--*Introduction*--

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

--*Chapitre 1 : À la maison en France*--

I can determine whether a statement is true. (Interpretive Reading)

I can interpret data in a graph about pets and apartments. (Interpretive Reading)

I can read a floor plan for a house. (Interpretive Reading)

I can read a letter explaining a family's responsibilities. (Interpretive Reading)

I can read and understand a text about homes of famous artists in French. (Interpretive Reading)

I can read and understand an article about home lawns and gardens in France. (Interpretive Reading)

I can understand a magazine article about house chores. (Interpretive Reading)

I can understand an infographic about furnished apartments. (Interpretive Reading)

I can understand information in an ad for a house. (Interpretive Reading)

I can understand the information provided by a real estate website and recognize related cognate words. (Interpretive Reading)

I can understand the information provided on a website in order to rent a college dorm room. (Interpretive Reading)

I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)

I can understand a native French speaker describing their house and the chores that they do. (Interpretive Listening)

I can understand a tour of someone's home. (Interpretive Listening)

I can understand some information from a video about a home in France. (Interpretive Listening)

I can understand some spoken information about a house. (Interpretive Listening)

I can describe my home. (Presentational Speaking)

I can describe rooms in a house. (Presentational Speaking)

I can describe a room in detail. (Presentational Writing)

I can describe my dream house. (Presentational Writing)

I can describe the furnishings and rooms in my home. (Presentational Writing)

I can answer simple questions about a house. (Interpersonal Speaking)

I can answer simple questions about my chore preferences. (Interpersonal Speaking)

I can exchange information about homes and chores in French. (Interpersonal Speaking)

I can have a conversation about my home. (Interpersonal Speaking)

I can have a conversation about what a home is like. (Interpersonal Speaking)

I can have a conversation about what chores I have to do. (Interpersonal Speaking)

I can identify some typical products and practices related to sporting events. (Intercultural Competencies)

I can identify some typical products related to sports history and sporting events. (Intercultural Competencies)

I can identify some typical products related to sports history and sporting events. (Intercultural Competencies)

I can identify trends around pets and other companion animals and their role in daily life. (Intercultural Competencies)

I can share my knowledge about a region of France and read a recipe. (Intercultural Competencies)

I can talk about what I would like to have at a French breakfast table. (Intercultural Competencies)

I can understand some facts about a famous person. (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. (Intercultural Competencies)

--*Chapitre 2 : En ville en Belgique*--

I can exchange information about Brussels with another tourist on the street. (Interpretive Reading)

I can identify a place when given an activity. (Interpretive Reading)

I can interpret a town’s map in order to ask and give directions of locations in town. (Interpretive Reading)

I can interpret information about Brussels from a travel infographic. (Interpretive Reading)

I can read a graph about buildings in cities. (Interpretive Reading)

I can read a map and answer questions about what it contains. (Interpretive Reading)

I can read and understand a text about a famous Belgian recording artist and some of his most famous videos. (Interpretive Reading)

I can read and understand some details about the life of a famous classical singer. (Interpretive Reading)

I can understand plans for updates to a city. (Interpretive Reading)

I can identify four places in the city of Limoges presented in an authentic video. (Interpretive Listening)

I can understand many words, phrases, and ideas in a video about Bruges, Belgium. (Interpretive Listening)

I can understand someone talking about shopping in the city and shopping online. (Interpretive Listening)

I can understand someone talking about the city they live in. (Interpretive Listening)

I can answer some questions in French about myself and my town. (Presentational Speaking)

I can give directions to my house. (Presentational Speaking)

I can talk about my hometown. (Presentational Speaking)

I can describe where something is in my town. (Presentational Writing)

I can write a city plan. (Presentational Writing)

I can write about where I like to go and what I like to do in my city. (Presentational Writing)

I can describe a trip I took to Belgium. (Interpersonal Writing)

I can answer simple questions about my hometown. (Interpersonal Speaking)

I can describe where things are located in a city. (Interpersonal Speaking)

I can name stores and places in a city. (Interpersonal Speaking)

