

## Alignment to ACTFL's World-Readiness Standards for Learning Languages

### Voces® *Voix du monde 1*

*Voix du monde 1* is an award-winning, highly effective French curriculum for novice-level learners. *Voix du monde 1* will take your middle or high school students through two years of novice-level French instruction and prepare them for intermediate-level classes. This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how each chapter in *Voix du monde 1* aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<i>Chapitre 1 : De nouveaux amis en France</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 9 : Les salutations</i>	Speaking	I can greet someone.
<i>Activités</i>	<i>Activité 13: Les salutations</i>	Speaking	I can communicate basic information about myself.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can communicate basic information about myself.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can greet someone and introduce myself in French.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can respond to an introduction.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can ask for and tell my age.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can understand and respond to basic greetings and questions.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 1: L'alphabet</i>	Reading	I can recognize and identify the various accent marks used in the French language.
<i>Activités</i>	<i>Activité 14: Les salutations</i>	Listening	I can understand a simple greeting and

			respond appropriately.
<i>Activités</i>	<i>Activité 22: Les nombre de 0 à 30</i>	Listening	I can understand basic numbers in French.
<i>Documents authentiques</i>	<i>Petit poisson</i>	Listening	I can understand lyrics to a song when they are supported by gestures.
<i>Documents authentiques</i>	<i>Devine son âge !</i>	Listening	I can understand short conversations about age.
<i>Documents authentiques</i>	<i>Les salutations - Carte bleue Visa</i>	Listening	I can understand familiar vocabulary in a commercial.
<i>Documents authentiques</i>	<i>Salut Bonjour</i>	Reading	I can understand basic information from a website.
<i>Documents authentiques</i>	<i>Formel vs. informel</i>	Reading	I can understand the general idea of a comparison in French.
<i>Entrevue</i>	<i>Christelle</i>	Listening	I can understand basic information about someone.
<i>Histoire</i>	<i>L'histoire : La nouvelle amie de Yasmine</i>	Reading	Read about a new friend
<i>Lectures</i>	<i>Marie Curie</i>	Reading	I can understand a simple biography about a historical person.
<i>Lectures</i>	<i>La pétanque</i>	Reading	I can read and understand a text about a French weekend hobby.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand the general idea of an authentic French document.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 7 : L'alphabet</i>	Speaking	I can pronounce and spell French words out loud.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer questions in French about myself.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can introduce myself to a group of people in French.
Integrated Performance	Presentational Writing	Writing	I can write a paragraph

Assessment			that gives basic information about myself using practiced and memorized French words and phrases.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Voyageons en France	Panorama : Place Rossetti	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.	
Exploration culturelle	Greeting Friends in France: La bise	I can determine appropriate ways to greet people in France.	
Lectures	La pétanque	I can read and understand a text about a French weekend hobby.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Voyageons en France	Panorama : Place Rossetti	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.	
Exploration culturelle	Des choses à faire et à voir à Grenoble	Learn about what Grenoble has to offer. I can identify popular foods in Grenoble.	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Section	Title	Can-Do/Description	
Présentation de la France		Learn some statistics and look at a map of France	
Exploration culturelle	Le Val de Loire et ses châteaux	Learn about the history and architecture of the Loire Valley	
Exploration culturelle	L'Hexagone	I can describe some geographical characteristics of continental France.	
Exploration culturelle	La francophonie	I can identify where French is spoken.	
Exploration culturelle	Le clavier AZERTY	I can describe how differing alphabets affect technology.	

<i>Lectures</i>	<i>Marie Curie</i>	I can read and understand a text about a French weekend hobby.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en France</i>	Spending \$10 in Marseille, France	Hear someone talk about typical purchases in Marseille
<i>Exploration culturelle</i>	<i>Des choses à faire et à voir à Grenoble</i>	Learn about what Grenoble has to offer. I can identify popular foods in Grenoble.
<i>Exploration culturelle</i>	Greeting Friends in France: <i>La bise</i>	I can determine appropriate ways to greet people in France.
<i>Exploration culturelle</i>	<i>Le clavier AZERTY</i>	I can describe how differing alphabets affect technology.
<i>Lectures</i>	<i>La pétanque</i>	I can read and understand a text about a French weekend hobby.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Documents authentiques</i>	<i>Formel vs. informel</i>	I can understand the general idea of a comparison in French.
<i>L'alphabet</i>		Learn the French alphabet
<i>Les salutations</i>		Learn how to greet people in French
<i>Les nombres de 0 à 30</i>		Numbers zero to thirty
<i>Mots apparentés</i>		French cognates
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Documents authentiques</i>	<i>Formel vs. informel</i>	I can understand the general idea of a comparison in French.
<i>Voyageons en France</i>	<i>Panorama : Place Rossetti</i>	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>Voyageons en France</i>	Spending \$10 in Marseille, France	Hear someone talk about typical purchases in Marseille
<i>Voyageons en France</i>	Cannes and Nice, France	Learn about what Cannes and Nice have to offer
<i>Voyageons en France</i>	10 Best Cities to Visit in France (Besides Paris)	Learn about cities in France
<i>Exploration culturelle</i>	<i>Des choses à faire et à voir à Grenoble</i>	Learn about what Grenoble has to offer.

		I can identify popular foods in Grenoble.
<i>Exploration culturelle</i>	Greeting Friends in France: <i>La bise</i>	I can determine appropriate ways to greet people in France.
<i>Lectures</i>	<i>La pétanque</i>	I can read and understand a text about a French weekend hobby.
<b>5. Communities</b>		
<b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Mots apparentés</i>		Make a list of French cognates you've seen on products Exchange emails in French with a keypal
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 2 : À l'école en Martinique et en Guadeloupe</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can communicate basic information about my classroom.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can respond to yes/no questions about my classroom.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can ask about items in the classroom.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can talk about the classes I take at school.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer questions about my classes in French.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 7 : À l'école</i>	Reading	I can understand most of a short reading about someone's school day.

