

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

Voces® *Voix du monde 2*

Voix du monde 2 is an award-winning, highly effective French curriculum for intermediate-level learners. *Voix du monde 2* will take your students through a Novice-High level of proficiency and beyond. 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 2* 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.

<i>Chapitre 1 : À la maison en France</i>			
1. Communication			
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>Activités</i>	<i>Activité 11 : Les tâches ménagères</i>	Speaking	I can answer simple questions about my chore preferences.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can have a conversation about my home.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can have a conversation about what chores I have to do.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can have a conversation about what a home is like.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can exchange information about homes and chores in French.
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 16 : Devoir, pouvoir et vouloir</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Activités</i>	<i>Activité 18 : Devoir, pouvoir et vouloir</i>	Reading	I can read a letter explaining a family's responsibilities.

<i>Activités</i>	<i>Activité 21 : Les prépositions</i>	Reading	I can determine whether a statement is true.
<i>Activités</i>	<i>Activité 23 : Les prépositions</i>	Listening	I can understand some spoken information about a house.
<i>Documents authentiques</i>	<i>Les tâches ménagères des enfants</i>	Reading	I can understand a magazine article about house chores.
<i>Documents authentiques</i>	<i>Mini maisons</i>	Reading	I can understand the information provided by a real estate website and recognize related cognate words.
<i>Documents authentiques</i>	<i>Une résidence</i>	Reading	I can understand the information provided on a website in order to rent a college dorm room.
<i>Documents authentiques</i>	<i>Les animaux de compagnie en appartement</i>	Reading	I can interpret data in a graph about pets and apartments.
<i>Documents authentiques</i>	<i>Logement meublé</i>	Reading	I can understand an infographic about furnished apartments.
<i>Documents authentiques</i>	<i>Visite d'une maison typique américaine</i>	Listening	I can understand a tour of someone's home.
<i>Documents authentiques</i>	<i>Plan de maison</i>	Reading	I can read a floor plan for a house.
<i>Documents authentiques</i>	<i>Maison à vendre</i>	Reading	I can understand information in an ad for a house.
<i>Exploration culturelle</i>	<i>Les animaux domestiques</i>	Reading	I can identify trends around pets and other companion animals and their role in daily life.
<i>Exploration culturelle</i>	<i>La Normandie</i>	Reading	I can share my knowledge about a region of France and read a recipe.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand a native French speaker describing their house and the chores that they do.
<i>Lectures</i>	<i>Les maisons célèbres de France</i>	Reading	I can read and understand a text about homes of famous artists in French.

<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	Reading	I can read and understand an article about home lawns and gardens in France.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand some information from a video about a home in France.

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 : À la maison</i>	Speaking	I can describe rooms in a house.
<i>Activités</i>	<i>Activité 4 : À la maison</i>	Writing	I can describe a room in detail.
<i>Activités</i>	<i>Activité 5 : À la maison</i>	Writing	I can describe my dream home.
<i>Activités</i>	<i>Activité 7 : À la maison</i>	Speaking	I can answer simple questions about a house.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can describe my home.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe the furnishings and rooms in my home.

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 France</i>	<i>Panorama : Une maison en France</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>Exploration culturelle</i>	<i>Le sport : Allez les Bleu(e)s !</i>	I can identify some typical products and practices related to sporting events.
<i>Exploration culturelle</i>	<i>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.
<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.

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 en France</i>	<i>Panorama : Une maison en France</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>Exploration culturelle</i>	<i>Le sport : Pierre de Coubertin et les Jeux olympiques</i>	I can identify some typical products related to sports history and sporting events.
<i>Exploration culturelle</i>	<i>Le sport : Allez les Bleu(e)s !</i>	I can identify some typical products and practices related to sporting events.
<i>Exploration culturelle</i>	<i>Le sport : Le cyclisme et le Tour de France</i>	I can identify some typical products related to sports history and sporting events.

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 de la France</i>		Learn statistics and look at a map of France
<i>Voyageons en France</i>	<i>La carte</i>	Interpret a map.
<i>Exploration culturelle</i>	<i>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.
<i>Lectures</i>	<i>Les maisons célèbres de France</i>	I can read and understand a text about homes of famous artists in French.
<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.

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>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.

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>À la maison</i>		House vocabulary
<i>Les tâches ménagères</i>		Discussing chores
<i>Devoir, pouvoir et vouloir</i>		The verbs “to have to/must”, “to be able”, and “to want”
<i>Les prépositions</i>		Prepositions

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 en France</i>	<i>Panorama : Une maison en France</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>Exploration culturelle</i>	<i>Le petit déjeuner : The little lunch?!</i>	I can talk about what I would like to have at a French breakfast table.
<i>Exploration culturelle</i>	<i>La Normandie</i>	I can share my knowledge about a region of France and read a recipe.
<i>Lectures</i>	<i>Les maisons célèbres de France</i>	I can read and understand a text about homes of famous artists in French.
<i>Lectures</i>	<i>Le jardin, une autre pièce de la maison</i>	I can read and understand an article about home lawns and gardens in France.
5. Communities		
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.		
Section	Title	Can-Do/Description
<i>Devoir, pouvoir et vouloir</i>		Plan a community service project focused on the French language
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 2 : En ville en Belgique</i>			
1. Communication			
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 simple questions about my hometown.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can name stores and places in a city.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can describe where things are located in a city.

Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can exchange information about Brussels with another tourist on the street.
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 1 : En ville</i>	Reading	I can identify a place when given activity.
<i>Documents authentiques</i>	<i>Les gratte-ciels</i>	Reading	I can read a graph about buildings in cities.
<i>Documents authentiques</i>	<i>Limoges</i>	Listening	I can identify four places in the city of Limoges presented in an authentic video.
<i>Documents authentiques</i>	<i>Les boulevards de Bruxelles</i>	Listening	I can understand plans for updates to a city.
<i>Documents authentiques</i>	<i>Le plan de Saint-Louis</i>	Reading	I can interpret a town's map in order to ask and give directions of locations in town.
<i>Documents authentiques</i>	<i>Le plan de Bruxelles</i>	Reading	I can read a map and answer questions about what it contains.
<i>Documents authentiques</i>	<i>10 choses à faire à Bruges</i>	Listening	I can understand many words, phrases, and ideas in a video about Bruges, Belgium.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about the city they live in.
<i>Entrevue</i>	<i>Oumar</i>	Listening	I can understand someone talking about shopping in the city and shopping online.
<i>Lectures</i>	<i>Stromae et ses vidéos de Bruxelles</i>	Reading	I can read and understand a text about a famous Belgian recording artist and some of his most famous videos.
<i>Lectures</i>	<i>L'histoire de Jacques Brel</i>	Reading	I can read and understand some details about the life of a famous classical singer.
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret information about

			Brussels from a travel infographic.
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
Activités	Activité 5 : En ville	Writing	I can write about where I like to go and what I like to do in my city.
Activités	Activité 11 : S’orienter dans une ville	Writing	I can describe where something is in my town.
Activités	Activité 12 : S’orienter dans une ville	Writing	I can write a city plan.
Activités	Activité 13 : S’orienter dans une ville	Speaking	I can give directions to my house.
Entrevue	Et toi ?	Speaking	I can answer some questions in French about myself and my town.
Parlons un peu !	Presentational #1	Speaking	I can talk about my hometown.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe a trip I took to Belgium.
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 Belgique	Panorama : Une vue de Gand	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Belgium to help me explain and understand the perspectives of the target culture.	
Exploration culturelle	Le carnaval de Binche	I can tell someone about the <i>carnaval de Binche</i> and compare it to other Carnival celebrations I have studied.	
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 Belgique	Panorama : Une vue de Gand	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Belgium to help me	

		explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La bande dessinée</i>	I can describe Belgian comic book characters.
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 de la Belgique</i>		Learn statistics and see a map of Belgium
<i>Voyageons en Belgique</i>	<i>La carte</i>	Interpret a map
<i>Exploration culturelle</i>	<i>Les régions linguistiques de la Belgique</i>	I can identify languages spoken by different communities, and how language is connected to identity.
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 carnaval de Binche</i>	I can tell someone about the <i>carnaval de Binche</i> and compare it to other Carnival celebrations I have studied.
<i>Exploration culturelle</i>	<i>La bande dessinée</i>	I can describe Belgian comic book characters.
<i>Exploration culturelle</i>	<i>Les régions linguistiques de la Belgique</i>	I can identify languages spoken by different communities, and how language is connected to identity.
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>En ville</i>		Town vocabulary
<i>Venir</i>		The verb “to come”
<i>S’orienter dans une ville</i>		Using prepositions
<i>Les pronoms compléments d’objet direct</i>		Using direct object pronouns
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>Exploration culturelle</i>	<i>Le carnaval de Binche</i>	I can tell someone about the <i>carnaval de Binche</i> and compare it to other Carnival celebrations I have studied.
<i>Exploration culturelle</i>	<i>La bande dessinée</i>	I can describe Belgian comic book characters.