I can compare how a cultural culinary product varies between two different cities. (Intercultural Competencies)

I can describe Belgian comic book characters. (Intercultural Competencies)

I can describe various ways to serve a traditional food. (Intercultural Competencies)

I can identify languages spoken by different communities, and how language is connected to identity. (Intercultural Competencies)

I can identify, describe, and explain the culinary practices and products of the Belgian town of Verviers as well as compare them with the ones in my own culture. (Intercultural Competencies)

I can identify, describe, and explain the culinary practices and products of the Belgian town of Dinant as well as compare them with my own culture. (Intercultural Competencies)

I can tell someone about the Carnaval de Binche and compare it to other Carnaval celebrations I have studied. (Intercultural Competencies)

I can understand a video about the making of chocolate. (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. (Intercultural Competencies)

--*Chapitre 3 : Les transports en Haïti*--

I can identify the purpose and basic facts about transportation and places on an authentic infographic. (Interpretive Reading)

I can interpret data from a graph about transportation. (Interpretive Reading)

I can learn more about Haiti by reading about the World Heritage site of Citadelle Laferrière. (Interpretive Reading)

I can read and understand a text about the unique qualities of the islands of Haiti. (Interpretive Reading)

I can understand and identify facts about a tourist site, including when and how to access it, on an infographic. (Interpretive Reading)

I can understand information from a website about transportation in Haiti. (Interpretive Reading)

I can identify a few main ideas in an authentic video about a train card for young people. (Interpretive Listening)

I can understand most of what someone says about the public transportation system where they live. (Interpretive Listening)

I can answer some questions in French about myself and how I travel. (Presentational Speaking)

I can compare and contrast types of transportation in Haiti and where I live. (Presentational Speaking)

I can give directions to places of interest in my hometown. (Presentational Speaking)

I can react to a situation by giving a command. (Presentational Writing)

I can write directions from my house to my school in French. (Presentational Writing)

I can exchange information with a hotel receptionist about my stay. (Interpersonal Writing)

I can communicate some basic information about types of transportation in my city. (Interpersonal Speaking)

I can give simple directions between my school and my house. (Interpersonal Speaking)

I can help a lost tourist. (Interpersonal Speaking)

I can describe the effects of a major hurricane. (Intercultural Competencies)

I can describe the life and contributions of Toussaint Louverture. (Intercultural Competencies)

I can identify elements of national symbols and the ideals they represent. (Intercultural Competencies)

I can understand an informative text about the decorative art on Haitian buses. (Intercultural Competencies)

I can understand an informative text about the Haitian naive movement in painting. (Intercultural Competencies)

I can understand an informative text about the history of Haitian painting. (Intercultural Competencies)

I can understand the difference between French and Creole. (Intercultural Competencies)

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. (Intercultural Competencies)

--*Chapitre 4 : Les émotions et les sentiments à Monaco*--

I can describe the lives of the royal family of Monaco. (Interpretive Reading)

I can read about the world of boating in Monaco. (Interpretive Reading)

I can read and understand a text about films shot in Monaco. (Interpretive Reading)

I can understand a poster about emotional intelligence in the workplace using memorized expressions. (Interpretive Reading)

I can understand a short text about feelings and emotions. (Interpretive Reading)

I can understand an infographic about a specific emotion and its causes. (Interpretive Reading)

I can understand an infographic about the six main emotions. (Interpretive Reading)

I can understand many words, phrases, and ideas in a children’s story about emotions. (Interpretive Listening)

I can understand the main ideas and details from a video. (Interpretive Listening)

I can understand what someone says about a phobia they have. (Interpretive Listening)

I can convey information about how a friend is feeling. (Presentational Speaking)

I can describe my feelings in different situations. (Presentational Speaking)

I can talk about how I feel in different circumstances. (Presentational Speaking)

I can talk about others' feelings. (Presentational Speaking)

I can describe how people are feeling. (Presentational Writing)

I can engage in a texting conversation with a friend. (Interpersonal Writing)