<i>Documents authentiques</i>	<i>Horaires</i>	Reading	I can recognize familiar school subjects on a visual schedule.
<i>Documents authentiques</i>	<i>Elle vous « M »</i>	Listening	I can understand the general ideas of a TV advertisement.
<i>Documents authentiques</i>	<i>Publicité : Fournitures scolaires</i>	Reading	I can identify the general topic and some basic information by recognizing practiced words in a written ad.
<i>Documents authentiques</i>	<i>Préparation pour la rentrée scolaire</i>	Listening	I can understand a description of a back-to-school shopping experience.
<i>Documents authentiques</i>	<i>Liste des fournitures scolaires</i>	Reading	I can identify school supplies from a list.
<i>Entrevue</i>	<i>Julie</i>	Listening	I can understand some words in an interview.
<i>Lectures</i>	<i>La montagne Pelée</i>	Reading	I can read a short text about a historical event in French.
<i>Lectures</i>	<i>Les langues créoles</i>	Reading	I can understand basic information from a website.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main idea of a short back-to-school video in French.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 5 : À l'école</i>	Speaking/Writing	I can identify common school supplies.
<i>Activités</i>	<i>Activité 18 : Il y a</i>	Speaking	I can state the school supplies I have.
<i>Activités</i>	<i>Activité 25: J'aime</i>	Speaking	I can talk about which school supplies I like and don't like.
<i>Entrevue</i>	<i>Et toi?</i>	Speaking	I can answer some questions about myself and my school in French.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about what is in my backpack.
Integrated Performance	Presentational Writing	Writing	I can write about school

Assessment			classes and classroom furnishings.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Voyageons en Martinique et en Guadeloupe	Panorama : L'Anse à l'Âne	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.	
Exploration culturelle	Les traditions de la Martinique : Le carnaval en Martinique	I can identify a popular festival in Martinique, say how it is celebrated, why it is important, and compare it to festivals in my home culture.	
Exploration culturelle	Les traditions de la Martinique : Le tour des Yoles	I can recognize a unique sporting event and talk about its characteristics.	
Exploration culturelle	Les écoles en France et dans les départements d'outre-mer	I can identify practices related to education and cultural aspects of school.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Voyageons en Martinique et en Guadeloupe	Panorama : L'Anse à l'Âne	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.	
Exploration culturelle	L'histoire de la cuisine martiniquaise	I can describe the historical events that shaped the foods in Martinique.	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Section	Title	Can-Do/Description	
Présentation de la Martinique et de la Guadeloupe	Présentation de la Martinique	Learn some statistics about Martinique	
Présentation de la Martinique et de la Guadeloupe	Présentation de la Guadeloupe	Learn some statistics about Guadeloupe	
Présentation de la Martinique et de la	La Martinique et la Guadeloupe	Learn some statistics and look at maps of Martinique and	

<i>Guadeloupe</i>		Guadeloupe
<i>Voyageons en Martinique et en Guadeloupe</i>	<i>Les cartes</i>	Answer questions about maps
<i>Exploration culturelle</i>	<i>La France d'outre-mer</i>	I can identify territories of overseas France and how they are governed.
<i>Exploration culturelle</i>	<i>Les écoles en France et dans les départements d'outre-mer</i>	I can identify practices related to education and cultural aspects of school.
<i>Exploration culturelle</i>	<i>L'histoire de la cuisine martiniquaise</i>	I can describe the historical events that shaped the foods in Martinique.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en Martinique et en Guadeloupe</i>	<i>Panorama : L'Anse à l'Âne</i>	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.
<i>Exploration culturelle</i>	<i>Les traditions de la Martinique : Le carnaval en Martinique</i>	I can identify a popular festival in Martinique, say how it is celebrated, why it is important, and compare it to festivals in my home culture.
<i>Exploration culturelle</i>	<i>Les traditions de la Martinique : Le tour des Yoles</i>	I can recognize a unique sporting event and talk about its characteristics.
<i>Exploration culturelle</i>	<i>L'histoire de la cuisine martiniquaise</i>	I can describe the historical events that shaped the foods in Martinique.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>À l'école</i>		School related vocabulary
<i>Le genre et le nombre des noms</i>		Gender and number of nouns
<i>Les articles définis et indéfinis</i>		Definite and indefinite articles
<i>Il y a</i>		There is/there are
<i>J'aime</i>		I like
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>Les traditions de la Martinique : Le carnaval en Martinique</i>	I can identify a popular festival in Martinique, say how it is



		celebrated, why it is important, and compare it to festivals in my home culture.
<i>Exploration culturelle</i>	<i>Les traditions de la Martinique : Le tour des Yoles</i>	I can recognize a unique sporting event and talk about its characteristics.
<b>5. Communities</b>		
<b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Il y a</i>		Research language requirements and opportunities at a university of your choice
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 3 : On se décrit à La Réunion</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can give basic information about myself, my friends, and my family.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can describe other people.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can ask for information about someone's family and friends.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can describe my friends as I answer questions in a written text message.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 9: Les pronoms sujets</i>	Reading	I can differentiate between singular and plural subject pronouns in French.

<i>Documents authentiques</i>	<i>15 qualités professionnelles</i>	Reading	I can recognize familiar words used to describe people.
<i>Documents authentiques</i>	<i>Les qualités d'un signe du zodiaque</i>	Reading	I can identify the topic and recognize related vocabulary on a poster summarizing people's characteristics.
<i>Documents authentiques</i>	<i>Symbolique des couleurs</i>	Reading	I can understand and interpret the organization and content of a poster using cognate words and memorized words.
<i>Documents authentiques</i>	<i>La psychologie des couleurs</i>	Reading	I can recognize colors words and adjectives that describe personality.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand some words in an interview.
<i>Lectures</i>	<i>La musique de La Réunion</i>	Reading	I can read and understand information about musical styles in La Réunion.
<i>Lectures</i>	<i>Les récifs de corail</i>	Reading	I can read an article about a nonprofit that helps the environment locally.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand the main idea and many words in an infographic about personalities.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 7: Les adjectifs</i>	Writing	I can describe six of my classmates in French.
<i>Activités</i>	<i>Activité 18 : Être</i>	Writing	I can describe someone's appearance and personality.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some questions about myself in French.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can introduce myself.
Integrated Performance	Presentational Speaking	Speaking	I can talk about a

Assessment			picture of my friends.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Exploration culturelle	La tradition du pique-nique	I can describe the practice and significance of a family tradition.	
Exploration culturelle	Festivals à La Réunion	I can identify festivals and holidays along with the practices and perspectives unique to these celebrations.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Exploration culturelle	La case créole	I can identify some elements of a house and how culture and geography affect its structure.	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Section	Title	Can-Do/Description	
Présentation de La Réunion		Learn some statistics and look at a map of <i>La Réunion</i>	
Voyageons à La Réunion	La carte	Read a map of <i>La Réunion</i>	
Voyageons à La Réunion	What’s It Like to Live on a French Island?	Watch a video about living on a French island	
Voyageons à La Réunion	The Female Shark Spotter Protecting Reunion Island’s Surfers	Learn about a shark spotter	
Exploration culturelle	L’histoire et l’esclavage	I can analyze the impact of slavery on La Réunion’s society, and compare the experiences of people enslaved there with those in other parts of the world.	
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.			
Section	Title	Can-Do/Description	
Voyageons à La Réunion	What’s It Like to Live on a French Island?	Watch a video about living on a French island	
Voyageons à La Réunion	The Female Shark Spotter Protecting Reunion Island’s Surfers	Learn about a shark spotter	
Voyageons à La Réunion	Panorama : Les Trois Salazes	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in La Réunion to help me explain and understand the perspectives of the target culture.	