<i>Exploration culturelle</i>	<i>Les régions linguistiques de la Belgique</i>	I can identify languages spoken by different communities, and how language is connected to identity.
5. Communities		
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.		
Section	Title	Can-Do/Description
<i>Les pronoms compléments d'objet direct</i>	<i>Dans la communauté</i>	Create a bulletin board with examples of French in your community
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 3 : Les transports en Haïti</i>			
1. Communication			
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>Activités</i>	<i>Activité 9 : L'impératif</i>	Reading/Writing	I can react to a situation by giving a command.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can help a lost tourist.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can communicate some basic information about types of transportation in my city.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can give simple directions between my school and my house.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange information with a hotel receptionist about my stay.
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>Documents authentiques</i>	<i>La mobilité</i>	Reading	I can interpret data from a graph about transportation.
<i>Documents authentiques</i>	<i>Venir à Versailles</i>	Reading	I can understand and identify facts about a tourist site, including when and how to access it, on an infographic.
<i>Documents authentiques</i>	<i>Batobus</i>	Reading	I can identify the purpose and basic facts about transportation and places on an authentic infographic.
<i>Documents authentiques</i>	<i>Cartes de réduction SNCF Jeunes</i>	Listening	I can identify a few main ideas in an authentic video about a train card for young people.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture haïtienne avant le 20^e siècle</i>	Reading	I can understand an informative text about the history of Haitian painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture naïve en Haïti</i>	Reading	I can understand an informative text about the Haitian native movement in painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : Les tap tap</i>	Reading	I can understand an informative text about the decorative art on Haitian buses.
<i>Exploration culturelle</i>	<i>Toussaint Louverture</i>	Reading	I can describe the life and contributions of Toussaint Louverture.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand most of what someone says about the public transportation system where they live.
<i>Lectures</i>	<i>La citadelle Laferrière</i>	Reading	I can learn more about Haiti by reading about the World Heritage site of Citadelle Laferrière.
<i>Lectures</i>	<i>Les îles d'Haïti</i>	Reading	I can read and understand a text about the unique qualities of the islands of Haiti.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand information from a

			website about transportation in Haiti.
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 19 : Les directions</i>	Writing	I can write directions from my house to my school in French.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some questions in French about myself and how I travel.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can give directions to places of interest in my hometown.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can compare and contrast types of transportation in Haiti and where I live.
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 Haïti</i>	<i>Panorama : le marché en fer</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Haiti to help me explain and understand the perspectives of the target culture.	
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture haïtienne avant le 20^e siècle</i>	I can understand an informative text about the history of Haitian painting.	
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture naïve en Haïti</i>	I can understand an informative text about the Haitian native movement in painting.	
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 en Haïti</i>	<i>Panorama : le marché en fer</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Haiti to help me explain and understand the perspectives of the target culture.	

<i>Exploration culturelle</i>	<i>Le drapeau haïtien</i>	I can identify elements of national symbols and the ideals they represent.
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 de la République d'Haïti</i>		Learn statistics and see a map of Haiti
<i>Voyageons en Haïti</i>	<i>La carte</i>	Interpret a map
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture haïtienne avant le 20^e siècle</i>	I can understand an informative text about the history of Haitian painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture naïve en Haïti</i>	I can understand an informative text about the Haitian native movement in painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : Les tap tap</i>	I can understand an informative text about the decorative art on Haitian buses.
<i>Exploration culturelle</i>	<i>Les effets de l'ouragan Matthew</i>	I can describe the effects of a major hurricane.
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>Les arts visuels en Haïti : La peinture haïtienne avant le 20^e siècle</i>	I can understand an informative text about the history of Haitian painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture naïve en Haïti</i>	I can understand an informative text about the Haitian native movement in painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : Les tap tap</i>	I can understand an informative text about the decorative art on Haitian buses.
<i>Exploration culturelle</i>	<i>Le créole</i>	I can understand the difference between French and Creole.
<i>Exploration culturelle</i>	<i>Le drapeau haïtien</i>	I can identify elements of national symbols and the ideals they represent.
<i>Lectures</i>	<i>Les îles d'Haïti</i>	I can read and understand a text about the unique qualities of the islands of Haiti.
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>Les transports</i>		Transportation vocabulary

<i>L'impératif</i>		Commands
<i>L'impératif avec les pronoms compléments d'objet direct</i>		Direct object pronouns with commands
<i>Les directions</i>		Directions
<i>Le passé composé du verbe aller</i>		Helping verbs and the past participle
<i>Exploration culturelle</i>	<i>Le créole</i>	I can understand the difference between French and Creole.

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>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture haïtienne avant le 20^e siècle</i>	I can understand an informative text about the history of Haitian painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : La peinture naïve en Haïti</i>	I can understand an informative text about the Haitian native movement in painting.
<i>Exploration culturelle</i>	<i>Les arts visuels en Haïti : Les tap tap</i>	I can understand an informative text about the decorative art on Haitian buses.
<i>Exploration culturelle</i>	<i>Le drapeau haïtien</i>	I can identify elements of national symbols and the ideals they represent.
<i>Lectures</i>	<i>Les îles d'Haïti</i>	I can read and understand a text about the unique qualities of the islands of Haiti.

