>Petite histoire 2</i> .	Project for class.
15	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Une nouvelle vision du monde	First, play the native speaker audio for <i>Petite histoire 2 : Une nouvelle vision du monde</i> for students while projecting the page so students can see the structures and follow along with the story. Next, read <i>Petite histoire 2 : Une nouvelle vision du monde</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Petite histoire 2 : Un musée à ciel ouvert !</i> Activité 1 : Qu'est-ce que ça veut dire ? Activité 2 : De faux à vrai	Have students pair up or work individually and complete <i>Activités 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

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Week 3			
Monday			
10-15	<i>Petite histoire 2 : Une nouvelle</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine.	Project for class.

	<i>vision du monde</i> Questions personnelles		
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.	
10	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Une nouvelle vision du monde	Review the story with students briefly.	Project for class.
10	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Activité 3 : Comment le sais-tu ? Activité 4 : Qu'est-ce que pense Izegbe ?	Have students complete <i>Activités 3</i> and <i>4</i> . Review activities as a class as time allows.	Assign beforehand. Students log in and go to the pages.
20	<i>Encore ! Encore !</i> <i>Panoramas</i> La basilique Notre-Dame-des-Miracles	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them—writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read an article about someone who participated in humanitarian missions to Benin.	
10	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Interpretive Reading: Les missions de Madel	Read over the article as a class and help to “unpack” some of the meaning, especially if there are words students don't know.	Project for class.
30	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Interpretive Reading: Les missions de	Have students complete the Interpretive Reading task. They can work in pairs or individually to complete it.	Assign beforehand. Students log in and go to the page.

	Madel		
10	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Interpretive Reading: Les missions de Madel	Review the answers as a class.	Project for class.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Wednesday			
10-15	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine.	Project for class.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can have a conversation with a friend about a humanitarian mission trip I participated in. I can talk about a ritual practiced by people in my culture. I can talk about a ritual practiced by a tribe in Rwanda.	
15	<i>Petite histoire 2 : Une nouvelle vision du monde</i> Interpersonal Speaking: Mon voyage humanitaire	Have students complete the Interpersonal Speaking task on their own. Tip! You may want to review the rubric as well, and make sure students know how they will be graded.	Assign beforehand. Students log in and go to the pages.
15	<i>Encore ! Encore ! Le monde en photos La tribu Batwa</i>	Project the images for the class and talk about what you see, asking simple questions along the way. Then, read the description and continue with questioning, modeling some of your questions off of the speaker's questions in the transcript.	Project for class.
10	<i>Encore ! Encore ! Le monde en photos La tribu Batwa</i>	Next, have students complete the activity. You may want to limit them to one recording for each question—it's up to you.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Thursday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine.	Project for class.
15	<i>Petite histoire 3</i>	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 3</i> :	Project for

	: <i>Aimer ce qu'on fait</i> Vocabulaire important	<i>Aimer ce qu'on fait</i> . You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	class.
25	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Vocabulaire important	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out—there are tips for you throughout.	Project for class.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can understand a story about a French-Canadian Paralympic athlete.	
25	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Aimer ce qu'on fait	First, play the native speaker audio for <i>Petite histoire 3 : Aimer ce qu'on fait</i> for students while projecting the page so students can see the structures and story. Next, read <i>Petite histoire 3 : Aimer ce qu'on fait</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Activité 1 : Vrai ou faux ? Activité 2 : Une interview de Chantal	Have students complete <i>Activités 1</i> and <i>2</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on</i>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.

	<i>fait</i> Questions personnelles		
10	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Aimer ce qu'on fait	Re-read the story with them or ask comprehension questions to remind them of the storyline and characters. Tip! Double click each illustration to make it full screen and then review the story by describing what's going on in each of the illustrations.	Project for class.
10	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Note de grammaire : L'accord du participe passé avec le COD	Review the grammar explanation, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Note de grammaire : L'accord du participe passé avec le COD	Have students complete the activity and then go over the activity as a class to reinforce how to use the grammar concept.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 3 : Les peintures rupestres de l'Ennedi</i> Activité 3 : Une lettre à Chantal Activité 4 : Réponse courte	Have students complete <i>Activités 3</i> and <i>4</i> individually. If time allows, go over their answers as a class. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Version alternative : Je peux jouer au basketball !	Review the structures and point out some of the changes. Then, read the alternative version. Ask comprehension questions and even compare details in this version with those in the original.	Project for class.