<i>Exploration culturelle</i>	<i>L'histoire et l'esclavage</i>	I can analyze the impact of slavery on La Réunion's society, and compare the experiences of people enslaved there with those in other parts of the world.
<i>Exploration culturelle</i>	<i>La tradition du pique-nique</i>	I can describe the practice and significance of a family tradition.
<i>Exploration culturelle</i>	<i>La case créole</i>	I can identify some elements of a house and how culture and geography affect its structure.
<i>Exploration culturelle</i>	<i>Festivals à La Réunion</i>	I can identify festivals and holidays along with the practices and perspectives unique to these celebrations.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Les adjectifs</i>		Using adjectives
<i>Les pronoms sujets</i>		Using subject pronouns
<i>Être</i>		The verb "to be"
<i>Les couleurs</i>		Colors
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>La tradition du pique-nique</i>	I can describe the practice and significance of a family tradition.
<i>Exploration culturelle</i>	<i>La case créole</i>	I can identify some elements of a house and how culture and geography affect its structure.
<i>Exploration culturelle</i>	<i>Festivals à La Réunion</i>	I can identify festivals and holidays along with the practices and perspectives unique to these celebrations.
<b>5. Communities</b>		
<b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Les pronoms sujets</i>	<i>Dans la communauté</i>	Interview a French-speaking relative or friend or host an exchange student
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do

	statements, and unit reflection
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<i>Chapitre 4 : En famille au Cameroun</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can understand and answer basic questions about myself and my family.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and answer basic questions about the size of someone's family.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can give basic information about my family members.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can answer questions about my family in a reply to an email from a French-speaking friend.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can tell a friend about a picture of a family member.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 2: La famille</i>	Reading	I can understand a family relationship on a vocabulary riddle.
<i>Activités</i>	<i>Activité 3: La famille</i>	Reading	I can make family relationship connections.
<i>Activités</i>	<i>Activité 5: La famille</i>	Reading	I can understand some information about someone's family, as described in a letter.
<i>Activités</i>	<i>Activité 22 : Les nombres de 30 à 1 000</i>	Reading	I can write phone numbers in French.
<i>Documents authentiques</i>	<i>Vous avez un message</i>	Reading	I can understand an advertisement related to family relationships and events.
<i>Documents authentiques</i>	<i>Chiffres de la population</i>	Reading	I can interpret a graphic

	<i>animale</i>		presenting data about family pets.
<i>Documents authentiques</i>	<i>Une publicité</i>	Listening	I can understand familiar vocabulary in a commercial.
<i>Documents authentiques</i>	<i>Dis papa !</i>	Listening	I can use familiar vocabulary to understand the events in a commercial.
<i>Documents authentiques</i>	<i>Vends-le !</i>	Listening	I can use familiar vocabulary to understand the main ideas in an advertisement.
<i>Entrevue</i>	<i>Christelle</i>	Listening	I can understand some words in an interview about someone's family.
<i>Lectures</i>	<i>La cuisine du Cameroun</i>	Reading	I can read and understand an article about the food of Cameroon.
<i>Lectures</i>	<i>Les victoires de Mbappé</i>	Reading	I can read about diversity in sports.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand the main idea and some specific facts in an internet article about a famous family from Monaco.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 7 : La famille</i>	Speaking	I can describe myself and the members in my family.
<i>Activités</i>	<i>Activité 18 : Les questions</i>	Writing	I can answer some basic questions about myself.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some questions in French about myself and my family.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can introduce myself and give basic information about myself and my family.

2. Culture		
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>Cameroun</i>	<i>Panorama : La Lobé</i>	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>Exploration culturelle</i>	<i>Les danses traditionnelles au Cameroun</i>	I can identify examples of traditional dance and music and their importance to the community.
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>Voyageons au Cameroun</i>	Ndop fabric	Learn about a fabric unique to Cameroon
<i>Cameroun</i>	<i>Panorama : La Lobé</i>	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>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : L'art Bamiléké</i>	I can compare crafts and art in Cameroon to crafts and art where I live.
<i>Exploration culturelle</i>	<i>Le drapeau camerounais</i>	I can identify how culture and history is reflected in flags.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Présentation du Cameroun</i>		Learn some statistics and look at a map of Cameroon
<i>Voyageons au Cameroun</i>	<i>La carte</i>	Interpret a map
<i>Exploration culturelle</i>	<i>L'écotourisme au Cameroun</i>	I can understand an informative article about biodiversity and identify related French cognate words.
<i>Exploration culturelle</i>	<i>Le drapeau camerounais</i>	I can identify how culture and history is reflected in flags.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description

<i>Voyageons au Cameroun</i>	Ndop fabric	Learn about a fabric unique to Cameroon
<i>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : Les peuples Bamiléké</i>	I can describe Indigenous groups in Cameroon.
<i>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : Les langues Bamiléké</i>	I can describe the different languages of the Bamiléké people of Cameroon.
<i>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : L'art Bamiléké</i>	I can compare crafts and art in Cameroon to crafts and art where I live.
<i>Exploration culturelle</i>	<i>Les danses traditionnelles au Cameroun</i>	I can identify examples of traditional dance and music and their importance to the community.
<i>Exploration culturelle</i>	<i>Le drapeau camerounais</i>	I can identify how culture and history is reflected in flags.

#### 4. Comparisons

##### 4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Section	Title	Can-Do/Description
<i>La famille</i>		Talking about family
<i>Les adjectifs possessifs</i>		Possessive adjectives
<i>Avoir</i>		The verb "to have"
<i>Questions</i>		Asking questions
<i>Les nombres de 30 à 1 000</i>		Numbers

##### 4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Section	Title	Can-Do/Description
<i>Voyageons au Cameroun</i>	Ndop fabric	Learn about a fabric unique to Cameroon
<i>Voyageons au Cameroun</i>	<i>Panorama : La Lobé</i>	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>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : Les peuples Bamiléké</i>	I can describe indigenous groups in Cameroon.
<i>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : Les langues Bamiléké</i>	I can describe the different languages of the Bamiléké people of Cameroon.
<i>Exploration culturelle</i>	<i>Les Bamiléké du Cameroun : L'art Bamiléké</i>	I can compare crafts and art in Cameroon to crafts and art where I live.
<i>Exploration culturelle</i>	<i>Les danses traditionnelles au Cameroun</i>	I can identify examples of traditional dance and music and their importance to the



		community.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 5 : Le temps en Suisse</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can communicate basic information about the date and weather.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and talk about important information about the weather.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a phone conversation with a friend about the weather and my future plans.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Documents authentiques</i>	<i>Que faire en été ?</i>	Reading	I can understand a list of advice and ideas provided in a lifestyle blog and presented in a familiar context.
<i>Documents authentiques</i>	<i>Le calendrier des vacances scolaires</i>	Reading	I can understand a school vacation calendar and identify cultural practices using graphic and visual support.

