***Français* 1**

Can Dos by Unit

***Introduction au Français 1***
Intercultural Competencies

I can find my world language classroom without having to ask another student or a teacher for directions.

***Chapitre 1 : Les présentations et faire connaissance***
Interpretive Reading

I can answer questions about a person's name, nationality, and age based on an ID.
I can answer questions about someone's postal address, email address, and phone number.
I can deduct meaning from a passage in which people say hello and goodbye to each other.
I can derive some meaning from a website.
I can gather basic information about people’s names, ages, and nationalities from a graph or chart.
I can gather information from a Customs document.
I can identify people's ages on a personal information chart.
I can interpret information about ages.
I can interpret information about phone numbers.
I can interpret numbers in their written word forms.
I can understand a public service announcement.
I can understand basic information on a business card.
I can understand some information in a text.
I can understand some information in a text.
I can understand some information on a receipt.
I can understand the main idea of a document.
I can guess the meanings of written French words and expressions.

Interpretive Listening
I can derive basic meaning from conversations.
I can derive meaning from a person describing a place of residence, occupation, languages, and pets.
I can derive meaning from an oral interview about the person’s name, age, and place of residence.
I can derive meaning from an oral presentation on someone's teaching career.
I can derive meaning from an oral presentation on various stages of French education.
I can derive meaning from conversations and dialogue.
I can derive meaning from two people talking about their nationality and the languages they speak.
I can derive some meaning from a commercial.
I can identify a person's nationality in a short oral description of the person.
I can identify targeted information in an oral sentence.
I can interpret numbers in ages.
I can interpret phone numbers.
I can understand basic information from a person giving her name, age, and other personal information.
I can understand the main idea in a video.
I can read, understand, and answer question based on a video that I have watched.

Presentational Speaking
I can ask different people if they know someone.
I can ask for another person's name, address, and email address.
I can ask people's ages.
I can ask questions about people's nationalities.
I can ask questions about people's nationalities.
I can ask who people are at a party.
I can give a reply to a statement of residence with a nationality.
I can greet adults.
I can greet different people.
I can greet friends or adults.
I can introduce a friend to a group of friends.
I can introduce a friend.
I can introduce my friends to my classmates.
I can present people to someone by their first name.
I can say goodbye to different people.
I can state ages orally.
I can state my name, my age, and my nationality.
I can greet people differently depending on their age.
I can respond to a question about my nationality.
I can greet people when they are arriving and leaving.
I can greet people at different times of the day.

Presentational Writing
I can answer questions about my teachers' names.
I can ask questions about people's ages.
I can introduce my friends.
I can introduce people to my friends and family.
I can introduce people.
I can say goodbye to people I know.
I can state various people's nationalities based on where they live.
I can state various people's nationalities based on where they live.
I can tell ages in written word form.
I can use the appropriate “you” to address formal and informal situations.
I can write a brief text message greeting someone for the first time.
I can write a paragraph giving basic personal information about myself.

Interpersonal Writing
I can ask for another person's phone number, address, and email address.
I can respond to a message that asks for personal information.
I can write an email to someone to introduce my friends.

Interpersonal Speaking
I can answer greetings and questions about my name, my nationality, and which town/city I am from.
I can answer questions about how I am and how people are.
I can answer questions about whether or not people are my friends.
I can give a reply to a question about nationality.
I can greet friends or peers.
I can greet friends or peers.
I can greet someone and ask simple questions.
I can greet someone and respond to questions.
I can greet someone I know and answer simple questions about my wellbeing.
I can respond appropriately to a prompt with a polite expression.
I can understand and speak answers to questions asking about how I am doing and about personal information such as name, phone number and email.
I can verify a statement of nationality.
I can write an email introducing myself and asking questions.
I can exchange greetings and answer questions about how I am.
I can ask people their name.
I can ask questions about others using different question formations.
I can ask questions about people's names, ages, and nationalities.
I can respond to questions about my age.
I can greet and introduce myself to others.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
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***Chapitre 2 : L'école, les fournitures scolaires, le calendrier et l'emploi du temps***
Interpretive Reading

I can derive meaning from a short dialogue that includes different avoir expressions.
I can derive meaning from a table showing times across the world.
I can derive meaning from a written dialogue in which two students talk about class schedules and times.
I can derive meaning from a written paragraph about a middle school student in France.
I can derive meaning from written statements about classroom activities.
I can understand basic information in an announcement.
I can understand basic information on a poster.
I can understand basic information on a sign.
I can understand the main idea and general meaning of a website.
I can make cultural comparisons between education in France and my own country based on the information in a document.