I can ask about and discuss human emotions as expressed in images. (Interpersonal Speaking)

I can exchange some personal information about how I feel in different circumstances. (Interpersonal Speaking)

I can respond to simple questions about my feelings. (Interpersonal Speaking)

I can describe the family of Prince Albert II of Monaco. (Intercultural Competencies)

I can describe the history and facilities of a famous casino. (Intercultural Competencies)

I can describe the origins of the Grimaldi family. (Intercultural Competencies)

I can describe the popularity of sports in Monaco. (Intercultural Competencies)

I can identify traditional foods and when and why they are eaten. (Intercultural Competencies)

I can understand and talk about a famous car race. (Intercultural Competencies)

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

--*Chapitre 5 : En vacances aux Seychelles et au Vanuatu*--

I can interpret an infographic about the favorite vacation activities of French people. (Interpretive Reading)

I can interpret information from a website about the Seychelles. (Interpretive Reading)

I can learn about a new place by reading about how art is used in the culture. (Interpretive Reading)

I can read an informational map of the Seychelles. (Interpretive Reading)

I can read and understand a text that describes some interesting facts about the Seychelles. (Interpretive Reading)

I can understand information in an article about Vanuatu. (Interpretive Reading)

I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)

I can understand many words, phrases, and ideas in a video about experiences in the Seychelles. (Interpretive Listening)

I can understand someone talking about where they like to go on vacation and what they like to do on vacation. (Interpretive Listening)

I can answer some simple questions about nature. (Presentational Speaking)

I can describe the geography of a place I want to visit. (Presentational Speaking)

I can use the passé composé to describe what I did last weekend. (Presentational Writing)

I can write an advertisement for a travel destination. (Presentational Writing)

I can write sentences using indirect object pronouns. (Presentational Writing)

I can write to a friend about a trip I took. (Presentational Writing)

I can answer questions about vacation spots near to where I live. (Interpersonal Speaking)

I can ask and answer questions about my vacation activities and explain why I like to do them. (Interpersonal Speaking)

I can ask for recommendations from a local resident based on my interests. (Interpersonal Speaking)

I can talk about the geography and nature where I live. (Interpersonal Speaking)

I can describe the development of languages in Vanuatu. (Intercultural Competencies)

I can describe the history of piracy in the Seychelles. (Intercultural Competencies)

I can describe the importance of the sand drawings of Vanuatu. (Intercultural Competencies)

I can explain the use of the French language in Vanuatu. (Intercultural Competencies)

I can identify languages spoken both officially and unofficially in Vanuatu. (Intercultural Competencies)

I can talk about endangered animals in the Seychelles. (Intercultural Competencies)

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

--*Chapitre 6 : On voyage au Luxembourg*--

I can interpret information on a website for tourists. (Interpretive Reading)

I can read about the geography and economic activities that shape Luxembourg today. (Interpretive Reading)

I can read and understand an article about the traditional and popular foods of Luxembourg. (Interpretive Reading)

I can understand basic information in an infographic about hotels and traveling. (Interpretive Reading)

I can understand basic information in an infographic about Paris. (Interpretive Reading)

I can understand some information in an infographic. (Interpretive Reading)

I can listen to short conversations and determine whether or not they are logical. (Interpretive Listening)

I can understand basic information in a video about a hotel. (Interpretive Listening)

I can understand someone talking about traveling to their hotel on vacation. (Interpretive Listening)

I can talk about a stay at a hotel. (Presentational Speaking)

I can talk about travel plans to a French-speaking country using photos. (Presentational Speaking)

I can write about some items needed for travel. (Presentational Speaking)

I can write a hotel review. (Presentational Writing)

I can write an email to my host family about my trip to Luxembourg. (Presentational Writing)

I can answer simple questions about a trip I took. (Interpersonal Speaking)

I can check in at the airport. (Interpersonal Speaking)

I can communicate using direct object pronouns and the pronoun « y » in French. (Interpersonal Speaking)

I can engage in a conversation about sites to visit in Luxembourg. (Interpersonal Speaking)