<i>Documents authentiques</i>	<i>Les activités au camping</i>	Reading	I can understand a poster presenting a schedule of activities using graphics and visual aids.
<i>Documents authentiques</i>	<i>Quand partir en Suisse ?</i>	Reading	I can interpret weather information and the best times to go to Zurich to ski and hike.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand some of what a French speaker says about their climate.
<i>Lectures</i>	<i>Les horloges et les montres suisses</i>	Reading	I can read and understand an article about the Swiss watch and clockmaking tradition.
<i>Lectures</i>	<i>Les 4 langues de la Suisse</i>	Reading	I can read and understand an article about the four languages spoken in Switzerland.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main idea and many words and phrases as I listen to a weather report in French.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 9 : Le temps</i>	Writing	I can describe different types of weather.
<i>Activités</i>	<i>Activité 10 : Le temps</i>	Speaking	I can give a weather forecast.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some questions about the climate where I am from.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about what I do during the week and weekend.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a blog post about the weather and what I am going to do today.

**2. Culture**

<b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en Suisse</i>	<i>Panorama : Lucerne</i>	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.
<i>Exploration de l'Hexagone</i>	<i>La Fête du Citron®</i>	I can describe a yearly celebration in France.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en Suisse</i>	<i>Panorama : Lucerne</i>	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.
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : Cows, Goats, and Saint Bernards -Oh là là !</i>	I can describe the importance of animals that serve as symbols of Switzerland.
<i>Exploration culturelle</i>	<i>La fondue au fromage</i>	I can describe an important part of Swiss cuisine.
<i>Exploration culturelle</i>	<i>Musique traditionnelle : Yodeling and the Alphorn</i>	I can identify traditional musical forms and their importance to the community.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Présentation de la Suisse</i>		Learn some statistics and look at a map of Switzerland
<i>Voyageons en Suisse</i>	<i>La carte</i>	Interpret a map of Switzerland
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : National Symbols of Switzerland</i>	I can identify some of the national symbols of Switzerland.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : William Tell (Guillaume Tell), Swiss Folk Hero</i>	I can describe a Swiss folk hero.
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : Cows, Goats, and Saint Bernards -Oh là là !</i>	I can describe the importance of animals that serve as symbols of Switzerland.
<i>Exploration culturelle</i>	<i>La fondue au fromage</i>	I can describe an important part

		of Swiss cuisine.
<i>Exploration culturelle</i>	<i>Musique traditionnelle : Yodeling and the Alphorn</i>	I can identify traditional musical forms and their importance to the community.
<i>Exploration culturelle</i>	<i>Les röstis et le röstigraben</i>	I can identify how culture is influenced by language.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Le calendrier</i>		Calendar vocabulary
<i>Le temps</i>		Weather vocabulary
<i>L'heure</i>		Telling time
<i>Les verbes réguliers qui se terminent en -er</i>		Regular -er verbs
<i>Aller et le futur proche</i>		The verb "to go"
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en Suisse</i>	<i>Panorama : Lucerne</i>	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.
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : National Symbols of Switzerland</i>	I can identify some of the national symbols of Switzerland.
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : William Tell (Guillaume Tell), Swiss Folk Hero</i>	I can describe a Swiss folk hero.
<i>Exploration culturelle</i>	<i>Les symboles de la Suisse : Cows, Goats, and Saint Bernards -Oh là là !</i>	I can describe the importance of animals that serve as symbols of Switzerland.
<i>Exploration culturelle</i>	<i>La fondue au fromage</i>	I can describe an important part of Swiss cuisine.
<i>Exploration culturelle</i>	<i>Musique traditionnelle : Yodeling and the Alphorn</i>	I can identify traditional musical forms and their importance to the community.
<i>Exploration culturelle</i>	<i>Les röstis et le röstigraben</i>	I can identify how culture is influenced by language.
<i>Exploration de l'Hexagone</i>	<i>La Fête du Citron®</i>	I can describe a yearly celebration in France.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do

	statements, and unit reflection
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<i>Chapitre 6 : Faire des achats au Sénégal</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can understand and answer questions about clothing.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and answer questions about shopping/size/color.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can shop for clothes.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can hold a conversation with a salesperson about purchasing clothes.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Documents authentiques</i>	<i>Qu'est-ce qu'on va acheter ?</i>	Reading	I can read a graph about people's shopping plans.
<i>Documents authentiques</i>	« <i>La Mode Homme</i> »	Reading	I can identify and understand targeted vocabulary about fashion and clothing in an authentic visual.
<i>Documents authentiques</i>	<i>Les soldes en France</i>	Reading	I can identify essential facts about sale periods and types of sales on an authentic infographic.
<i>Documents authentiques</i>	<i>Le gaspillage vestimentaire</i>	Reading	I can interpret data about shopping habits.
<i>Documents authentiques</i>	<i>Louis Vuitton</i>	Reading	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>Entrevues</i>	<i>Séverine</i>	Listening	I can understand some of what a French speaker says about their clothing.
<i>Entrevues</i>	<i>Oumar</i>	Listening	I can understand some of what someone says about the traditional clothing in their culture and what they like to wear.
<i>Lectures</i>	<i>Les tirailleurs sénégalais</i>	Reading	I can read and understand an article about a Senegalese division of the French Army.
<i>Lectures</i>	<i>Youssou N'Dour</i>	Reading	I can understand details about a Senegalese artist.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main idea and many words and phrases in a video about shopping for clothes.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 1 : Les vêtements et les accessoires</i>	Writing	I can create a list of clothing I would wear for different activities.
<i>Activités</i>	<i>Activité 2 : Les vêtements et les accessoires</i>	Writing	I can describe what someone is wearing.
<i>Activités</i>	<i>Activité 7 : Les vêtements et les accessoires</i>	Speaking	I can talk about clothes.
<i>Activités</i>	<i>Activité 10 : Dans un magasin</i>	Speaking	I can have a conversation in a store.
<i>Entrevues</i>	<i>Et toi ?</i>	Speaking	I can answer some simple questions about clothing.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can describe what someone is wearing.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email about clothes I am going to buy during a trip to a French-

		speaking country.
<b>2. Culture</b>		
<b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons au Sénégal</i>	<i>Panorama : Saint-Louis</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Senegal to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La mode sénégalaise : La Dakar Fashion Week</i>	I can describe the events and importance of Dakar Fashion Week.
<i>Exploration culturelle</i>	<i>Les griots sénégalais</i>	I can compare Senegalese practices of transmission of knowledge with products and practices of my own culture.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons au Sénégal</i>	<i>Panorama : Saint-Louis</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Senegal to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La mode sénégalaise : Le boubou</i>	I can describe a piece of traditional Senegalese clothing.
<i>Exploration culturelle</i>	<i>La nourriture et les repas du Sénégal</i>	I can identify traditional foods and how they reflect the community.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Présentation du Sénégal</i>		Learn some statistics and look at a map of Senegal
<i>Voyageons au Sénégal</i>	<i>La carte</i>	Interpret a map of Senegal
<i>Exploration culturelle</i>	<i>La mode sénégalaise Adama Ndiaye, couturière sénégalaise</i>	I can describe the life and achievements of an important fashion designer.
<i>Exploration culturelle</i>	<i>Les griots sénégalais</i>	I can compare Senegalese practices of transmission of knowledge with products and practices of my own culture.
<i>Exploration culturelle</i>	<i>Le lac Rose</i>	I can identify a geological

