--Introduction to *Notre histoire*--

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

--*Unité 1 : En quoi est-ce que tu crois ?*--

I can read an article about someone who participated in humanitarian missions to Benin. (Interpretive Reading)

I can understand an article about marriage customs in Senegal. (Interpretive Reading)

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

I can understand some of the history and controversy surrounding laws governing Islamic headdress in France. (Interpretive Reading)

I can read a biography. (Interpretive Reading)

I can understand a story about a French-Canadian Paralympic athlete. (Interpretive Reading)

I can understand a story about a student's reflection on his personal beliefs. (Interpretive Reading)

I can understand a story about bridging cultural gaps. (Interpretive Reading)

I can understand a story about a girl from Paris who visits a small village. (Interpretive Reading)

I can understand a video about someone's beliefs. (Interpretive Listening)

I can understand a video about a guided tour of Uzès, France. (Interpretive Listening)

I can record an oral presentation for my philosophy class about my worldview and personal convictions. (Presentational Speaking)

I can talk about my beliefs and someone who has different beliefs than I do. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about Chantal Benoît for the International Day of Persons with Disabilities and give encouragement to people with disabilities. (Presentational Writing)

I can write a message of encouragement to a friend with a disability. (Presentational Writing)

I can write an original story. (Presentational Writing)

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

I can have a conversation about how I can encourage a friend with a disability. (Interpersonal Speaking)

I can have a conversation with a friend about a humanitarian mission trip I participated in. (Interpersonal Speaking)

I can talk about a church in Haiti. (Interpersonal Speaking)

I can talk about a ritual practiced by a tribe in Rwanda. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

I can compare a church in Haiti to a place of worship where I live. (Intercultural Competencies)

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

I can talk about a ritual practiced by people in my culture. (Intercultural Competencies)

--*Unité 2 : La citoyenneté mondiale*--

I can read an article about the November 2015 Paris terrorist attacks. (Interpretive Reading)

I can understand an article about the Francophone Games. (Interpretive Reading)

I can understand an article about the terrorist attack on the headquarters of the Charlie Hebdo magazine and other places around Paris in 2015. (Interpretive Reading)

I can read a biography. (Interpretive Reading)

I can understand a story about a student attending a school on a scholarship. (Interpretive Reading)

I can understand a story about banana farmers from the Comoros. (Interpretive Reading)

I can understand a story about terrorist attacks in Paris. (Interpretive Reading)

I can understand a story about the first indigenous woman to become a nurse in Canada. (Interpretive Reading)

I can understand a video about how someone views global challenges and social responsibility. (Interpretive Listening)

I can understand a video about the November 13, 2015, terrorist attacks in Paris, France. (Interpretive Listening)

I can understand a video about why immigrants migrate to Mayotte from other islands in the Comoros. (Interpretive Listening)

I can give an oral report on the November 13, 2015, terrorist attacks. (Presentational Speaking)

I can make a voice recording about Edith Monture and Canada's *la Journée des infirmières et infirmiers autochtones*. (Presentational Speaking)

I can talk about my role as a global citizen. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write an email telling my volunteer group about an underprivileged student who received a scholarship they contributed to. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can answer questions in a text message about my vacation to Mayotte and why migrants from neighboring islands come to Mayotte. (Interpersonal Writing)

I can write an email about the problem of terrorist attacks in my country. (Interpersonal Writing)

I can have a conversation with a member of my volunteer group about contributing to a scholarship fund for a disadvantaged student in Morocco. (Interpersonal Speaking)

I can talk about a French nursery rhyme. (Interpersonal Speaking)

I can talk about a theme park in Brussels. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

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

I can reflect on the purpose of nursery rhymes and children's songs. (Intercultural Competencies)

I can understand the causes and events of the terrorist attack on the headquarters of the Charlie Hebdo magazine and other places around Paris in 2015. (Intercultural Competencies)