5. Communities

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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

Chapitre 4 : Les émotions et les sentiments à Monaco

1. Communication

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 respond to simple questions about my feelings.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can exchange some personal information about how I feel in

			different circumstances.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can ask about and discuss human emotions as expressed in images.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can engage in a texting conversation with a friend.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
<i>Activités</i>	<i>Activité 6 : Les émotions et les sentiments</i>	Speaking	I can describe my feelings in different situations.
<i>Activités</i>	<i>Activité 7 : Les émotions et les sentiments</i>	Reading/Listening	I can understand a short text about feelings and emotions.
<i>Documents authentiques</i>	<i>Émotions au travail</i>	Reading	I can understand a poster about emotional intelligence in the workplace using memorized expressions.
<i>Documents authentiques</i>	<i>T'Choupi devine les émotions</i>	Listening	I can understand many words, phrases, and ideas in a children's story about emotions.
<i>Documents authentiques</i>	<i>J'ai peur</i>	Reading	I can understand an infographic about a specific emotion and its causes.
<i>Documents authentiques</i>	<i>Les six émotions principales</i>	Reading	I can understand an infographic about the six main emotions.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand what someone says about a phobia they have.
<i>Lectures</i>	<i>Monaco dans les films</i>	Reading	I can read and understand a text about films shot in Monaco.
<i>Lectures</i>	<i>La navigation de plaisance - l'art de vivre à la mer</i>	Reading	I can read about the world of boating in Monaco.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand the main ideas and details from a video.

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 4 : Les émotions et les sentiments</i>	Writing	I can describe how people are feeling.
<i>Activités</i>	<i>Activité 6 : Les émotions et les sentiments</i>	Speaking	I can describe my feelings in different situations.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can talk about how I feel in different circumstances.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about others' feelings.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can convey information about how a friend is feeling.

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 à Monaco</i>	<i>Panorama : Le village de Noël</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Monaco to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La cuisine monégasque</i>	I can identify traditional foods and when and why they are eaten.
<i>Lectures</i>	<i>La navigation de plaisance - l'art de vivre à la mer</i>	I can read about the world of boating in Monaco.

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 à Monaco</i>	<i>Panorama : Le village de Noël</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Monaco to help me explain and understand the perspectives of the target culture.

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 de Monaco</i>		Learn statistics and see a map Monaco
<i>Voyageons à Monaco</i>	<i>La carte</i>	Interpret a map
<i>Exploration culturelle</i>	<i>La maison Grimaldi : L'origine des familles princières et de la principauté de Monaco</i>	I can describe the origins of the Grimaldi family.
<i>Exploration culturelle</i>	<i>La maison Grimaldi : Albert II de Monaco et sa famille</i>	I can describe the family of Prince Albert II of Monaco.
<i>Exploration culturelle</i>	<i>La maison Grimaldi : La vie de la famille princière au palais de Monaco</i>	I can describe the lives of the royal family of Monaco.
<i>Exploration culturelle</i>	<i>Le Grand Prix de Formule 1</i>	I can understand and talk about a famous car race.
<i>Exploration culturelle</i>	<i>Le casino de Monte-Carlo</i>	I can describe the history and facilities of a famous casino.
<i>Lectures</i>	<i>Monaco dans les films</i>	I can read and understand a text about films shot in Monaco.
<i>Lectures</i>	<i>La navigation de plaisance - l'art de vivre à la mer</i>	I can read about the world of boating in Monaco.
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>La cuisine monégasque</i>	I can identify traditional foods and when and why they are eaten.
<i>Exploration culturelle</i>	<i>Le sport à Monaco</i>	I can describe the popularity of sports in Monaco.
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>Les émotions et les sentiments</i>		Discussing emotions
<i>Expressions avec avoir</i>		Expressions with the verb <i>avoir</i>
<i>Devenir</i>		The verb “to become”
<i>Le passé composé d’être, avoir et devenir</i>		Past tense of the verbs “to be,” “to have,” and “to become”
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>Exploration culturelle</i>	<i>La cuisine monégasque</i>	I can identify traditional foods and when and why they are eaten.
<i>Exploration culturelle</i>	<i>Le sport à Monaco</i>	I can describe the popularity of sports in Monaco.
<i>Exploration culturelle</i>	<i>Le Grand Prix de Formule 1</i>	I can understand and talk about a famous car race.
<i>Exploration culturelle</i>	<i>Le casino de Monte-Carlo</i>	I can describe the history and facilities of a famous casino.
<i>Lectures</i>	<i>La navigation de plaisance - l'art de vivre à la mer</i>	I can read about the world of boating in Monaco.

5. Communities			
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.			
Section	Title	Can-Do/Description	
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection	
Chapitre 5 : En vacances aux Seychelles et au Vanuatu			
1. Communication			
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
Parlons un peu !	Questions personnelles	Speaking	I can answer questions about vacation spots near to where I live.
Parlons un peu !	Interpersonal #1	Speaking	I can talk about the geography and nature where I live.
Parlons un peu !	Interpersonal #2	Speaking	I can ask and answer questions about my vacation activities and explain why I like to do them.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can ask for recommendations from a local resident based on my interests.
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
Activités	Activité 10 : Les pronoms compléments d’objet indirect	Listening	I can listen to short conversations and determine whether or not they are logical.
Documents authentiques	Partons à la découverte des Seychelles !	Reading	I can read an informational map of the Seychelles.
Documents authentiques	Que faire aux Seychelles ?	Listening	I can understand many words, phrases, and ideas in a video about experiences in the Sevcnelles.