		formation and what it represents to people.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons au Sénégal</i>	<i>Panorama : Saint-Louis</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Senegal to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La mode sénégalaise : Le boubou</i>	I can describe a piece of traditional Senegalese clothing.
<i>Exploration culturelle</i>	<i>La mode sénégalaise : La Dakar Fashion Week</i>	I can describe the events and importance of Dakar Fashion Week.
<i>Exploration culturelle</i>	<i>Les griots sénégalais</i>	I can compare Senegalese practices of transmission of knowledge with products and practices of my own culture.
<i>Exploration de l'Hexagone</i>	<i>La semaine de la mode</i>	I can describe Fashion Week in France.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Les vêtements et les accessoires</i>		Clothing vocabulary
<i>Dans un magasin</i>		Shopping vocabulary
<i>Les adjectifs démonstratifs</i>		Demonstrative adjectives
<i>Les verbes réguliers en -ir et -re</i>		Regular -ir and -re verbs
<i>Mettre</i>		The verb “to put”
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons au Sénégal</i>	<i>Panorama : Saint-Louis</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Senegal to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La mode sénégalaise : Le boubou</i>	I can describe a piece of traditional Senegalese clothing.
<i>Exploration culturelle</i>	<i>La mode sénégalaise : La Dakar Fashion Week</i>	I can describe the events and importance of Dakar Fashion Week.
<i>Exploration culturelle</i>	<i>Les griots sénégalais</i>	I can compare Senegalese practices of transmission of



		knowledge with products and practices of my own culture.
<i>Exploration culturelle</i>	<i>La nourriture et les repas du Sénégal</i>	I can identify traditional foods and how they reflect the community.
<i>Exploration de l'Hexagone</i>	<i>La semaine de la mode</i>	I can describe Fashion Week in France.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 7 : Bon appétit au Maroc</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 11 : Boire et prendre</i>	Speaking	I can place an order in French.
<i>Parlons un peu !</i>	<i>Questions personnelles #1</i>	Speaking	I can communicate basic information about my favorite foods and restaurants.
<i>Parlons un peu !</i>	<i>Questions personnelles #2</i>	Speaking	I can interact with a server at a restaurant.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and answer questions about what foods I like and dislike.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can ask and talk about what my family likes to eat.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can order a meal.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can order food in a restaurant.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Documents authentiques</i>	<i>Les fromages les plus consommés par les Français</i>	Reading	I can interpret data from a graph about food.
<i>Documents authentiques</i>	<i>Ça paie d'être poli</i>	Reading	I can identify targeted vocabulary, as well as

			the message, in an authentic visual that displays a few beverages and their prices.
<i>Documents authentiques</i>	<i>Quick</i>	Listening	I can understand targeted vocabulary, purpose, and ideas in a short video.
<i>Documents authentiques</i>	<i>Construis toi-même ton menu</i>	Reading	I can identify purpose, audience, and main ideas in an authentic visual that displays menus.
<i>Documents authentiques</i>	<i>Menu de cantine à l'école</i>	Reading	I can understand main ideas in an authentic visual featuring a French school's cafeteria weekly menu.
<i>Documents authentiques</i>	Subway	Reading	I can identify targeted vocabulary, foods, and purpose in an authentic visual.
<i>Entrevue</i>	<i>Oumar</i>	Listening	I can understand some of what someone says about their favorite foods.
<i>Lectures</i>	<i>Les tatouages au henné</i>	Reading	I can read and understand an article about henna tattoos in Morocco.
<i>Lectures</i>	<i>Le couscous</i>	Reading	I can read about a traditional Moroccan dish.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand information on a menu.
<b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 4 : La nourriture et les boissons</i>	Writing	I can write a shopping list.
<i>Activités</i>	<i>Activité 5 : La nourriture et les boissons</i>	Writing	I can write about what I normally eat for each meal.
<i>Activités</i>	<i>Activité 6 : La nourriture et les boissons</i>	Writing	I can investigate what I and other people around

			the world eat for breakfast.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some questions in French about the foods that I like.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can describe a simple routine, like what I eat for breakfast, lunch, and dinner.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a description of a meal I plan to serve and the ingredients I need for each dish.

## 2. Culture

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

Section	Title	Can-Do/Description
<i>Voyageons au Maroc</i>	<i>Panorama : La grande mosquée Hassan II</i>	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.
<i>Exploration culturelle</i>	<i>Les souks marocains</i>	I can understand and analyze information related to Moroccan shopping culture, and I can compare related cultural practices with my own.
<i>Exploration culturelle</i>	<i>La cérémonie du thé</i>	I can describe a traditional tea-making practice.

**2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

Section	Title	Can-Do/Description
<i>Activités</i>	<i>Activité 6 : La nourriture et les boissons</i>	I can investigate what I and other people around the world eat for breakfast.
<i>Voyageons au Maroc</i>	<i>Panorama : La grande mosquée Hassan II</i>	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.
<i>Exploration culturelle</i>	Argan Oil: Morocco's "White Gold"	I can identify a traditional product that is important to the Moroccan economy.
<i>Lectures</i>	<i>Le couscous</i>	I can read about a traditional

		Moroccan dish.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Présentation du Maroc</i>		Learn some statistics and look at a map of Morocco.
<i>Voyageons au Maroc</i>	<i>La carte</i>	Interpret a map
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 6 : La nourriture et les boissons</i>	I can investigate what I and other people around the world eat for breakfast.
<i>Voyageons au Maroc</i>	<i>Panorama : La grande mosquée Hassan II</i>	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.
<i>Exploration culturelle</i>	<i>Les souks marocains</i>	I can understand and analyze information related to Moroccan shopping culture, and I can compare related cultural practices with my own.
<i>Exploration culturelle</i>	Argan Oil: Morocco's "White Gold"	I can identify a traditional product that is important to the Moroccan economy.
<i>Exploration culturelle</i>	<i>La cérémonie du thé</i>	I can describe a traditional tea-making practice.
<i>Lectures</i>	<i>Le couscous</i>	I can read about a traditional Moroccan dish.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>La nourriture et les boissons</i>		Food vocabulary
<i>Boire et prendre</i>		The verbs "to drink" and "to take"
<i>Vouloir et pouvoir</i>		The verb "to want" and "to be able"
<i>Au restaurant</i>		Talking at a restaurant
<i>L'article partitif</i>		Partitive articles
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 6 : La nourriture et les boissons</i>	I can investigate what I and other

		people around the world eat for breakfast.
<i>Voyageons au Maroc</i>	<i>Panorama : La grande mosquée Hassan II</i>	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.
<i>Exploration culturelle</i>	<i>Les souks marocains</i>	I can understand and analyze information related to Moroccan shopping culture, and I can compare related cultural practices with my own.
<i>Exploration culturelle</i>	Argan Oil: Morocco's "White Gold"	I can identify a traditional product that is important to the Moroccan economy.
<i>Exploration culturelle</i>	<i>La cérémonie du thé</i>	I can describe a traditional tea-making practice.
<i>Lectures</i>	<i>Le couscous</i>	I can read about a traditional Moroccan dish.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 8 : La nature en Guyane française</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 10 : Le comparatif</i>	Speaking	I can answer simple comparative questions.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can answer simple questions about my vacation preferences.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and answer questions about my vacation preferences.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk about teenagers' preferred pastimes.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can write answers to a friend's questions about a trip to French