I can understand the origin, the nature, and the purpose of the quadrennial Francophone Games. (Intercultural Competencies)

--*Unité 3 : C'est la vie*--

I can read a blog post about *l’œil de Sainte Lucie*, a good luck charm from Corsica. (Interpretive Reading)

I can read an article about a United Nations program with the purpose of helping to stop violence directed at women in Haiti. (Interpretive Reading)

I can understand how *La Fête de la Musique* got started, what it is, and how it has become the ever-growing global festival World Music Day. (Interpretive Reading)

I can understand how parkour got started, what it entails, and how it is also a philosophy. (Interpretive Reading)

I can read a biography. (Interpretive Reading)

I can understand a story about a female police officer in Rwanda. (Interpretive Reading)

I can understand a story about a legend from the island of Corsica. (Interpretive Reading)

I can understand a story about standing up to violence against women in Haiti. (Interpretive Reading)

I can understand a story about the Monaco Grand Prix. (Interpretive Reading)

I can understand a travel video about Corsica. (Interpretive Listening)

I can understand someone talking about an important cultural product. (Interpretive Listening)

I can leave a voicemail telling about my experiences during a vacation in Monaco. (Presentational Speaking)

I can talk about a product that represents my culture. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about seeing the Grand Prix during a vacation in Monaco. (Presentational Writing)

I can write a journal entry about my vacation in Corsica. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can answer an email that asks about my vacation in Corsica. (Interpersonal Writing)

I can have a conversation with a friend about the problem of violence directed against women in underdeveloped countries. (Interpersonal Speaking)

I can have a phone conversation about a vacation in Corsica. (Interpersonal Speaking)

I can talk about a swimming pool complex in Paris. (Interpersonal Speaking)

I can talk about the performance group *Cirque du Soleil*. (Interpersonal Speaking)

I can talk about entertainment I enjoy. (Interpersonal Speaking)

I can talk about my favorite way to exercise. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

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

--*Unité 4 : Le monde est à nous*--

I can read information about Covid-19 from a webpage posted by the French government. (Interpretive Reading)

I can understand the importance of ecology in Canada and organizations that support it. (Interpretive Reading)

I can read a biography. (Interpretive Reading)

I can understand a story about a peaceful protest. (Interpretive Reading)

I can understand a story about access to clean drinking water. (Interpretive Reading)

I can understand a story about conserving water. (Interpretive Reading)

I can understand a story about Covid-19. (Interpretive Reading)

I can understand a video about Algeria's protest marches referred to as *la révolution du sourire*. (Interpretive Listening)

I can understand a video about water scarcity in Togo. (Interpretive Listening)

I can understand someone talking about gender inequality. (Interpretive Listening)

I can make a voice recording about the importance of conserving water for an Earth Day blog post. (Presentational Speaking)

I can record a podcast about why I think peaceful demonstrations can result in social change. (Presentational Speaking)

I can talk about an environmental, political, or social issue where I live and some possible solutions. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a blog post about *la révolution du sourire* and how changes to a social system can result from peaceful protests. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can respond to a friend's concerns about Covid-19 in a text message. (Interpersonal Writing)

I can write an email about the recent demonstrations in my country and if I think peaceful demonstrations can be effective. (Interpersonal Writing)

I can have a phone conversation about recent protests in my country and about the possibility of social change resulting from peaceful protests. (Interpersonal Speaking)

I can talk about a beautiful place in Switzerland. (Interpersonal Speaking)

I can talk about an environmental museum in Canada. (Interpersonal Speaking)

I can talk about nature landscapes I have visited. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

I can understand how the deaths of Adama Traoré and George Floyd prompted Black Lives Matter demonstrations in France. (Intercultural Competencies)

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

--*Unité 5 : Vouloir, c'est pouvoir*--

I can read an article about the life and accomplishments of Cheick Modibo Diarra. (Interpretive Reading)

