**Can Dos by Unit**

***Notre histoire 3***

***--Unité 1 : Qu'est-ce que l'art ?--***

I can understand an article about a fire at the Notre Dame cathedral in Paris. (Interpretive Reading)

I can understand an article about cave art in the massif de l’Ennedi in Chad. (Interpretive Reading)

I can understand an article about historic stolen art. (Interpretive Reading)

I can read a travel article about Vanuatu. (Interpretive Reading)

I can understand a story about cave paintings in Chad. (Interpretive Reading)

I can understand a story about painting a self-portrait. (Interpretive Reading)

I can understand a story about street art in Paris. (Interpretive Reading)

I can understand a story about an artist who travels to Vanuatu to find inspiration. (Interpretive Reading)

I can understand a video about an artist who is creating a street art mural for le Mur d'Oberkampf in Paris. (Interpretive Listening)

I can leave a voicemail describing a painting that I saw on le Mur d'Oberkampf. (Presentational Speaking)

I can talk about icons in my own community. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a journal entry about a description of a painting I want to create. (Presentational Writing)

I can write a paragraph about le massif de l'Ennedi, the importance of the cave paintings that are found there, and how primitive art can inspire modern artists. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can talk about an art project I plan to make. (Interpersonal Writing)

I can have a conversation about a picture I took during a recent trip to Vanuatu, why I went there, and experiences I had related to art. (Interpersonal Speaking)

I can have a conversation about art with a classmate. (Interpersonal Speaking)

I can talk about a movement in France. (Interpersonal Speaking)

I can talk about and compare different kinds of dance. (Interpersonal Speaking)

I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding musical instruments. (Intercultural Competencies)

I can use a series of sentences to identify products and describe practices to explain the perspectives of the culture surrounding street art. (Intercultural Competencies)

I can compare a movement in France to a movement where I live. (Intercultural Competencies)

I can investigate products and perspectives in my own and other communities. (Intercultural Competencies)

***--Unité 2 : En traversant les frontières--***

I can read an article about French-Canadians who immigrated to Michigan. (Interpretive Reading)

I can read an article about how a group of scouts helped at la jungle de Calais, a camp for migrant refugees in France. (Interpretive Reading)

I can understand an article about a famous musician who fled his country. (Interpretive Reading)

I can understand an article about the Lost Generation in France. (Interpretive Reading)

I can understand a story about a camp for refugees in France. (Interpretive Reading)

I can understand a story about a heroic act. (Interpretive Reading)

I can understand a story about French Canadian immigrants. (Interpretive Reading)

I can understand a story about the different experiences of immigrants in the U.S. (Interpretive Reading)

I can understand a news story that I watched about an immigrant who saved the life of a child in Paris. (Interpretive Listening)

I can leave a phone message inviting a friend to become a volunteer in a group that wants to help refugees. (Presentational Speaking)

I can leave a voicemail about why my French-Canadian ancestors immigrated to Michigan. (Presentational Speaking)

I can talk about my homeland or country. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about La jungle de Calais, a camp for migrants that formerly existed in France. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can talk about similarities and differences between migrants in France and my own family. (Interpersonal Writing)

I can write an email about the problems of immigrants in my own country and what I can do to help them. (Interpersonal Writing)

I can have a conversation with a friend about immigration in my own country. (Interpersonal Speaking)

I can talk about a controversial clothing ban in France. (Interpersonal Speaking)

I can talk about immigration and the treatment of immigrants. (Interpersonal Speaking)

I can use a series of sentences to identify products and describe practices that reflect perspectives of the culture surrounding the French and German border. (Intercultural Competencies)

I can use a series of sentences to identify products and describe practices that reflect perspectives of the history of immigration in Canada. (Intercultural Competencies)

I can compare the treatment of immigrants in France to the treatment of immigrants where I live. (Intercultural Competencies)

I can investigate products and perspectives in my own and other communities. (Intercultural Competencies)

***--Unité 3 : Par des temps extrêmes--***

I can read an infographic about climate change in Africa. (Interpretive Reading)

I can understand an article about a group of women in Switzerland combating climate change. (Interpretive Reading)

I can understand an article about the aftermath of an earthquake in Haiti. (Interpretive Reading)

I can understand a story about a hurricane in Haiti. (Interpretive Reading)

I can understand a story about a student's idea to help the environment. (Interpretive Reading)

I can understand a story about people around the world who are concerned about Earth's climate. (Interpretive Reading)

I can understand a story about weather in Switzerland. (Interpretive Reading)

I can understand a video about climate change in Africa. (Interpretive Listening)

I can understand a video clip from a news report about Hurricane Matthew. (Interpretive Listening)

I can record a phone message that suggests making a donation to an organization that will help the victims of Hurricane Matthew in Haiti. (Presentational Speaking)

I can talk about a natural disaster in my community. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about a trip my biology class is taking with the goal of observing and helping to reverse the effects of climate change. (Presentational Writing)

I can write a blog post about climate change and what we can do to avoid the consequences. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can write an email about the weather in Switzerland in January. (Interpersonal Writing)

I can have a phone conversation about the weather and the problems it can cause. (Interpersonal Speaking)

I can talk about a place that was affected by a hurricane. (Interpersonal Speaking)

I can talk about a race with solar-powered vehicles. (Interpersonal Speaking)

I can use a series of sentences to identify products and describe practices that reflect perspectives of organic farming. (Intercultural Competencies)

I can use a series of sentences to identify products and describe practices that reflect perspectives of the damage caused by an earthquake in Haiti. (Intercultural Competencies)