			Guiana in a postcard message.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Documents authentiques</i>	<i>Evian</i>	Listening	I can recognize familiar vocabulary in an advertisement.
<i>Documents authentiques</i>	<i>La nature sauvage</i>	Listening	I can recognize written cognates and vocabulary in a video.
<i>Documents authentiques</i>	<i>Les Français en vacances</i>	Reading	I can interpret an infographic about vacations.
<i>Documents authentiques</i>	<i>La pêche et l'aquaculture</i>	Reading	I can read an infographic about fishing.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand most of what someone says about the nature and geography of where they live.
<i>Lectures</i>	<i>La Guyane française et l'espace</i>	Reading	I can read and understand an article about the space program in French Guiana.
<i>Lectures</i>	<i>Les tortues Luth</i>	Reading	I can talk about leatherback turtles from French Guiana.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand many words, phrases, and ideas in a video about an excursion to a tropical rain forest in French Guiana.
<b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Can-Do/Description</b>
<i>Activités</i>	<i>Activité 11 : Le comparatif</i>	Writing	I can make simple comparisons.
<i>Activités</i>	<i>Activité 20 : Faire</i>	Writing	I can write about the weekend plans of my classmates.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Answer some questions in French.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about what I

			do and don't like to do on vacation.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can make a voice recording about what I see and what I am going to do during a vacation in an area of natural beauty.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Exploration de l'Hexagone	Panorama : Le château de Menthon-Saint-Bernard	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.	
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
Exploration culturelle	Les plats typiques guyanais	I can name some typical foods from French Guiana.	
Exploration de l'Hexagone	Panorama : Le château de Menthon-Saint-Bernard	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.	
3. Connections			
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.			
Section	Title	Can-Do/Description	
Présentation de la Guyane française		Learn some statistics and look at a map of French Guiana	
Voyageons en Guyane française	La carte	Interpret a map	
Exploration culturelle	La biodiversité de la Guyane française : La forêt amazonienne et les inselbergs	I can describe the Amazon Rainforest and the inselbergs found in French Guiana.	
Exploration culturelle	La biodiversité de la Guyane française : Les marais de Kaw et les Roches gravées de la Montagne Favard	I can explain the significance of a wetland nature reserve and an Indigenous artifact found in French Guiana.	
Exploration culturelle	Les peuples indigènes de la forêt amazonienne	I can identify the Indigenous people who were the original inhabitants of French Guiana and	

		their current roles in the community.
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>La biodiversité de la Guyane française L'océan, les plages et les îles du Salut</i>	I can describe some of the attractions one might find on the beaches and islands of French Guiana.
<i>Exploration culturelle</i>	<i>Le carnaval de Cayenne</i>	I can describe an important celebration of French Guiana.
<i>Exploration culturelle</i>	<i>Les plats typiques guyanais</i>	I can name some typical foods from French Guiana.
<i>Exploration de l'Hexagone</i>	<i>Panorama : Le château de Menthon-Saint-Bernard</i>	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.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>La nature et la géographie</i>		Geography vocabulary
<i>Le comparatif</i>		Making comparisons
<i>Le superlatif</i>		Using the superlative
<i>Faire</i>		The verb “to make” or “to do”
<i>Dire et écrire</i>		The verbs “to say” and “to write”
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>Le carnaval de Cayenne</i>	I can describe an important celebration of French Guiana.
<i>Exploration culturelle</i>	<i>Les plats typiques guyanais</i>	I can name some typical foods from French Guiana.
<i>Exploration de l'Hexagone</i>	<i>Le canal du Midi</i>	I can explain why the Midi Canal is a popular destination.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
<i>Chapitre 9 : On s’amuse au Québec</i>		
<b>1. Communication</b>		



**1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.**

Section	Title	Mode	Can-Do/Description
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can communicate basic information about my free time.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and answer questions about what activities I like and dislike.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can say what activities my family likes to do.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can say what my grandparent enjoys doing as well as what they never do in their spare time.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can have a text conversation about my favorite pastimes and sports.

**1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 4 : Les sports et les passe-temps</i>	Reading	I can understand short descriptions of activities.
<i>Documents authentiques</i>	<i>L'activité physique en France</i>	Reading	I can interpret an infographic presenting information about habits around physical activities in France.
<i>Documents authentiques</i>	<i>Sports pratiqués régulièrement</i>	Reading	I can interpret an infographic about sports.
<i>Documents authentiques</i>	<i>10 activités d'hiver</i>	Listening	I can understand a video advertising winter activities in Quebec using memorized words and phrases, visual support, and related cognate words.
<i>Documents authentiques</i>	<i>Le carnaval de Québec</i>	Reading	I can understand a blog about Winter Carnival activities in Quebec City using memorized

			words and phrases, visual support, and related cognate words.
<i>Documents authentiques</i>	<i>Sports Elite Jeunes</i>	Listening	I can interpret text captions in a video about sports.
<i>Entrevues</i>	<i>Eva</i>	Listening	I can understand most of what someone says about their favorite hobbies.
<i>Entrevues</i>	<i>Christelle</i>	Listening	I can understand some of what a French speaker says about their hobbies and pastimes.
<i>Lectures</i>	<i>Le hockey au Québec</i>	Reading	I can read and understand an article about the sport of hockey in Quebec.
<i>Lectures</i>	<i>Le Cirque du Soleil</i>	Reading	I can read and understand information about a contemporary circus.
Integrated Performance Assessment	Interpretive Reading	Reading	I can read an article about popular sports in Quebec.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 6 : Les sports et les passe-temps</i>	Writing	I can write about what I do in my free time.
<i>Activités</i>	<i>Activité 7 : Les sports et les passe-temps</i>	Speaking	I can introduce myself and say what activities I enjoy.
<i>Activités</i>	<i>Activité 8 : Les sports et les passe-temps</i>	Speaking	I can discuss what I do and do not like to do.
<i>Entrevues</i>	<i>Et toi ?</i>	Speaking	I can answer some questions in French about what I like to do in my free time.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can discuss what I like to do in my free time.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can talk about what my friends and I do for fun.