Interpretive Listening
I can derive meaning from someone's oral presentation about what he does for a living, where he lives, and some basic facts about Luxembourg.
I can derive meaning from the numbers used in the French grading system.
I can derive meaning from various analog times I hear.
I can derive some meaning from an authentic video when I target specific words related to school subjects.
I can derive some meaning from an authentic video.
I can figure out the intended audience and purpose of an authentic video, and derive meaning from some targeted language in it.
I can understand ages, nationalities, and other information.
I can understand basic information from a video interview.
I can understand someone's age, place of birth, and other information.
I can understand the main idea of a video.

Presentational Speaking
I can direct a class of peers to sit down and turn on their computers.
I can name objects and people in pictures.
I can say which classes I have on which days of the week.
I can state when classes start and end, based on a visual of a class schedule for a French high school senior.
I can tell a teacher what materials I need for class.
I can use the special phrase “Il me faut” to name various classroom materials I need.

Presentational Writing
I can describe a typical classroom, write about my classes, tell what days they meet, when school vacations are, and the date the school year begins and ends.
I can describe what an office looks like.
I can state at what times my classes for the day take place.
I can state the days on which I have certain classes.
I can state time in word form.
I can write a short paragraph about my class schedule, about my favorite and least favorite classes and class activities, and about the languages I speak.
I can write about when I have classes and school vacations.
I can write out dates for major holidays and vacations.

Interpersonal Writing
I can answer written questions about my classes and my exams.
I can write about schools and classrooms.

Interpersonal Speaking
I can answer basic questions about my classes in the affirmative mode.
I can answer basic questions about various classes I take in the negative mode
I can answer oral questions about days of the week and what classes I have on certain days.
I can discuss my courses with my friend.
I can discuss my new class schedule with my parents.
I can have an oral exchange with a friend about my class schedule and what time it is.
I can interact with a teacher on the topic of some classroom activities and materials.
I can speak with my teacher and make sure I have everything necessary for class.
I can understand and respond to spoken questions about my classes at school.
I can say dates, days, and time correctly in a spoken sentence.
I can ask a clerk if she has the colors I want.
I can explain who people are.
I can have an oral exchange with classmates about what time it is, using both analog and digital time expressions.
I can answer one of my classmates' questions about a few basic activities in our French class.
I can ask others about school supplies.
I can interpret a teacher's instructions and pass them on to a peer in the informal register.
I can restate what another says to confirm I understood correctly.
I can have an oral exchange about my school schedule and free time with a friend.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Quebec to help me explain and understand the perspectives of the target culture.
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***Chapitre 3 : Mes amis et les choses à faire après l'école***
Interpretive Reading

I can derive meaning from a dialogue in which two friends talk about their favorite music.
I can derive meaning from a passage about French adolescents and their activities.
I can derive meaning from a passage about various characters in a story.
I can derive meaning from a poem based on contrasting activities.
I can derive meaning from a website page introducing a music school.
I can derive meaning from an announcement by a music teacher.
I can read and understand some information from a flier.
I can read and understand some information from a poster.
I can read and understand some information from a sports article.
I can understand basic facts and French words on an infographic.
I can understand discourse about school between two students in a written dialogue.
I can understand information about cellphones in an authentic visual.
I can understand information from a narrative passage about what students like to, want to, and need to do at school and for school.
I can understand information from a short passage about what a young person wants and needs for school.
I can understand information from an email written by a young person who is getting to know a European city.
I can understand some of a reading in which students describe themselves.
I can discuss and exchange information with someone on favorite dishes and family meals.

Interpretive Listening
I can derive meaning from questions about things I like and things that are around me.
I can identify a few targeted words about a person's likes and dislikes in a video, especially when the words are cognates.
I can understand affirmative and negative statements about people's preferences.
I can understand someone's statements about basic preferences regarding activities.
I can understand statements about what people do after school.
I can understand statements about what people do.
I can understand targeted words and specific information about a young person's school and school materials in an authentic video.
I can understand the main idea and some details in a video of someone talking.

Presentational Speaking
I can ask oral questions to a couple of friends with a few written prompts.
I can ask questions of a person my age using the appropriate register.
I can briefly describe what I do, and what my friends and I do together, after school.
I can describe a number of objects with a variety of adjectives.
I can describe myself and another person, using a few descriptive adjectives.
I can describe three things I want for my birthday and three simple things I need with a variety of adjectives.
I can discuss my preferences regarding activities.
I can make a brief description of a friend and of another person, stating who the person is and their nationality and age, as well as some physical and personality attributes.
I can make a short oral presentation and state three things I like to do and three things I do not like to do.
I can name a number of objects I see in pictures.
I can state a person's nationality or several people's nationality based on what country they are from.
I can make a brief description of a French musician or actor.

Presentational Writing
I can answer questions and express opinions concerning my French class, teachers, classmates, best friends, and siblings.
I can give affirmative and negative written responses to questions about some of my activities.
I can give written answers in the affirmative and negative forms to questions about what I do.
I can make basic descriptions of various people, stating who they are, their nationalities, their ages, and some physical and personality attributes.
I can make basic descriptions of various people, stating who they are, their nationalities, their ages, and some physical and personality attributes.
I can write a description of myself and other people.
I can write a paragraph introducing myself and describing myself and others.