I can make a hotel reservation. (Interpersonal Speaking)

I can tell someone what I did on vacation. (Interpersonal Speaking)

I can describe historical monuments in Luxembourg City. (Intercultural Competencies)

I can describe the role of tourism in education in Luxembourg. (Intercultural Competencies)

I can explain how Luxembourg celebrates its national holiday. (Intercultural Competencies)

I can identify a celebration that is important to the culture of Luxembourg. (Intercultural Competencies)

I can relate some unique facts about Luxembourg City. (Intercultural Competencies)

I can relate the history of the foundation of Luxembourg City. (Intercultural Competencies)

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

--*Chapitre 7 : On fait la fête dans l'outre-mer*--

I can learn more about a place by studying the celebrations they enjoy. (Interpretive Reading)

I can understand information in a graph about Christmas markets. (Interpretive Reading)

I can understand information in a reading about the Heiva i Tahiti festival. (Interpretive Reading)

I can identify the main ideas and supporting details from a news report. (Interpretive Listening)

I can understand most of what someone says about the holidays they celebrate. (Interpretive Listening)

I can understand the main idea and some words, phrases, and expressions in a video about le carnaval de Québec. (Interpretive Listening)

I can understand words, phrases, and ideas in a video about how la Toussaint is celebrated in France. (Interpretive Listening)

I can understand the main idea and many words, phrases, and expressions in a video ad about Carnival in Guadeloupe. (Interpretive Listening)

I can answer simple questions about holidays and festivals. (Presentational Speaking)

I can describe how I celebrated my favorite holiday when I was young. (Presentational Speaking)

I can present basic information about holidays. (Presentational Speaking)

I can talk about a memorable birthday. (Presentational Speaking)

I can write a brief explanation of my family holiday traditions. (Presentational Writing)

I can write a paragraph explaining a holiday that I do not celebrate. (Presentational Writing)

I can write a postcard message about a holiday that I celebrate. (Presentational Writing)

I can exchange information in a text message conversation about my birthday celebration. (Interpersonal Writing)

I can answer questions about holidays. (Interpersonal Speaking)

I can talk about how I celebrate birthdays. (Interpersonal Speaking)

I can talk about my favorite holiday and the different activities I partake in during that holiday. (Interpersonal Speaking)

I can talk about the holidays that I celebrate. (Interpersonal Speaking)

I can describe Basque culture in Saint-Pierre-et-Miquelon. (Intercultural Competencies)

I can describe the animals and preserves of Mayotte. (Intercultural Competencies)

I can describe the flora of Mayotte and its uses. (Intercultural Competencies)

I can describe the importance of the French Polar Institute in la terre Adélie. (Intercultural Competencies)

I can describe the marine environment of Mayotte. (Intercultural Competencies)

I can explain the importance of the Kerguelen islands to France. (Intercultural Competencies)

I can read about extreme sports in Nouvelle-Calédonie. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in French Polynesia to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 8 : Les animaux de la Côte d’Ivoire*--

I can interpret a graphic report about endangered species. (Interpretive Reading)

I can interpret lyrics of a song about dogs' behaviors using cognate words and phrases, as well as visual cues. (Interpretive Reading)

I can interpret main ideas and details from a non-fiction text. (Interpretive Reading)

I can read and understand an article about the current status of forest elephants in Côte d’Ivoire. (Interpretive Reading)

I can understand a short informative video about animal shelters. (Interpretive Listening)

I can understand descriptions of stage animals using visual cues and related vocabulary. (Interpretive Listening)

I can understand most of what someone says about owning a pet. (Interpretive Listening)

I can answer some simple questions about animals. (Presentational Speaking)

I can describe a pet I had or wanted when I was young. (Presentational Speaking)

I can talk about an exotic animal. (Presentational Speaking)

I can use the imperfect tense to describe my life in the past. (Presentational Writing)

I can write a letter describing the pet I would like to get. (Presentational Writing)

I can write about sponsorship of animals for a shelter. (Presentational Writing)