I can read information about cybersecurity in France from a webpage posted by the French government. (Interpretive Reading)

I can understand the importance of the CRISPR-Cas9 gene editing tool and Emmanuelle Charpentier's role in its development. (Interpretive Reading)

I can understand why the French decided to ban cell phones in schools and how the ban is working. (Interpretive Reading)

I can read a biography. (Interpretive Reading)

I can understand a story about a cybersecurity expert. (Interpretive Reading)

I can understand a story about a doctor with unethical behavior. (Interpretive Reading)

I can understand a story about a girl who gets chosen for a prestigious computer science program. (Interpretive Reading)

I can understand a story about the first African man to work for NASA. (Interpretive Reading)

I can understand a video about how the country of Gabon is dealing with the AIDS epidemic. (Interpretive Listening)

I can make a voice recording about how Cheick Modibo Diarra worked hard and overcame difficulties to achieve great things. (Presentational Speaking)

I can talk about a scientist I respect. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a creative short story in which technology and recent scientific inventions play a role. (Presentational Writing)

I can write an email using the accomplishments of Cheick Modibo Diarra as an example to encourage a friend who needs to overcome difficulties so he can go to college. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can write an email about why I would like a career in cybersecurity. (Interpersonal Writing)

I can have a phone conversation about a problem at the clinic in Gabon where I am doing an internship. (Interpersonal Speaking)

I can have a phone conversation about how Cheick Modibo Diarra is an example of a person who can overcome difficulties and accomplish great things. (Interpersonal Speaking)

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

I can talk about the history of France and North America. (Interpersonal Speaking)

I can talk about a maze. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

I can compare policies related to cell phone use in French schools and in my school. (Intercultural Competencies)

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

--*Unité 6 : L'art de la parole*--

I can read a biography. (Interpretive Reading)

I can understand a story about a famous author from Haiti. (Interpretive Reading)

I can understand a story about a revolutionary newspaper published during the French occupation of Vietnam. (Interpretive Reading)

I can understand a story about being body positive. (Interpretive Reading)

I can understand a story about the Polynesian tradition of tattooing. (Interpretive Reading)

I can understand an article about Nguyen An Ninh and how he fought for social reform in Indochina through his newspaper, *La Cloche fêlée*. (Interpretive Reading)

I can understand how Haitian Creole developed and how it is used today. (Interpretive Reading)

I can understand what slam poetry is and how it developed in France and other francophone countries. (Interpretive Reading)

I can understand a video about the meanings of Polynesian tattoos. (Interpretive Listening)

I can understand a video in which Yseult talks about how important it was for her to become independent, to learn to like herself, and to become self-confident. (Interpretive Listening)

I can leave a phone message telling a friend about Yseult and her positive message about accepting yourself as you are. (Presentational Speaking)

I can make a voice recording about Polynesian tattoos for my travel blog. (Presentational Speaking)

I can talk about a piece of music or literature that has affected me. (Presentational Speaking)

I can tell an original story. (Presentational Speaking)

I can write a post for my book club webpage that suggests reading a book by Edwidge Danticat. (Presentational Writing)

I can write an original story. (Presentational Writing)

I can write an email giving advice to a friend on how to help someone who does not have a positive image of himself because his body does not correspond to the masculine ideal seen in magazines and films. (Interpersonal Writing)

I can write an email to a friend giving advice on how she can learn to like herself as she is and become more self-confident. (Interpersonal Writing)

I can have a conversation with a friend about Yseult and the positive message of her music. (Interpersonal Speaking)

I can talk about a famous piece of French literature and the staged version of the story. (Interpersonal Speaking)

I can talk about national anthems and their significance in a country's culture. (Interpersonal Speaking)

I can make comparisons between cultural products and practices to help understand perspectives using a variety of complex sentences connected with transitions. (Intercultural Competencies)

I can compare the national anthem of France to the national anthem of my country. (Intercultural Competencies)

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