Interpersonal Writing
I can write a thank you note for the gifts I received.
I can write an email telling what I like to or dislike doing.

Interpersonal Speaking
I can answer a friend's questions about Valentine's Day.
I can answer a friend's questions about what types of things I want.
I can answer questions about attributes of various objects.
I can engage in a guided conversation with a friend about activities and preferences.
I can engage in a guided conversation with a friend on the topic of gifts and things we want
I can exchange information with a friend about another person's name, appearance, and classes.
I can give brief answers to someone's questions about my activities on special days of the year.
I can hold a conversation about my classes, a good friend, and my interests.
I can poll my classmates about favorite foods and supplies for a party.
I can ask and answer oral questions about who owns a variety of school supplies.
I can describe some gifts I received for Christmas.
I can exchange information about activities we begin during vacation time.
I can tell a friend which items on a French menu I like and which items I want to order.
I can introduce a person to another person.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cambodia to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Laos to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Vietnam to help me explain and understand the perspectives of the target culture.

***Chapitre 4 : Ma famille, les descriptions et les parties du corps***
Interpretive Reading

I an recognize words, phrases, and characters when I associate them with things I already know.
I can identify information on a billboard or other graphic.
I can identify the simple labels on a science-related graph and understand short, simple descriptions with the help of pictures or graphs.
I can read a blog containing students' descriptions of themselves.
I can recognize words, phrases, and characters when I associate them with things I already know, and can understand short, simple messages on familiar topics.
I can understand a short, simple dialogue on familiar topics.
I can understand a short, simple message about a student's family.
I can understand main ideas and identify essential facts regarding descriptions and occupations, as well as overall purpose, in an infographic.
I can understand postings in blogs on familiar topics, and can understand short, simple descriptions with the help of pictures or graphs.
I can understand short, simple descriptions with the help of pictures or graphs.
I can understand short, simple messages on familiar topics and can ask and talk about family members and their characteristics.
I can understand simple ideas and descriptions in a dialogue.
I can understand simple ideas and descriptions in a dialogue.

Interpretive Listening
I can recognize and understand basic information about professions that I have memorized.
I can recognize and understand basic information in words and phrases that I have memorized and I can understand questions or statements about family members.
I can recognize and understand basic information in words and phrases that I have memorized.
I can understand a students talking about their family.
I can understand a video about someone's life and pets.
I can understand basic descriptive information in an authentic video and can identify targeted vocabulary.
I can understand basic information in a commercial.
I can understand basic information in a simple video interview.
I can understand questions about family.
I can understand short, simple descriptions of people.
I can understand simple statements about family.
I can understand some parts of a person's description in an authentic video.
I can understand statements about family.

Presentational Speaking
I can answer a variety of simple questions about people's names and descriptions.
I can describe my family and friends.
I can make basic descriptions of people and things with simple adjectives.
I can make basic descriptions of people with simple adjectives.
I can say what family members I have.
I can say what I look like and what I am like.
I can say what someone looks like and say what someone is like.
I can say what someone looks like.
I can talk about what people do and their professions.
I can understand questions about family members and can talk about family members and their characteristics.
I can specify an item and say to whom it belongs.

Presentational Writing
I can describe a favorite relative and someone's pet.
I can describe people based on their appearance in photos.
I can write a description of different people.
I can write about friends or classmates with information given.
I can write about myself using learned phrases and memorized expressions.
I can write words and phrases about occupations that I have learned.
I can write words and phrases that I have learned.

Interpersonal Writing
I can write a description of a relative or a pet.
I can write a description of my family.
I can write a physical description of myself and a family member or relative.

Interpersonal Speaking
I can answer simple questions about descriptions of people.
I can ask and talk about family members and their characteristics.
I can ask questions about other students' family.
I can engage in a guided conversation about my qualities.
I can exchange some personal information.
I can say something about the members of my family and understand questions about family.
I can understand spoken questions about what family members, relatives, or pets are like and speak answers to the questions.
I can communicate basic information about myself and people I know.
I can describe classmates.
I can describe people or animals using vocabulary I have learned.
I can make basic positive or negative descriptions of people.
I can say something about the members of my family and ask about someone's family.
I can talk about holiday celebrations based on pictures, and can present basic information about a familiar person, place, or thing using simple phrases and sentences.
I can ask and talk about friends, classmates, or teachers.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Algeria to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Egypt to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Morocco to help me explain and understand the perspectives of the target culture.