## 2. Culture

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the**

relationship between the practices and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>Voyageons au Québec</i>	<i>Panorama : Sainte-Anne-de-Beaupré</i>	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.
<i>Exploration culturelle</i>	<i>La motoneige</i>	I can explain the significance of snowmobiling in Quebec.
<i>Exploration culturelle</i>	<i>La protection linguistique</i>	I can identify some practices regions use to protect parts of their identity.
2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.		
Section	Title	Can-Do/Description
<i>Voyageons au Québec</i>	<i>Panorama : Sainte-Anne-de-Beaupré</i>	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.
<i>Exploration culturelle</i>	<i>Le sirop d'érable et la cabane à sucre : La production du sirop d'érable</i>	I can describe the significance of maple syrup production in Quebec.
<i>Exploration culturelle</i>	<i>Le sirop d'érable et la cabane à sucre : La cabane à sucre</i>	I can describe the québécois tradition of a sugar shack.
<i>Exploration culturelle</i>	<i>La podorythmie québécoise</i>	I can identify musical forms and genres that are unique to a community and its heritage.
3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Présentation du Québec</i>		Learn some statistics and look at a map of Quebec
<i>Voyageons au Québec</i>	<i>La carte</i>	Interpret a map
<i>Exploration culturelle</i>	<i>Le sirop d'érable et la cabane à sucre : Le vol de sirop d'érable du siècle</i>	I can describe the Great Canadian Maple Syrup Heist.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Exploration culturelle</i>	<i>Le sirop d'érable et la cabane à sucre : La cabane à sucre</i>	I can describe the québécois tradition of a sugar shack.
<i>Exploration culturelle</i>	<i>La podorythmie québécoise</i>	I can identify musical forms and genres that are unique to a community and its heritage.

<i>Exploration culturelle</i>	<i>La protection linguistique</i>	I can identify some practices regions use to protect parts of their identity.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Les sports et les passe-temps</i>		Vocabulary to discuss sports and pastimes
<i>Lire et courir</i>		The verbs “to read” and “to run”
<i>Dormir, partir et sortir</i>		The verbs “to sleep,” “to leave,” and “to go out/to take out”
<i>Les expressions négatives</i>		Negative expressions
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons au Québec</i>	<i>Panorama : Sainte-Anne-de-Beaupré</i>	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.
<i>Exploration culturelle</i>	<i>Le sirop d’érable et la cabane à sucre : La production du sirop d’érable</i>	I can describe the significance of maple syrup production in Quebec.
<i>Exploration culturelle</i>	<i>Le sirop d’érable et la cabane à sucre : La cabane à sucre</i>	I can describe the québécois tradition of a sugar shack.
<i>Exploration culturelle</i>	<i>Le sirop d’érable et la cabane à sucre : Le vol de sirop d’érable du siècle</i>	I can describe the Great Canadian Maple Syrup Heist.
<i>Exploration culturelle</i>	<i>La motoneige</i>	I can explain the significance of snowmobiling in Quebec.
<i>Exploration culturelle</i>	<i>La podorythmie québécoise</i>	I can identify musical forms and genres that are unique to a community and its heritage.
<i>Exploration culturelle</i>	<i>La protection linguistique</i>	I can identify some practices regions use to protect parts of their identity.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection
<i>Chapitre 10 : La santé en République démocratique du Congo</i>		
<b>1. Communication</b>		

**1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.**

Section	Title	Mode	Can-Do/Description
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can answer basic questions in a doctor's office.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can ask and answer simple questions about my health.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can ask and answer questions about what hurts.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can interact with a doctor and describe my symptoms.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation with a doctor about how I am feeling.

**1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 7 : Le corps et la santé</i>	Reading	I can read an advertisement for flu vaccinations.
<i>Documents authentiques</i>	<i>La gym matinale</i>	Listening	I can understand many words and phrases and what is happening in a video about an exercise routine.
<i>Documents authentiques</i>	<i>Ce qu'il faut savoir</i>	Reading	I can understand basic information in an infographic about COVID-19.
<i>Documents authentiques</i>	<i>Rhume ou grippe?</i>	Listening	I can understand many words, phrases, and ideas in a video about cold and flu symptoms.
<i>Documents authentiques</i>	<i>Exercices pour prévenir le mal de dos</i>	Reading	I can understand an infographic that explains how to do a simple exercise.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand someone talking about how they feel when they are sick and what they

			do to feel better.
<i>Lectures</i>	<i>Les gorilles</i>	Reading	I can understand a text about gorillas in the Democratic Republic of the Congo.
<i>Lectures</i>	<i>Dikembe Mutombo</i>	Reading	I can read about the basketball player Dikembe Mutombo.
<i>Lectures</i>	<i>Les Médecins Sans Frontières en République démocratique du Congo</i>	Reading	I can read and understand an article about the group Doctors Without Borders and their activities in the DRC.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand many ideas, words, and phrases as I listen to a video about typical health problems and their symptoms.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 3 : Le corps et la santé</i>	Writing	I can answer simple questions about my and others' bodies.
<i>Activités</i>	<i>Activité 4 : Le corps et la santé</i>	Writing	I can write sentences to describe myself and others.
<i>Activités</i>	<i>Activité 5 : Le corps et la santé</i>	Writing	I can describe my body.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer questions in French.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can call in sick to school and describe my symptoms.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email to a friend telling her that I am sick and cannot go to class.

## 2. Culture

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

Section	Title	Can-Do/Description
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo :</i> <i>Les arts visuels</i>	I can describe the importance of painting and sculpture in the Democratic Republic of the

		Congo.
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : La musique</i>	I can identify the musical styles and artists of the Democratic Republic of the Congo.
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : La danse</i>	I can describe popular forms of dance in the DRC.
<i>Exploration de l'Hexagone</i>	<i>Panorama : Nantes</i>	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.
<b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration de l'Hexagone</i>	<i>Panorama : Nantes</i>	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.
<b>3. Connections</b>		
<b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Présentation de la République démocratique du Congo</i>		Learn some statistics and look at a map of the Democratic Republic of Congo
<i>Voyageons en République démocratique du Congo</i>	<i>La carte</i>	Interpret a map
<i>Exploration culturelle</i>	<i>Protéger la faune sauvage</i>	I can identify local fauna of the DRC and the importance of protecting their habitats.
<i>Exploration culturelle</i>	<i>Les langues en République démocratique du Congo</i>	I can identify which languages are recognized in the DRC and why.
<i>Exploration de l'Hexagone</i>	<i>Allons à la pharmacie !</i>	I can explain the purposes of pharmacies in France.
<i>Lectures</i>	<i>Les Médecins Sans Frontières en République démocratique du Congo</i>	Reading
<b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du</i>	I can describe the importance of