<i>Documents authentiques</i>	<i>Quand partir au Vanuatu</i>	Reading	I can understand information in an article about Vanuatu.
<i>Documents authentiques</i>	<i>Les activités préférées</i>	Reading	I can interpret an infographic about the favorite vacation activities of French people.
<i>Entrevue</i>	<i>Oumar</i>	Listening	I can understand someone talking about where they like to go on vacation and what they like to do on vacation.
<i>Lectures</i>	<i>Quelques faits intéressants sur les Seychelles</i>	Reading	I can read and understand a text that describes some interesting facts about the Seychelles.
<i>Lectures</i>	<i>L'art du Vanuatu</i>	Reading	I can learn about a new place by reading about how art is used in the culture.
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret information from a website about the Seychelles.

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 : La nature, la géographie et les vacances</i>	Writing	I can write an advertisement for a travel destination.
<i>Activités</i>	<i>Activité 11 : Les pronoms compléments d'objet indirect</i>	Writing	I can write sentences using indirect object pronouns.
<i>Activités</i>	<i>Activité 17 : Le passé composé des verbes en -er (avec avoir)</i>	Writing	I can use the passé composé to describe what I did last weekend.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some simple questions about nature.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can describe the geography of a place I want to visit.
Integrated Performance Assessment	Presentational Writing	Writing	I can write to a friend about a trip I took.

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 aux Seychelles et au Vanuatu</i>	<i>Panorama : Une éruption volcanique</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Vanuatu to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>L'histoire des pirates aux Seychelles</i>	I can describe the history of piracy in the Seychelles.
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 aux Seychelles et au Vanuatu</i>	<i>Panorama : Une éruption volcanique</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Vanuatu to help me explain and understand the perspectives of the target culture.
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 des Seychelles</i>		Learn statistics and see a map of Seychelles
<i>Présentation du Vanuatu</i>		Learn statistics and see a map of Vanuatu
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : Les origines de la diversité linguistique au Vanuatu</i>	I can describe the development of languages in Vanuatu.
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : Les langues du Vanuatu</i>	I can identify languages spoken both officially and unofficially in Vanuatu.
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : La langue française au Vanuatu</i>	I can explain the use of the French language in Vanuatu.
<i>Exploration culturelle</i>	<i>La faune des Seychelles</i>	I can talk about endangered animals in the Seychelles.
<i>Exploration culturelle</i>	<i>L'histoire des pirates aux Seychelles</i>	I can describe the history of piracy in the Seychelles.
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>L'héritage linguistique au Vanuatu : Les origines de la diversité linguistique au Vanuatu</i>	I can describe the development of languages in Vanuatu.
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : Les langues du Vanuatu</i>	I can identify languages spoken both officially and unofficially in Vanuatu.
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : La langue française au Vanuatu</i>	I can explain the use of the French language in Vanuatu.
<i>Exploration culturelle</i>	<i>Les dessins sur le sable du Vanuatu</i>	I can describe the importance of the sand drawings of Vanuatu.
<i>Exploration culturelle</i>	<i>La faune des Seychelles</i>	I can talk about endangered animals in the Seychelles.
<i>Exploration culturelle</i>	<i>L'histoire des pirates aux Seychelles</i>	I can describe the history of piracy in the Seychelles.

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 nature, la géographie et les vacances</i>		Vocabulary related to travel and geography
<i>Les pronoms compléments d'objet indirect</i>		Indirect object pronouns
<i>Le passé composé des verbes en -er (avec avoir)</i>		The past tense of -er verbs
<i>Le passé composé des verbes en -ir et -re (avec avoir)</i>		The past tense of -ir and -re verbs
<i>Le passé composé du verbe faire</i>		The past participle of the verb <i>faire</i>

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>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : Les origines de la diversité linguistique au Vanuatu</i>	I can describe the development of languages in Vanuatu.
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : Les langues du Vanuatu</i>	I can identify languages spoken both officially and unofficially in Vanuatu.
<i>Exploration culturelle</i>	<i>L'héritage linguistique au Vanuatu : La langue française au Vanuatu</i>	I can explain the use of the French language in Vanuatu.
<i>Exploration culturelle</i>	<i>Les dessins sur le sable du Vanuatu</i>	I can describe the importance of the sand drawings of Vanuatu.
<i>Exploration culturelle</i>	<i>La faune des Seychelles</i>	I can talk about endangered animals in the Seychelles.
<i>Exploration culturelle</i>	<i>L'histoire des pirates aux Seychelles</i>	I can describe the history of piracy in the Seychelles.