***Chapitre 5 : Mes activités et mes préférences***
Interpretive Reading

I can identify targeted words and phrases, purpose, and origin in an authentic visual.
I can identify targeted words/phrases and purpose in an authentic visual.
I can identify the purpose and nature of a visual, and I can find targeted words and information in it.
I can identify the purpose of an authentic visual and specific information, such as event and location.
I can read a chart and understand where and when someone does various activities.
I can read a short paragraph and understand who goes where and when.
I can read sentences and understand where a person comes from.
I can understand some words and phrases from, as well as the broader context of, an authentic text.
I can understand statements about how well and how often a person does an activity.
I can understand the main idea and some other concepts in a reading.
I can understand the main ideas and some details about climate and weather in Canada in a short passage.
I can understand the main ideas and some details about weather and favorite activities in a short poem.
I can understand the main ideas and some details about women and their clothing styles or preferences by age group from a chart.
I can understand two people making plans for a party.
I can understand what activities two friends enjoy and do together.
I can understand what people in a family like to do, what activities they do routinely, and what they do for a living.

Interpretive Listening
I can determine whether sentences about activities make sense.
I can identify targeted information about doing various activities in sentences.
I can understand a few targeted activities that someone is going to do.
I can understand a short narrative about where a boy and his family go and like to go.
I can understand many facts about a person, such as age, career, lodging arrangements, favorite spots, and languages they speak.
I can understand some basic facts about climate, weather, ans seasons in Morocco. I can also understand basic information about the narrator.
I can understand some basic information about a person and can determine what certain phrases mean based on context.
I can understand statements about where a person is.
I can understand the main idea and some details as I watch a video.
I can understand what a person says about where he was born, where he lives, what he does, what he enjoys or does not enjoy doing, and his pets from a video.

Presentational Speaking
I can answer invitations and suggestions to do things negatively.
I can answer questions about activities I like to do on the weekend.
I can answer questions about various people's activities i the affirmative and negative form.
I can answer questions about what I like.
I can answer questions in the affirmative form about where people go.
I can answer some who, when, why where, what, and how often questions.
I can describe a variety of weather types based on pictures.
I can describe what people are wearing.
I can express whether the weather is hot or cold and also whether I am hot or cold.
I can give an opinion on whether I like or do not like various items of clothing.
I can give targeted answer to questions about activities.
I can say what various people have just done based on pictures.
I can talk about the weather where I live and what activities I do during the various seasons.
I can tell a friend a few things I would like to do with her over summer vacation. I can also decline invitations to do a few activities with simple justifications.
I can tell in what type of weather I wear various items of clothing.
I can tell what I am doing today with faire expressions of my choosing.
I can tell what items of clothing I want fro traveling to various Francophone regions.
I can tell where my friends and I go after school, on the weekends, and during school breaks, and what we do there.

Presentational Writing
I can answer questions about y activities and those of my friends and family.
I can name articles of clothing I am likely to wear in different places.
I can understand questions about what can logically be worn in various countries.
I can write a paragraph giving general information related to weather, what type of clothing to wear during each season, and what activities there are to do in my area.
I can write a variety of sentences about activities I like, love, or dislike.
I can write a variety of sentences about activities.
I can write questions asking who goes where.
I can write questions for applicants to the presidency of the French Club.
I can write sentences about activities I am doing today.

Interpersonal Writing
I can read and respond to a text message from a friend.
I can write about the weather and outdoor activities people do where I live during each season.

Interpersonal Speaking
I can answer a friend's questions about what I want to do.
I can answer questions affirmatively about what various people do, like, and prefer.
I can answer questions negatively about what various people do, like, and prefer.
I can engage in a guided conversation about going to the movies.
I can engage in a guided conversation about what to do for leisure in Paris.
I can engage in a guided conversation with a friend about activities and weather.
I can engage in a guided conversation with a friend about our activities and preferences.
I can engage in a guided conversation with my mother about what to wear to school and to a movie.
I can have a phone conversation with a friend who calls to invite me to do something with her.
I an tell what activities I do after school.
I can discuss a class holiday celebration with partner.
I can discuss a sports team with a friend.
I can discuss where to go over the weekend with a friend.
I can say where others are from.
I can describe items of clothing that are most suited for different seasons in Francophone regions.
I can describe seasonal types of weather in my region and create a weather report for my region and for a couple of Francophone regions.
I can discuss what others like to eat with my classmate.
I can discuss with a friend several things I am going to do, and when and where we are going to meet.
I can interview people about what they like to do in their spare time.
I can discuss with a partner where various friends are, where we are going to meet them, and what we are going to do together.
I can discuss with a teacher where students are and explain why they are late.
I can talk with a friend about what our other friends like to do.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Guadeloupe to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Haiti to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Martinique to help me explain and understand the perspectives of the target culture.