I can write an original story about an animal. (Presentational Writing)

I can respond to questions about animals. (Interpersonal Writing)

I can answer questions about my experiences with animals. (Interpersonal Speaking)

I can have a conversation about animals with a fellow traveler. (Interpersonal Speaking)

I can talk about an animal that I am interested in and ask relevant questions. (Interpersonal Speaking)

I can talk about what animals I am afraid of and why. (Interpersonal Speaking)

I can talk to someone about my visit to a zoo. (Interpersonal Speaking)

I can describe cacao production and an organization that helps cacao farmers in Côte d’Ivoire. (Intercultural Competencies)

I can describe the national soccer team of Côte d’Ivoire. (Intercultural Competencies)

I can describe the role that women play in the chocolate industry of the Ivory Coast. (Intercultural Competencies)

I can explain how cacao becomes chocolate. (Intercultural Competencies)

I can explain the development of two modern forms of music in the Ivory Coast. (Intercultural Competencies)

I can identify agricultural products and practices that impact the local food supply. (Intercultural Competencies)

I can identify an important product in everyday Ivoirian life. (Intercultural Competencies)

I can learn more about Côte d’Ivoire by reading and understanding information about the wildlife and vegetation there. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Côte d’Ivoire to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 9 : La technologie en Asie du Sud-Est*--

I can interpret information from a graphic about technology. (Interpretive Reading)

I can interpret the main idea and supporting details in an infographic about online learning. (Interpretive Reading)

I can read and understand a text about a lake in Cambodia. (Interpretive Reading)

I can read and understand an article about the celebration of the Laotian New Year. (Interpretive Reading)

I can understand information in a graphic about internet use. (Interpretive Reading)

I can understand information in an infographic about limiting smartphone use. (Interpretive Reading)

I can understand someone talking about purchasing a new phone. (Interpretive Listening)

I can understand the main idea and many words and phrases in a video about how to use an iPhone. (Interpretive Listening)

I can understand the main idea and many words, phrases, and expressions in a video about a girl opening her new iPhone. (Interpretive Listening)

I can understand the main idea and many words, phrases, and expressions in a video about the advantages and dangers of using social networks. (Interpretive Listening)

I can answer simple questions about social media. (Presentational Speaking)

I can describe what I am doing right now. (Presentational Speaking)

I can write a persuasive letter about the use of technology in the classroom. (Presentational Writing)

I can write a short story about what I did last night. (Presentational Writing)

I can write a text message to my friend about where and when to meet. (Presentational Writing)

I can write an email in which I give my opinions about online classes. (Presentational Writing)

I can answer simple questions about technology use. (Interpersonal Speaking)

I can engage in a conversation about online classes. (Interpersonal Speaking)

I can talk about problems I have experienced online. (Interpersonal Speaking)

I can talk with someone about my personal use of technology. (Interpersonal Speaking)

I can compare/contrast technology access in my community with communities worldwide. (Intercultural Competencies)

I can describe important aspects of life in Toulouse. (Intercultural Competencies)

I can describe the history of a famous Buddhist temple. (Intercultural Competencies)

I can describe the monkeys living at Angkor Wat. (Intercultural Competencies)

I can describe the work of the monks at Angkor Wat. (Intercultural Competencies)

I can explain the French influence on Vietnamese cuisine. (Intercultural Competencies)

I can identify important aspects of a traditional festival and their importance to the Laotian culture. (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. (Intercultural Competencies)

--*Chapitre 10 : On projette l’avenir en Afrique du Nord*--

I can gain an understanding about the philosophy of existentialism by reading about the life of Albert Camus, one of the great existentialists of the 20th century. (Interpretive Reading)

I can identify a field of study based on a simple description. (Interpretive Reading)

I can interpret an infographic about the salary of nonprofessional workers in France, using cognates and memorized words. (Interpretive Reading)

I can interpret data from a graphic about start-up companies. (Interpretive Reading)

I can understand a short biographical reading about the fashion designer Yves Saint Laurent. (Interpretive Reading)