5. Communities

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Section	Title	Can-Do/Description
---------	-------	--------------------

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

<i>Chapitre 6 : On voyage au Luxembourg</i>			
1. Communication			
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 A</i>	Speaking	I can check in at the airport.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can make a hotel reservation.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can tell someone what I did on vacation.
<i>Parlons un peu !</i>	<i>Questions personnelles B</i>	Speaking	I can communicate using direct object pronouns and the pronoun “y” in French.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can engage in a conversation about sites to visit in Luxembourg.
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 : Les voyages et les hôtels</i>	Listening	I can listen to short conversations and determine whether or not they are logical.
<i>Documents authentiques</i>	<i>Les avantages des voyages</i>	Reading	I can understand some information in an infographic.
<i>Documents authentiques</i>	<i>Réserver une chambre d’hôtel</i>	Listening	I can understand basic information in a video about a hotel.
<i>Documents authentiques</i>	<i>Réservations d’hôtels et de vols d’avion</i>	Reading	I can understand basic information in an infographic about hotels and traveling.
<i>Documents authentiques</i>	<i>Les hôtels à Paris</i>	Reading	I can understand basic information in an infographic about Paris.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about

			traveling to their hotel on vacation.
<i>Lectures</i>	<i>La cuisine du Luxembourg</i>	Reading	I can read and understand an article about the traditional and popular foods of Luxembourg.
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret information on a website for tourists.

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 : Les voyages et les hôtels</i>	Writing	I can write a hotel review.
<i>Activités</i>	<i>Activité 5 : Les voyages et les hôtels</i>	Writing	I can write about some items needed for travel.
<i>Activités</i>	<i>Activité 6 : Les voyages et les hôtels</i>	Speaking	I can talk about a stay at a hotel.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer simple questions about a trip I took.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about travel plans to a French-speaking country using photos.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email to my host family about my trip to Luxembourg.

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 Luxembourg</i>	<i>Panorama : Luxembourg (ville)</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Luxembourg to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La procession dansante d'Echternach</i>	I can identify a celebration that is important to the culture of Luxembourg.
<i>Exploration culturelle</i>	<i>L'École d'hôtellerie et de tourisme du Luxembourg</i>	I can describe the role of tourism in education in Luxembourg.
<i>Exploration culturelle</i>	<i>La fête nationale du Luxembourg</i>	I can explain how Luxembourg celebrates its national holiday.

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 Luxembourg</i>	<i>Panorama : Luxembourg (ville)</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Luxembourg to help me explain and understand the perspectives of the target culture.
<i>Lectures</i>	<i>La cuisine du Luxembourg</i>	I can read and understand an article about the traditional and popular foods of Luxembourg.
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 Luxembourg</i>		Learn statistics and see a map of Luxembourg
<i>Exploration culturelle</i>	<i>Luxembourg-ville : L'histoire de la ville de Luxembourg</i>	I can relate the history of the foundation of Luxembourg City.
<i>Exploration culturelle</i>	<i>Luxembourg-ville : Les monuments historiques</i>	I can describe historical monuments in Luxembourg City.
<i>Exploration culturelle</i>	<i>L'École d'hôtellerie et de tourisme du Luxembourg</i>	I can describe the role of tourism in education in Luxembourg.
<i>Lectures</i>	<i>La géographie et l'économie du Luxembourg</i>	I can read about the geography and economic activities that shape Luxembourg today.
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>La procession dansante d'Echternach</i>	I can identify a celebration that is important to the culture of Luxembourg.
<i>Exploration culturelle</i>	<i>L'École d'hôtellerie et de tourisme du Luxembourg</i>	I can describe the role of tourism in education in Luxembourg.
<i>Exploration culturelle</i>	<i>La fête nationale du Luxembourg</i>	I can explain how Luxembourg celebrates its national holiday.
<i>Lectures</i>	<i>La cuisine du Luxembourg</i>	I can read and understand an article about the traditional and popular foods of Luxembourg.
<i>Lectures</i>	<i>La géographie et l'économie du Luxembourg</i>	I can read about the geography and economic activities that shape Luxembourg today.
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>Les voyages et les hôtels</i>		Vocabulary related to vacations
<i>Le passé composé des verbes avec être</i>		The past tense of the verb “être”
<i>Quelques verbes irréguliers au passé composé</i>		The past tense of irregular verbs
<i>Le pronom « y »</i>		Using “y” as “there”
<i>Les pronoms compléments d’objet direct avec le passé composé</i>		Combining direct object pronouns with the past tense
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>Exploration culturelle</i>	<i>Luxembourg-ville : Quelques faits étonnants</i>	I can relate some unique facts about Luxembourg City.
<i>Exploration culturelle</i>	<i>Luxembourg-ville : L’histoire de la ville de Luxembourg</i>	I can relate the history of the foundation of Luxembourg City.
<i>Exploration culturelle</i>	<i>La procession dansante d’Echternach</i>	I can identify a celebration that is important to the culture of Luxembourg.
<i>Exploration culturelle</i>	<i>L’École d’hôtellerie et de tourisme du Luxembourg</i>	I can describe the role of tourism in education in Luxembourg.
<i>Exploration culturelle</i>	<i>La fête nationale du Luxembourg</i>	I can explain how Luxembourg celebrates its national holiday.
<i>Lectures</i>	<i>La cuisine du Luxembourg</i>	I can read and understand an article about the traditional and popular foods of Luxembourg.
<i>Lectures</i>	<i>La géographie et l’économie du Luxembourg</i>	I can read about the geography and economic activities that shape Luxembourg today.
5. Communities		
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 7 : On fait la fête dans l’outre-mer</i>			
1. Communication			
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 questions about holidays.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can talk about how I celebrate birthdays.