***Chapitre 6 : Les repas au café, au restaurant et dans une famille française***
Interpretive Reading

I can identify purpose, audience, and main ideas in an authentic visual that displays menus.
I can identify targeted vocabulary, as well as the message, in an authentic visual that displays a few beverages and their prices.
I can identify targeted vocabulary, foods, and purpose in an authentic visual.
I can identify what various members of a family drink at various times of the day in a chart.
I can order from a menu that may contain unfamiliar words and items.
I can place orders in a cafe. I can also give a friend affirmative and negative instructions in a cafe.
I can understand a variety of common questions and comments made by a waiter.
I can understand main ideas in a dialogue between various members of a family dining in a restaurant.
I can understand main ideas in a short passage about Thanksgiving.
I can understand main ideas in a short passage about Thanksgiving.
I can understand main ideas in a short passage that critiques a restaurant.
I can understand main ideas in an authentic visual featuring a French school's cafeteria weekly menu.
I can understand the main ideas and some details in a dialogue between a waiter and a client.
I can understand the main ideas and some details in a dialogue between a waiter and two people in a restaurant.
I can understand the main ideas and some details in a short narrative about French cafes.
I can understand the main ideas and some details in dinner talk about foods between two siblings and their mother.

Interpretive Listening
I can distinguish speech by a waiter form speech by a client.
I can understand sentences about people who sell food or who are waiting to buy food.
I can understand simple sentences about what someone eats for breakfast and lunch.
I can understand simple sentences commonly used when ordering food and drinks.
I can understand statements about how food tastes.
I can understand statements about how food tastes.
I can understand targeted food vocabulary from an authentic video.
I can understand targeted vocabulary and some ingredients in a recipe presented in a video.
I can understand targeted vocabulary, purpose, and ideas in a short video.
I can understand targeted vocabulary, purpose, and the main idea in a short video.
I can understand the main idea as I watch a video.
I can understand the main ideas about eating routines in an authentic video.
I can understand the main ideas presented by a woman in an authentic video.
I can understand the subject of verbal instructions.

Presentational Speaking
I can answer questions about activities that people can do and what activities I can do.
I can answer questions about what I eat on different occasions and at different times.
I can articulate short sentences that are commonly used by waiters and clients in a cafe.
I can create sentences and say that various people can eat my Halloween candy.
I can create sentences commonly used by guests in restaurants, including orders to the waiter.
I can describe what I eat for breakfast.
I can describe what I usually eat and drink for breakfast, lunch, and dinner.
I can name various breakfast items based on pictures.
I can name various restaurant menu items.
I can order a complete meal at a restaurant and ask for the bill.
I can play the role of a teacher and give students a variety of short classroom instructions.
I can say how foods taste with a good variety of adjectives when prompted and guided.
I can tell a friend what foods I like and dislike.

Presentational Writing
I can answer questions about choices I have made.
I can write about what I eat for breakfast, lunch, and dinner.
I can write out a variety of affirmative and negative instructions in different registers.
I can write out a variety of instructions for a friend.
I can write sentences about what I need to do during my shift as waiter.
I can write sentences about what someone else eats and drinks for breakfast, lunch, and dinner.

Interpersonal Writing
I can write a text message with an order for a fast-food restaurant.
I can write a written response to an email inquiring about what I would like for dinner.
I can write and email about what people have for breakfast in my country and in France.

Interpersonal Speaking
I can answer questions about activities that I choose to do.
I can answer questions about what I have for breakfast and dinner.
I can answer questions about what I want to eat and drink for dinner at home.
I can engage in a guided conversation with a friend about what to eat and drink in a fancy restaurant.
I can engage in a guided conversation with a waiter.
I can engage in a guided conversation with a waiter.
I can engage in a guided conversation with my mom and dad about my eating preferences during a home dinner.
I can understand a server's questions and order food in a restaurant.
I can exchange ideas with a friend about what we can eat at a cafe, and can place an order with a waiter.
I can tell a waiter how my food tastes.
I can understand and give simple affirmative commands.
I can name a few hot drinks I enjoy when it's cold.
I can name three dishes that my family will be serving at a holiday dinner.
I can talk about various items I am going to eat at a picnic.
I can create sentences about selling some of my things.
I can describe waiters and what they are doing in an authentic French video.
I can respond to my friends' statements about going somewhere by telling them not to go there and offering alternatives that include both of us.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Lebanon to help me explain and understand the perspectives of the local culture.

***Chapitre 7 : Les vêtements, les magasins et le shopping***
Interpretive Reading

I can identify and understand targeted vocabulary about fashion and clothing in an authentic visual.
I can identify essential facts about a store on an authentic website.
I can identify essential facts about periods and types of sales on an authentic infographic.
I can identify the purpose and audience of an authentic magazine cover, and understand facts about featured items of clothing and their characteristics.
I can identify the purpose of a written message about stores, and understand facts about items of clothing, accessories, and their characteristics.
I can understand a dialogue about old and new ski equipment.
I can understand a dialogue between a salesperson and a client talking about sizes, prices, and colors of clothing.
I can understand a dialogue between parents and what their daughters purchased.
I can understand a dialogue between two friends about an item of clothing and its characteristics.
I can understand main ideas in a short narrative about accessories and look.
I can understand the main idea and other information in a reading about clothing.
I can understand the main ideas and some details in a dialogue between two friends about items of clothing, accessories, and their characteristics.
I can understand the main ideas and some details in a dialogue between two friends comparing stores, items of clothing, accessories, and characteristics.
I can understand the main ideas and then purpose of a written passage about clothing and weather.
I can understand the main ideas in a dialogue about clothes and accessories.
I can understand the main ideas in short narratives about periods of sales in France and Quebec.