I can investigate products, practices, and perspectives in my own and other communities. (Intercultural Competencies)

***--Unité 4 : Le goût de la vie--***

I can read a blog post about reasons for and against eating at a fast-food restaurant. (Interpretive Reading)

I can understand an article about a controversially produced food. (Interpretive Reading)

I can understand an article about the growing popularity of food trucks. (Interpretive Reading)

I can understand a story about a female farmer. (Interpretive Reading)

I can understand a story about blending cuisines of different cultures. (Interpretive Reading)

I can understand a story about eating a vegan diet in Paris. (Interpretive Reading)

I can understand a story about fast food in France. (Interpretive Reading)

I can understand a TV newscast about veganism. (Interpretive Listening)

I can understand a video about the advantages and disadvantages of eating at a fast-food restaurant. (Interpretive Listening)

I can make a voice recording for a travel blog about the different kinds of restaurants in Paris. (Presentational Speaking)

I can record a phone message inviting someone to eat at a special restaurant. (Presentational Speaking)

I can talk about food in my country. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write an email that explains why giving money to a refugee camp in the Central African Republic would be a good project for a volunteer group. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can text answers to questions about a friend who is vegan. (Interpersonal Writing)

I can write answers to a friend’s texts about where I would like to have lunch. (Interpersonal Writing)

I can answer a friend's questions about veganism. (Interpersonal Speaking)

I can talk about customs when eating with a group of people. (Interpersonal Speaking)

I can talk about reducing food waste. (Interpersonal Speaking)

I can use a series of sentences to identify products and describe practices that reflect perspectives of a traditional restaurant in Paris. (Intercultural Competencies)

I can use a series of sentences to identify products and describe practices that reflect perspectives of shopping at farmers markets. (Intercultural Competencies)

I can investigate products, practices, and perspectives in my own and other communities. (Intercultural Competencies)

***--Unité 5 : Au boulot !--***

I can read an article about the problem of undereducation and illiteracy for girls in Cameroon. (Interpretive Reading)

I can understand an article about a teaching program in France. (Interpretive Reading)

I can understand an article about preparing for a job interview. (Interpretive Reading)

I can understand an article about the balance between personal and professional life. (Interpretive Reading)

I can understand a story about a career decision. (Interpretive Reading)

I can understand a story about an influential figure in the music of western Africa. (Interpretive Reading)

I can understand a story about choosing a college major. (Interpretive Reading)

I can understand a story about girls' education in Cameroon. (Interpretive Reading)

I can understand a video about why it is important to learn world languages. (Interpretive Listening)

I can record a phone message in which I tell a friend about a job interview I had and if I have decided to accept the job. (Presentational Speaking)

I can talk about my future career aspirations. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about the singer Salif Keïta. (Presentational Writing)

I can write a journal entry about a job interview and my thoughts about whether I would accept an offer for the job. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can write answers to questions that may be asked during a job interview. (Interpersonal Writing)

I can answer questions during a job interview. (Interpersonal Speaking)

I can have a conversation with my guidance counselor about choosing a major. (Interpersonal Speaking)

I can talk about a renowned culinary school. (Interpersonal Speaking)

I can talk about military recruitment. (Interpersonal Speaking)

I can use a series of sentences to identify products and describe practices to explain the perspectives of a classroom in Morocco. (Intercultural Competencies)

I can use a series of sentences to identify products and describe practices to explain the perspectives of the Canadian government. (Intercultural Competencies)

I can compare military recruitment in France to military recruitment where I live. (Intercultural Competencies)

I can investigate products, practices, and perspectives in my own and other communities. (Intercultural Competencies)

***--Unité 6 : Nouveaux défis, nouvelles opportunités--***

I can read an article about an interview with Arielle Kayabaga that took place before her election to the position of municipal council member of Ward 13 in London, Ontario. (Interpretive Reading)

I can understand an article about a cultural movement in France. (Interpretive Reading)

I can understand an article about a law about secularism in France. (Interpretive Reading)

I can understand a story about an immigrant who became a politician in London, Ontario. (Interpretive Reading)

I can understand a story about being true to yourself. (Interpretive Reading)

I can understand a story about the slogan "Black, Blanc, Beur." (Interpretive Reading)

I can understand a video about the racial diversity of France’s national soccer team les Bleus. (Interpretive Listening)

I can understand an interview with Arielle Kayabaga about her role in politics. (Interpretive Listening)

I can make a voice recording about Arielle Kayabaga to post on my blog during Black History Month. (Presentational Speaking)

I can record a podcast about being faithful to myself and about another person that I like but is different from me. (Presentational Speaking)

I can talk about a time when I or someone I know felt left out. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about a visit to Beirut, Lebanon. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can answer questions in an email about racial diversity in France and how well immigrants are integrating and contributing to society in France. (Interpersonal Writing)

I can respond to texts about how my friend Sahar is adapting to Lebanese culture after moving to Beirut with her family. (Interpersonal Writing)

I can have a conversation with a friend about how to be kind to classmates who don't fit in at school. (Interpersonal Speaking)

I can talk about a celebration of indigenous people in Canada. (Interpersonal Speaking)

I can talk about an Indian festival being celebrated in France. (Interpersonal Speaking)

I can use a series of sentences to identify products and describe practices that reflect perspectives of a neighborhood in Beirut, Lebanon. (Intercultural Competencies)

I can use a series of sentences to identify products and describe practices that reflect perspectives of African and Caribbean art. (Intercultural Competencies)

I can investigate products, practices, and perspectives in my own and other communities. (Intercultural Competencies)