<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk about the holidays that I celebrate.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can talk about my favorite holiday and the different activities I partake in during that holiday.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can exchange information in a text message conversation about my birthday celebration.
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>Documents authentiques</i>	<i>C'est quoi la Toussaint en France ?</i>	Listening	I can understand words, phrases, and ideas in a video about how <i>la Toussaint</i> is celebrated in France.
<i>Documents authentiques</i>	<i>Le carnaval de Québec</i>	Listening	I can understand the main idea and some words, phrases, and expressions in a video about <i>le carnaval de Québec</i> .
<i>Documents authentiques</i>	<i>Le carnaval de Guadeloupe</i>	Listening	I can understand the main idea and many words, phrases, and expressions in a video ad about Carnival in Guadeloupe.
<i>Documents authentiques</i>	<i>Heiva i tahiti</i>	Reading	I can understand information in a reading about the Heiva i Tahiti festival.
<i>Documents authentiques</i>	<i>Les marchés de Noël</i>	Reading	I can understand information in a graph about Christmas markets.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand most of what someone says about the holidays they celebrate.
<i>Lectures</i>	<i>Les carnivals de Saint-Martin</i>	Listening	I can learn more about a place by studying the celebrations they enjoy.

<i>Lectures</i>	<i>Triathlons et marathons en Nouvelle-Calédonie</i>	Listening	I can read about extreme sports in Nouvelle-Calédonie.
Integrated Performance Assessment	Interpretive Listening	Listening	I can identify the main ideas and supporting details from a new report.

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 4 : Les célébrations et les jours fériés</i>	Writing	I can write a postcard message about a holiday that I celebrate.
<i>Activités</i>	<i>Activité 6 : Les célébrations et les jours fériés</i>	Writing	I can write a brief explanation of my family holiday traditions.
<i>Activités</i>	<i>Activité 7 : Les célébrations et les jours fériés</i>	Writing	I can write a paragraph explaining a holiday that I do not celebrate.
<i>Activités</i>	<i>Activité 16 : L'imparfait</i>	Speaking	I can talk about a memorable birthday.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer simple questions about holidays and festivals.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can present basic information about holidays.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can describe how I celebrated my favorite holiday when I was young.

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 dans l'outre-mer</i>	<i>Panorama : Une chapelle</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.

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 dans l'outre-mer</i>	<i>Panorama : Une chapelle</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.
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 de l'outre-mer</i>		Learn statistics and see a map of various French islands.
<i>Exploration culturelle</i>	<i>La biodiversité de Mayotte : La diversité marine</i>	I can describe the marine environment of Mayotte.
<i>Exploration culturelle</i>	<i>La biodiversité de Mayotte : La diversité végétale</i>	I can describe the flora of Mayotte and its uses.
<i>Exploration culturelle</i>	<i>La biodiversité de Mayotte : La diversité animale et les parcs naturels</i>	I can describe the animals and preserves of Mayotte.
<i>Exploration culturelle</i>	<i>L'Institut polaire français</i>	I can describe the importance of the French Polar Institute in <i>la terre Adélie</i> .
<i>Exploration culturelle</i>	<i>Le pays basque en Amérique du Nord</i>	I can describe Basque culture in Saint-Pierre-et-Miquelon.
<i>Exploration culturelle</i>	<i>Les îles Kerguelen</i>	I can explain the importance of the Kerguelen islands to France.
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 pays basque en Amérique du Nord</i>	I can describe Basque culture in Saint-Pierre-et-Miquelon.
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>Les célébrations et les jours fériés</i>		Vocabulary related to holidays and celebrations
<i>L'imparfait</i>		The imperfect tense
<i>Les pronoms compléments d'objet direct et indirect avec l'imparfait</i>		Placement of direct and indirect object pronouns
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>Exploration culturelle</i>	<i>Le pays basque en Amérique du Nord</i>	I can describe Basque culture in Saint-Pierre-et-Miquelon.

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

Chapitre 8 : Les animaux de la Côte d'Ivoire			
1. Communication			
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>Activités</i>	<i>Activité 4 : Les animaux</i>	Writing	I can respond to questions about animals.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can answer questions about my experiences with animals.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can talk to someone about my visit to a zoo.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk about what animals I am afraid of and why.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can talk about an animal that I am interested in and ask relevant questions.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about animals with a fellow traveler.
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>Documents authentiques</i>	<i>Les animaux d'un film</i>	Listening	I can understand descriptions of stage animals using visual cues and related vocabulary.
<i>Documents authentiques</i>	<i>Les refuges pour animaux d'élevage</i>	Listening	I can understand a short informative video about animal shelters.