25	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Activité 5 : Mets dans l'ordre (version alternative) Activité 6 : À propos de moi (version alternative)	Have students do <i>Activités 5</i> and <i>6</i> on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can write a blog post about Chantal Benoît for the International Day of Persons with Disabilities and give encouragement to people with disabilities.	
10	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Presentational Writing: La Journée internationale des personnes handicapées	Watch the video as a class, pausing occasionally to ask questions or have students describe what they see.	Project for class.
15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Presentational Writing: La Journée internationale des personnes handicapées	Have students complete the Presentational Writing task. If time allows, let students who volunteer share their work with the class.	Assign beforehand. Students log in and go to the pages.
		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	Exit Ticket	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional	Print out Exit Ticket beforehand.

		Resources.	
Thursday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand some of the history and controversy surrounding laws governing Islamic headdress in France.	
15	<i>Encore ! Encore ! Articles Le voile islamique en France</i>	Read version A with class and complete the activity as a group.	Project for class and have students log in and go to the page.
20	<i>Encore ! Encore ! Articles Le voile islamique en France</i>	Have students partner up and read version B together and complete the second activity together.	Assign beforehand. Students log in and go to the page.
15	<i>Encore ! Encore ! Articles Le voile islamique en France</i>	Have students read the last version on their own and work on the last set of questions. Review their answers as time allows.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Friday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can understand a story about a student's reflection on his personal beliefs.	
10	<i>Longue histoire : Les convictions personnelles de Gabriel Vocabulaire important</i>	Project the structures for all to see and review their meaning—whether that is done by using gestures or just projecting and pointing to them. Remember that these structures have all appeared in the preceding short stories.	Project for class.
20	<i>Longue histoire : Les convictions personnelles de Gabriel Les convictions personnelles de Gabriel</i>	Read the story out loud, pausing every few sentences and asking some simple yes/no and true/false questions.	Project for class.
20	<i>Longue histoire : Les convictions personnelles de Gabriel Activité 1 : Complète la phrase</i>	Have students complete <i>Activité 1</i> independently. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 5			
Monday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. I can record an oral presentation for my philosophy class about my worldview and personal convictions.	
20	<i>Longue histoire : Les convictions personnelles de Gabriel</i> Les convictions personnelles de Gabriel	Play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no and true/false questions to make sure everyone understood the story.	Project for class.
10	<i>Longue histoire : Les convictions personnelles de Gabriel</i> Activité 2 : Logique ou illogique ?	Have students complete <i>Activité 2</i> independently or in pairs. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the page.
20	<i>Longue histoire : Les convictions personnelles de Gabriel</i> Presentational Speaking: Mes convictions personnelles	Have students complete the Presentational Speaking task. They may need extra time outside of class to complete it.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
10	<i>Longue histoire : Les convictions personnelles de Gabriel</i> Les convictions personnelles de Gabriel	Review the story as a class, asking comprehension questions to remind students about the story.	Project for class.
30	<i>Longue histoire</i>	Have students complete <i>Activités 3</i> and <i>4</i> independently.	Assign

	: Les convictions personnelles de Gabriel Activité 3 : Questions pour toi Activité 4 : À ton tour	Tip! You may want to assign these activities with the prevent leaving option and limited submission limits. You also may want to treat this as a quiz.	beforehand. Students log in and go to the page.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can investigate products and perspectives in my own and other communities. I can talk about my beliefs and someone who has different beliefs than I do.	
10	<i>Encore ! Encore ! Interviews</i> Qui es-tu ?	Prepare students for the <i>Qui es-tu ?</i> speaking task by asking students their names and how to spell them, where they are from, and about an icon in their own community.	Project for class.
30	<i>Encore ! Encore ! Interviews</i> Qui es-tu ?	Have students complete the activity.	Assign beforehand. Students log in and go to the page.
-	Exit ticket	Have students click on the Can-Dos and self-assess.	
Thursday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a biography.	
15	<i>Encore ! Encore ! Biographie</i> Alfred Dreyfus	Read <i>Alfred Dreyfus</i> with your students, pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Encore ! Encore !</i>	Have students do <i>Activités 1</i> and <i>2</i> on their own and then go over them as a class, as time allows.	Assign beforehand.