Interpretive Listening
I can answer questions or reply to comments about how items of clothing look on a person or fit a person.
I can understand a variety of items of clothing a person wears.
I can understand a variety of items of clothing and accessories a person wears.
I can understand basic facts about a boutique and its goods, and express my opinion of a client's outfit in an authentic video.
I can understand basic facts and some details about fashion and clothing in an authentic video.
I can understand some questions that a salesperson is likely to ask a client in a clothing store.
I can understand some questions that a salesperson is likely to ask a client in a clothing store.
I can understand the main idea as I watch a video about fashion.
I can understand the purpose of an authentic video. I can also understand the basic facts about a store and its goods, and express my opinion of a client's outfit in an authentic video.
I can understand what a person in an authentic video does and likes to do.
I can understand what a person wears and why.
I can understand what a person wears and why.

Presentational Speaking
I can answer questions about my shopping for clothes yesterday.
I can answer questions about shoes and headwear for different types of weather.
I can answer questions about superlative qualities of clothing and accessories.
I can answer questions about what various people are going to wear.
I can answer questions about what various people did.
I can answer questions about where to buy clothes and accessories, and what to buy in a specific store.
I can answer questions asking me to compare various items of clothing.
I can describe various items of clothing and accessories featured in an authentic visual.
I can give affirmative and negative answers to basic questions about past activities.
I can make a short presentation about what clothing Americans tend to wear in various seasons.
I can present a few things I did over the weekend.
I can suggest suitable items of clothing for various activities.

Presentational Writing
I can answer questions asking for my opinion of various items of clothing.
I can recognize a good variety of terms for accessories.
I can write a description of clothing purchases.

Interpersonal Writing
I can read an email about weather and activities, and write an email about what items of clothing I am going to pack.

Interpersonal Speaking
I can answer questions about what to wear for various activities.
I can engage in a guided conversation about looks, fashion, and clothing preferences.
I can engage in a guided conversation about what to buy and wear at the beach, and also where to purchase what I need.
I can engage in a guided conversation with a salesperson about buying a gift and exchanging an item of clothing.
I can have a conversation with a salesperson about purchasing clothing items.
I can make positive and negative comments in a response to descriptions of accessories.
I can compare items of clothing or accessories.
I can create sentences to present a few things I did in the afternoon.
I can describe various items of clothing and accessories featured in a department store sales ad.
I can discuss what to wear in different types of weather with a friend.
I can discuss with a friend what gifts to buy.
I can discuss what people wore at a special winter event.
I can discuss with a friend the best deals on clothing and accessories.
I can discuss with a friend what items of clothing and accessories I bought for a trip.
I can discuss with a salesperson what outfit to wear to a special dinner.
I can explain my opinion of the best and worst items of clothing or accessories in a visual.
I can ask a person a few questions about a fundraiser, such as who bought things and how much money was raised.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cameroon to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.

***Chapitre 8 : En ville***
Interpretive Reading

I can identify places on a map and use context in a sentence to identify one of these places.
I can identify the basic facts and purpose of a message in an authentic document featuring guided visits of a park.
I can identify the purpose and basic facts about transportation and places on an authentic infographic.
I can understand and identify facts about a tourist site, including when and how to access it, on an infographic.
I can understand the logical sequencing of various past activities.
I can understand the main idea and other information in a reading that contains some unfamiliar words and expressions.
I can understand the main ideas and some details in a dialogue between two young people about their plans for the day, including places and weather.
I can understand the main ideas and some details in a narrative passage about someone's hometown, her actual home, and the buildings in the neighborhood.
I can understand the main ideas in a letter that mentions the places where a family of tourists has been.
I can understand the main ideas in an informational narrative about means of transportation used by various people in various places.
I can use a city map and understand directions from my hotel to a destination on the map.
I can use a city map and use context to identify appropriate directions and places.
I can use my knowledge of essential words of transition to understand the logical progression of a set of directions.

Interpretive Listening
I can identify a few main ideas i an authentic video about a train card for young people.
I can identify four places in the city of Limoges presented in an authentic video.
I can recognize words of transition that are essential in understanding directions.
I can understand basic directions.
I can understand basic directions.
I can understand basic sentences about where people live.
I can understand the main idea and recognize words associated with giving directions and places in a city as I listen.
I can understand the main message of a short video advertising a navigational device.
I can understand where people are coming from and going to, with the help of a map.
I can understand where people went (and how far, with the use of the map).