	<i>Congo : Les arts visuels</i>	painting and sculpture in the Democratic Republic of the Congo.
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : La musique</i>	I can identify the musical styles and artists of the Democratic Republic of the Congo.
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : La danse</i>	I can describe popular forms of dance in the DRC.
<i>Exploration culturelle</i>	<i>La Sape</i>	I can describe a fashion movement in the DRC.
<i>Exploration de l'Hexagone</i>	<i>Allons à la pharmacie !</i>	I can explain the purposes of pharmacies in France.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Le corps et la santé</i>		Body vocabulary
<i>Avoir mal à</i>		Talking about hurts
<i>Voir et croire</i>		The verbs “to see” and “to believe/to think”
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : Les arts visuels</i>	I can describe the importance of painting and sculpture in the Democratic Republic of the Congo.
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : La musique</i>	I can identify the musical styles and artists of the Democratic Republic of the Congo.
<i>Exploration culturelle</i>	<i>Les arts de la République démocratique du Congo : La danse</i>	I can describe popular forms of dance in the DRC.
<i>Exploration culturelle</i>	<i>La Sape</i>	I can describe a fashion movement in the DRC.
<i>Exploration de l'Hexagone</i>	<i>Allons à la pharmacie !</i>	I can explain the purposes of pharmacies in France.
<i>Exploration de l'Hexagone</i>	<i>Panorama : Nantes</i>	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.
<b>5. Communities</b>		
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		



Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 11 : Une journée typique en Polynésie française</i>			
<b>1. Communication</b>			
<b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b>			
Section	Title	Mode	Can-Do/Description
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can answer questions about my daily routine.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can talk about my daily routine.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can describe an ideal daily routine.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can write an email about what I do on a typical school day.
<b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>			
Section	Title	Mode	Can-Do/Description
<i>Documents authentiques</i>	<i>Ma « Morning Routine »</i>	Listening	I can understand some words and phrases and what is happening in a video about someone's morning routine.
<i>Documents authentiques</i>	<i>La routine du matin pour les enfants</i>	Reading	I can understand information in an infographic about a morning routine.
<i>Documents authentiques</i>	<i>Prêt pour un citytrip</i>	Reading	I can read and understand a checklist of items for a trip.
<i>Documents authentiques</i>	<i>Recommandations pour une bonne santé bucco-dentaire</i>	Reading	I can understand information in an infographic about dental hygiene.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand a native French speaker describing their daily routine.
<i>Lectures</i>	<i>Le tatouage</i>	Reading	I can read and understand an article

			about tattooing in French Polynesia.
<i>Lectures</i>	<i>Paul Gauguin</i>	Reading	I can read about the life and work of a famous artist.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main idea and basic words and phrases in a video about someone's morning routine.

**1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

Section	Title	Mode	Can-Do/Description
<i>Activités</i>	<i>Activité 3 : La vie quotidienne</i>	Writing	I can write a paragraph to describe my daily routine.
<i>Activités</i>	<i>Activité 4 : La vie quotidienne</i>	Writing	I can describe someone else's daily routine.
<i>Activités</i>	<i>Activité 6 : La vie quotidienne</i>	Writing	I can write a review for health and beauty products.
<i>Activités</i>	<i>Activité 8 : La vie quotidienne</i>	Writing	I can ask questions about someone's daily routine.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Answer some questions in French.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about the daily routine of a famous person.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can talk about what I do on a typical Saturday beginning with when I get up in the morning and ending with when I go to bed at night.

**2. Culture**

**2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.**

Section	Title	Can-Do/Description
<i>Voyageons en Polynésie française</i>	<i>Panorama : Les tortues</i>	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.

<i>Exploration culturelle</i>	<i>La cuisine polynésienne : La cuisine quotidienne</i>	I can describe what people of French Polynesia typically eat on a daily basis.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : French Polynesian Celebrations and Traditional Polynesian Earth Ovens</i>	I can explain a traditional cooking method in French Polynesia and celebrations for which special foods are prepared.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : Les spécialités de la Polynésie française</i>	I can describe the culinary specialties of French Polynesia.
<i>Exploration culturelle</i>	<i>Les sports en Polynésie</i>	I can identify some sports that are popular in French Polynesia.
<i>Exploration culturelle</i>	<i>Heiva i Tahiti : La célébration de la vie polynésienne</i>	I can describe a celebration's importance to the local culture.
<i>Lectures</i>	<i>Le tatouage</i>	I can read and understand an article about tattooing in French Polynesia.

**2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en Polynésie française</i>	<i>Panorama : Les tortues</i>	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.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : Les spécialités de la Polynésie française</i>	I can describe the culinary specialties of French Polynesia.
<i>Exploration culturelle</i>	<i>L'artisanat polynésien</i>	I can identify some traditional products of French Polynesia and how they are made.

**3. Connections**

**3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Présentation de la Polynésie française</i>		Learn some statistics and look at a map of French Polynesia
<i>Voyageons en Polynésie française</i>	<i>La carte</i>	Interpret a map

**3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.**

<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : La cuisine quotidienne</i>	I can describe what people of French Polynesia typically eat on a daily basis.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne :</i>	I can explain a traditional

	French Polynesian Celebrations and Traditional Polynesian Earth Ovens	cooking method in French Polynesia and celebrations for which special foods are prepared.
<i>Exploration culturelle</i>	<i>Les sports en Polynésie</i>	I can identify some sports that are popular in French Polynesia.
<i>Exploration culturelle</i>	<i>Heiva i Tahiti : La célébration de la vie polynésienne</i>	I can describe a celebration's importance to the local culture.
<b>4. Comparisons</b>		
<b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>La vie quotidienne</i>		Daily routines
<i>Les verbes réfléchis</i>		Reflexive verbs
<i>La négation et le futur proche des verbes réfléchis</i>		Negatives and the future tense with reflexive verbs
<b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>Voyageons en Polynésie française</i>	<i>Panorama : Les tortues</i>	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.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : La cuisine quotidienne</i>	I can describe what people of French Polynesia typically eat on a daily basis.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : French Polynesian Celebrations and Traditional Polynesian Earth Ovens</i>	I can explain a traditional cooking method in French Polynesia and celebrations for which special foods are prepared.
<i>Exploration culturelle</i>	<i>La cuisine polynésienne : Les spécialités de la Polynésie française</i>	I can describe the culinary specialties of French Polynesia.
<i>Exploration culturelle</i>	<i>Les sports en Polynésie</i>	I can identify some sports that are popular in French Polynesia.
<i>Exploration culturelle</i>	<i>Heiva i Tahiti : La célébration de la vie polynésienne</i>	I can describe a celebration's importance to the local culture.
<i>Exploration culturelle</i>	<i>L'artisanat polynésien</i>	I can identify some traditional products of French Polynesia and how they are made.
<b>5. Communities</b>		
<b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
<i>La vie quotidienne</i>		Invite a guest speaker to your class and interview them in

		French
<b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>		
<b>Section</b>	<b>Title</b>	<b>Can-Do/Description</b>
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

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