	<i>Biographie</i> Activité 1 : <i>Ordre chronologique</i> Activité 2 : <i>Vrai ou faux ?</i>		Students log in and go to the page.
-	Exit Ticket(s)	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Friday			
10-15	<i>Petite histoire 3 : Aimer ce qu'on fait</i> Questions personnelles	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. I can read a biography.	
15	<i>Encore ! Encore ! Biographie Alfred Dreyfus</i>	Re-read the biography with them and ask comprehension questions to remind them of the storyline and main ideas.	Project for class.
15	<i>Encore ! Encore ! Biographie Activité 3 : Qu'en penses-tu ?</i>	Have students do <i>Activité 3</i> on their own and then go over it as a class, as time allows.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket(s)	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 6			
Monday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. I can write an original story. I can tell an original story.	
15	Introduction	Revisit the photos and captions on this page. Connect some of the artworks with stories you have read during the course of the unit. Revisit the <i>Questions essentielles</i> and discuss them as a class.	Assign beforehand. Students log in and go to the page.
35	End-of-Unit Review and Assessment	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Students log

	<i>Mon histoire originale ! Raconte-nous une histoire originale</i>		in and go to the page(s).
-		When students finish creating their original story, have them illustrate their story using the 4-Panel Comic Page (which you would need to print off beforehand) or play games in the Voces Game Center.	Print out blank comic strips beforehand.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Tuesday			
10	<i>Évaluations des unités Partie 1</i>	Introduce your students to the unit evaluations. Have them do the first activity on their own and then go over the answers as a class.	Assign beforehand. Students log in and go to the page(s).
15	<i>Évaluations des unités Partie 2</i>	Read the text with your students, pausing and asking yes/no, true/false, and other simple comprehension questions to your students. Then, have students do the activities on their own and go over the answers as a class.	Assign beforehand. Students log in and go to the page(s).
15	<i>Évaluations des unités Partie 3</i>	Have students complete the writing activity.	Assign beforehand. Students log in and go to the page(s).
10	<i>Évaluations des unités Partie 4</i>	Have students do the activity on their own and then go over the answers as a class. They may need to complete all of the parts as homework.	Assign beforehand. Students log in and go to the page(s).
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Wednesday			
Final Unit Assessment			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. I can understand an article about the basketball player Chantal Benoît who had enormous success in the Paralympic Games. I can have a conversation about how I can encourage a friend with a disability. I can write a message of encouragement to a friend with a disability.	
10	Integrated Performance Assessment Context	Read the context and look at the pictures as a class. Tip! Remind students that this assignment is a formal assessment and they will be working independently.	Assign beforehand. Students log in and go to the

			page.
40	Integrated Performance Assessment Interpretive Reading Interpersonal Speaking Presentational Writing	Assign the tasks ahead of time. Set the assignments so that students can only submit one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the pages.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	
Thursday Final Unit Assessment			
-		Remind students of the Can Dos. These are the same as the day before, since they will just be continuing with the Integrated Performance Assessment. I can understand an article about the basketball player Chantal Benoît who had enormous success in the Paralympic Games. I can have a conversation about how I can encourage a friend with a disability. I can write a message of encouragement to a friend with a disability.	
50	Integrated Performance Assessment Interpretive Reading Interpersonal Speaking Presentational Writing	Assign the task ahead of time. Set the assignment so that students can only submit one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students go to Can-Do Self-Assessment to self-assess	
Friday End of unit wrap-up day! We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and choose from these options or do something different!			
	End-of-Unit Review and Assessment <i>Mon histoire originale !</i>	Have students share the original stories they wrote.	
	Voces Game Center	You could also have students play games against each other or as a class!	

Unit 1 Can-Dos

Interpretive Reading

I can read an article about someone who participated in humanitarian missions to Benin.

I can understand a story about a girl from Paris who visits a small village.

I can understand a story about bridging cultural gaps.
I can understand a story about a French-Canadian Paralympic athlete.
I can understand a story about a student's reflection on his personal beliefs.
I can understand an article about marriage customs in Senegal.
I can understand some of the history and controversy surrounding laws governing Islamic headaddress in France.
I can read a biography.

Interpretive Listening

I can understand a video about a guided tour of Uzès, France.

Interpersonal Speaking

I can have a conversation with a friend about a humanitarian mission trip I participated in.
I can talk about a church in Haiti.
I can talk about a ritual practiced by a tribe in Rwanda.

Interpersonal Writing

I can write a reply to an email from a friend who wants to know about my vacation in Uzès, France.

Presentational Speaking

I can record an oral presentation for my philosophy class about my worldview and personal convictions.
I can talk about my beliefs and someone who has different beliefs than I do.
I can tell an original story.

Presentational 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 can write an original story.

Intercultural Competencies

I can investigate products and perspectives in my own and other communities.
I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions.
I can compare a church in Haiti to a place of worship where I live.
I can talk about a ritual practiced by people in my culture.

Unit 1 Integrated Performance Assessment Can-Dos

Interpretive Reading

I can understand an article about the basketball player Chantal Benoît who had enormous success in the Paralympic Games.

Interpersonal Speaking

I can have a conversation about how I can encourage a friend with a disability.

Presentation Writing

I can write a message of encouragement to a friend with a disability.