Presentational Speaking
I can answer basic closed questions about what people did.
I can answer basic closed questions about what people did.
I can answer basic closed questions about where people went.
I can answer basic questions with a variety of negative replies.
I can answer questions about where various people are going.
I can answer questions affirmatively or negatively about appropriate means of transportation for various locations.
I can answer questions appropriately about where to go for a specific activity.
I can create sentences describing the proximity of one place to another on a map.
I can describe the location of two places relative to each other on a map.
I can describe the town or city where I live, including locations of stores, schools, museums, libraries, and other such buildings.
I can do a guided presentation of what happened yesterday when I was sick at home, what is happening now that I am better, and what is going to happen tomorrow back at school.
I can explain how I get to various places throughout the day.
I can make a basic but detailed oral presentation to my parents about where I went in Paris, with whom, and how I got to various places.
I can present my itinerary from the airport to the town's city hall with the use of a map.
I can tell what a person did yesterday with the help of some prompts.
I can tell where people performed a variety of activities with some prompts and a map.
I can use prompts to give directions to one or several of my friends. I can also include myself in the directions.

Presentational Writing
I can use prompts to create sentences about where various people are going to go.
I can write about an interesting city that I have visited.
I can write about where somebody did not go and what the person did not get to see in that area, using a map.

Interpersonal Writing
I can write about my city and ask where someone lives.
I can write about the things I did during a week I spent in Paris.

Interpersonal Speaking
I can engage in a guided conversation about different activities to do in town.
I can engage in a guided conversation about how to get somewhere.
I can engage in a guided conversation that includes directions and location.
I can invite a friend over, give directions in spoken sentences, and ask that friend to go downtown with me later on.
I can discuss with a friend what to do and what not to do in our free time.
I can discuss my errands and my activities with a friend.
I can discuss my plans for the evening with others.
I can discuss various places in a city with a friend.
I can give directions to pieces of art in a museum to my friend with the help of a map.
I can present a few tasks related to running errands that a friend and I are splitting.
I can tell a friend what I did during a school break.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Belgium to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Switzerland to help me explain and understand the perspectives of the target culture.

***Chapitre 9 : Ma maison***
Interpretive Reading

I can read a floor plan for a house.
I can understand a conversation about what people do.
I can understand a description of a party at someone's house.
I can understand a passage about how a family prepared for a reunion.
I can understand a short description about sleeping arrangements.
I can understand basic information about a couple and what they did.
I can understand basic information about someone's bedroom.
I can understand basic information about the rooms of a house.
I can understand information in an ad for a house.
I can understand information on a magazine cover.
I can understand information on an ad.
I can understand some of the information in a person's diary.
I can understand some of the information in an infographic.
I can understand some of the information on a graph.
I can understand the general layout of items in a house.
I can understand the general layout of items in a house.
I can understand the main idea and other information in a reading that contains some unfamiliar words and expressions.
I can understand what activities a family does on the weekend.
I can understand what chores and activities people did this morning.
I can understand who did what during an afternoon of activities.

Interpretive Listening
I can understand a tour of someone's home.
I can understand basic information about where activities take place.
I can understand basic information from a commercial.
I can understand descriptions of where people sleep in a house.
I can understand some information in a commercial.
I can understand someone describe where they live and the layout of their home.
I can understand someone talk about chores they do at home.
I can understand someone talk about their home.
I can understand the main idea and recognize words associated with rooms and items in an apartment as I listen.
I can understand the time at which someone did a chore.
I can understand the time that something took place.
I can understand what activities people did and where they did them.
I can understand what activities people do in their rooms.
I can understand what chores people do.
I can understand where people live.
I can understand who is going out.

Presentational Speaking
I can answer questions about what activities and chores I have done.
I can describe a house to my friends.
I can describe pieces of furniture in a living room.
I can describe where furniture is located in my house.
I can explain the chores that I can and cannot do in a home and yard.
I can give my opinion about items in a house.
I can offer to help with chores inside and outside the house.
I can respond to questions about chores I did or did not do.
I can respond to questions asking what I did and with whom.
I can say what chores people did yesterday.
I can say what people did outdoors yesterday.
I can say what people did outside yesterday.
I can say what someone does each day and at what time based on a schedule.
I can say what time I did activities in the day.
I can say where various people will be going.
I can say which chores I will do.
I can talk about activities that I do.
I can talk about the rooms in my house, objects that are found in various rooms, and what people do in various rooms.
I can talk about the times when things occur.
I can talk about what everyone in the family did or did not do this morning.
I can talk about what people did.
I can talk about where my family and I do activities in the house.
I can tell my friends what activities my family members and I did on vacation.

Presentational Writing
I can write about what people did.
I can write what people do in different rooms of the house.