I can interpret a video advertising a French job search app by using context, cognates, and memorized words. (Interpretive Listening)

I can interpret the main ideas and supporting details from a video about post-graduation options. (Interpretive Listening)

I can understand someone talking about the professions that interest them. (Interpretive Listening)

I can understand someone talking about their job. (Interpretive Listening)

Using related cognates and memorized words, I can interpret a promotional video encouraging young French people to train for and move towards trade jobs. (Interpretive Listening)

I can answer simple questions about my career plans. (Presentational Speaking)

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

I can talk about what I will do this afternoon. (Presentational Speaking)

I can answer questions about my future plans for a university application. (Presentational Writing)

I can write a job description for a variety of professions. (Presentational Writing)

I can write about my dream job. (Presentational Writing)

I can develop a simple interview for a famous person about their profession. (Interpersonal Writing)

I can answer questions about my future career. (Interpersonal Speaking)

I can ask and respond to simple questions about my classes and career choice. (Interpersonal Speaking)

I can have a conversation about attending a university or working after high school. (Interpersonal Speaking)

I can talk about the details of a career. (Interpersonal Speaking)

I can talk with someone about school or work. (Interpersonal Speaking)

I can describe some culinary specialties from the Maghreb. (Intercultural Competencies)

I can describe Tunisian harissa. (Intercultural Competencies)

I can describe what work is like as a "crêpier." (Intercultural Competencies)

I can explain the history and significance of a historical site. (Intercultural Competencies)

I can explain why and how Tunisia was used for filming many Star Wars scenes. (Intercultural Competencies)

I can identify an important African genre of music. (Intercultural Competencies)

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

--*Chapitre 11 : La conservation de l'environnement en Afrique francophone*--

I can interpret information from an infographic. (Interpretive Reading)

I can learn about a country based on how it is affected by the environment. (Interpretive Reading)

I can match an environmental related word with its definition. (Interpretive Reading)

I can read and understand an article about the different animals in Mali. (Interpretive Reading)

I can understand information in an infographic about good habits associated with reusing and recycling things. (Interpretive Reading)

I can understand information in an infographic about trash accumulation. (Interpretive Reading)

I can understand many words, phrases, and the main idea in a video about the exploitation of forests and their natural resources in la République démocratique du Congo and a program that will help resolve the problems this creates. (Interpretive Reading)

I can understand most of what someone says about ways in which their country works to support a healthier environment. (Interpretive Listening)

I can understand the main idea and many words, phrases, and expressions in a video about how wildlife and the daily life of local communities in Africa are affected by a reduced animal population. (Interpretive Listening)

I can understand the main idea and many words, phrases, and expressions in a video about why the conservation of forests is important to our health and well-being. (Interpretive Listening)

I can answer simple questions about how I help the environment. (Presentational Speaking)

I can present basic information about something I learned. (Presentational Speaking)

I can talk about an environmental issue that impacts the country I live in. (Presentational Speaking)

I can write complete sentences using tag questions. (Presentational Speaking)

I can create a list of environmental terms grouped by category. (Presentational Writing)

I can write a proposal for a club project that will help protect and improve the environment in my local community. (Presentational Writing)

I can write a simple solution to an environmental problem. (Presentational Writing)

I can write a short letter offering advice about recycling. (Interpersonal Writing)

I can answer questions about recycling. (Interpersonal Speaking)

I can have a conversation about the need for conservation of natural resources. (Interpersonal Speaking)

I can talk with someone about a community recycling program. (Interpersonal Speaking)

I can talk with someone about taking care of the environment. (Interpersonal Speaking)

I can describe a geographic feature and its cultural importance, and potential challenges and opportunities for the region. (Intercultural Competencies)

I can describe an international conservation effort. (Intercultural Competencies)

I can describe the cultural importance of camel races. (Intercultural Competencies)

I can describe the history of and a legend about a village in Bénin. (Intercultural Competencies)

I can express my opinions and ask questions about the village of Ganvié, Bénin, after watching a video about the village. (Intercultural Competencies)

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