Interpersonal Writing
I can describe my house, including it's type and general location.
I can describe the activities that I and other members of my family do in various rooms of my house or apartment.
I can describe the rooms in my house.
I can read and write a reply to an introductory letter from a French epal about family members, their jobs and where they live.

Interpersonal Speaking
I can talk about an apartment I want to rent.
I can talk about the chores that I'm going to do now and later.
I can talk to my little sister about other things to do.
I can ask and answer questions relating to myself and what I have done.
I can describe my own and my family's afternoon activities.
I can describe the rooms of a castle.
I can discuss chores that I do.
I can discuss departure times and when we might travel.
I can discuss plans and decide on what to do with another person.
I can give and receive directions using a map.
I can say where I went.
I can talk about how I want to decorate my bedroom.
I can talk about my sleeping habits.
I can talk about the relationships of the characters in a TV show.
I can talk about what chores I will be doing for my parents.
I can talk about what my friend did on their vacation.
I can talk about what needs to be done before I can leave.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Morocco to help me explain and understand the perspectives of the target culture.

***Chapitre 10 : Vive les vacances !***
Interpretive Reading

I can read a passage about how someone spent their evening.
I can understand a conversation about ordering food.
I can understand a conversation about packing for vacation.
I can understand a conversation about plans two people are making.
I can understand a conversation about possible vacation destinations.
I can understand a conversation about purchasing items at a store.
I can understand a conversation about where people went today.
I can understand a conversation between a guest and a hotel clerk.
I can understand a conversation between two exchange students.
I can understand a dialogue about what people just did around town.
I can understand a passage about plans for a visit to Paris.
I can understand a passage about two siblings' shopping adventures.
I can understand a text from a friend.
I can understand an email about someone's trip to Paris.
I can understand basic information in an infographic about hotels and traveling.
I can understand basic information in an inforgraphic about Paris.
I can understand basic information on an infographic about friends.
I can understand basic information on an infographic.
I can understand directions.
I can understand some information in an infographic.
I can understand some information on a poster.
I can understand the main idea and other information in a reading that contains some unfamiliar words and expressions.
I can understand the main ideas in an email.
I can understand where a family plans to go on their vacation.

Interpretive Listening
I can understand a commercial.
I can understand a presentation about someone's favorite vacation spots.
I can understand a video about what one does on vacation.
I can understand basic information in a video about a hotel.
I can understand basic observations about tourists and others around the city.
I can understand comments about what to pack for an upcoming vacation.
I can understand greetings and other phrases people might say upon first meeting someone.
I can understand locations of places around town.
I can understand phrases about the weather.
I can understand phrases about what people did yesterday.
I can understand requests for specific hotel rooms.
I can understand requests made in a cafe.
I can understand some information in an interview.
I can understand some of what someone says about dinner.
I can understand statements about activities.
I can understand statements about the weather.
I can understand the main idea and recognize many words associated with clothing, traveling, and items to pack for a trip.
I can understand the main ideas in a vlog.
I can understand what people are packing for their vacation.
I can understand where students are going on their vacation.

Presentational Speaking
I can answer questions about my lunch.
I can answer questions about my trip to Quebec.
I can answer questions about the weather.
I can answer questions about what I want and don't want to do.
I can answer questions about what I will do.
I can answer questions about what my friends ans I want and don't want to do.
I can ask questions to a person I just met.
I can describe how someone traveled across town yesterday.
I can explain the route I took.
I can say what people are packing in their suitcase.
I can say where people went today.
I can say where various people are going on vacation.
I can talk about my experience at a souvenir shop.
I can talk about the appropriate season.
I can talk about what I did today.
I can talk about what I will do this afternoon.
I can talk to my friend about what I did.
I can talk to my mom about my shopping trip.

Presentational Writing
I can answer questions about my afternoon spent shopping in Paris.
I can ask for basic information from others.
I can describe where people are going.
I can explain where places are in relation to other places.
I can forecast the weather.
I can write about the things I did during a vacation and the weather.
I can write about what I did this last week.
I can write about what people are going to do in a specific place.

Interpersonal Writing
I can read, understand, and write a response to an email that ask for information about a shop and a restaurant in a city I am visiting and about how to get there.
I can write an email about a vacation I am going to take.
I can write an email about preparations I have made for a trip.
I can write an email introducing myself and giving basic information, such as my name, nationality, where I live, and my phone number.

Interpersonal Speaking
I can talk about travel plans such as buying train or plane tickets, reserving, and describing a hotel room and activities to do on vacation.
I can ask and answer questions about a new student.
I can assign chores to others.
I can help decide on activities and schedules that will suit everyone.
I can say where I will visit.
I can talk about a trip to Canada that I will take and have taken.
I can talk about all the places I went over the weekend.
I can talk about chores that need to be done.
I can talk about places to visit on vacation.
I can talk about the weather and what I should wear at various locations.
I can talk about what kind of clothing I might need to pack.

Intercultural Competencies

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.
I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.