<i>Documents authentiques</i>	<i>Les espèces menacées d'extinction</i>	Reading	I can interpret a graphic report about endangered species.
<i>Documents authentiques</i>	<i>Une chanson sur les chiens</i>	Reading	I can interpret lyrics of a song about dogs' behaviors using cognate words and phrases, as well as visual cues.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand most of what someone says about owning a pet.
<i>Lectures</i>	<i>Les éléphants de la forêt</i>	Reading	I can read and understand an article about the current status of forest elephants in Côte d'Ivoire.
<i>Lectures</i>	<i>Les safaris en Côte d'Ivoire</i>	Reading	I can learn more about Côte d'Ivoire by reading and understanding information about the wildlife and vegetation there.
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret main ideas and details from a non-fiction text.

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 5 : Les animaux</i>	Writing	I can write a letter describing the pet I would like to get.
<i>Activités</i>	<i>Activité 6 : Les animaux</i>	Writing	I can write about sponsorship of animals for a shelter.
<i>Activités</i>	<i>Activité 7 : Les animaux</i>	Writing	I can write an original story about an animal.
<i>Activités</i>	<i>Activité 14 : Révision de l'imparfait</i>	Writing	I can use the imperfect tense to describe my life in the past.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer some simple questions about animals.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about an exotic animal.

Integrated Performance Assessment	Presentational Writing	Writing	I can describe a pet I had or wanted when I was young.
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 Côte d'Ivoire	Panorama : Un village de pêcheurs	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Côte d'Ivoire to help me explain and understand the perspectives of the target culture.	
Exploration culturelle	L'or brun : le cacao : Les femmes qui travaillent dans la production de cacao	I can describe the role that women play in the chocolate industry of Ivory Coast.	
Exploration culturelle	L'agroécologie	I can identify agricultural products and practices that impact the local food supply.	
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 Côte d'Ivoire	Panorama : Un village de pêcheurs	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Côte d'Ivoire to help me explain and understand the perspectives of the target culture.	
Exploration culturelle	L'or brun : le cacao : La production de cacao en Côte d'Ivoire	I can describe cacao production and an organization that helps cacao farmers in Côte d'Ivoire.	
Exploration culturelle	L'or brun : le cacao : Du cacao au chocolat	I can explain how cacao becomes chocolate.	
Exploration culturelle	L'agroécologie	I can identify agricultural products and practices that impact the local food supply.	
Exploration culturelle	Les pagnes	I can identify an important product in everyday Ivorian life.	
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 Côte d'Ivoire		Learn statistics and see a map of the Ivory Coast	

<i>Exploration culturelle</i>	<i>L'or brun : le cacao : Les femmes qui travaillent dans la production de cacao</i>	I can describe the role that women play in the chocolate industry of Ivory Coast.
<i>Exploration culturelle</i>	<i>L'or brun : le cacao : La production de cacao en Côte d'Ivoire</i>	I can describe cacao production and an organization that helps cacao farmers in Côte d'Ivoire.
<i>Exploration culturelle</i>	<i>L'or brun : le cacao : Du cacao au chocolat</i>	I can explain how cacao becomes chocolate.
<i>Exploration culturelle</i>	<i>L'agroécologie</i>	I can identify agricultural products and practices that impact the local food supply.

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>L'or brun : le cacao : Les femmes qui travaillent dans la production de cacao</i>	I can describe the role that women play in the chocolate industry of Ivory Coast.
<i>Exploration culturelle</i>	<i>L'or brun : le cacao : La production de cacao dans la Côte d'Ivoire</i>	I can describe cacao production and an organization that helps cacao farmers in Côte d'Ivoire.
<i>Exploration culturelle</i>	<i>Les Éléphants de la Côte d'Ivoire</i>	I can describe the national soccer team of Côte d'Ivoire.
<i>Exploration culturelle</i>	<i>Le coupé-décalé et le reggae</i>	I can explain the development of two modern forms of music in the Ivory Coast.
<i>Exploration culturelle</i>	<i>Les pagnes</i>	I can identify an important product in everyday Ivorian life.

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>Les animaux</i>		Animal vocabulary
<i>Révision de l'imparfait</i>		The imperfect tense
<i>Le pronom « en »</i>		The pronoun “en”

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>Exploration culturelle</i>	<i>L'or brun : le cacao : Les femmes qui travaillent dans la production de cacao</i>	I can describe the role that women play in the chocolate industry of Ivory Coast.
<i>Exploration culturelle</i>	<i>L'or brun : le cacao : La production de cacao en Côte d'Ivoire</i>	I can describe cacao production and an organization that helps cacao farmers in Côte d'Ivoire.
<i>Exploration culturelle</i>	<i>Les éléphants de la Côte d'Ivoire</i>	I can describe the national soccer team of Côte d'Ivoire.

<i>Exploration culturelle</i>	<i>Le coupé-décalé et le reggae</i>	I can explain the development of two modern forms of music in the Ivory Coast.
<i>Exploration culturelle</i>	<i>Les pagnes</i>	I can identify an important product in everyday Ivorian life.
5. Communities		
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 9 : La technologie en Asie du Sud-Est</i>			
1. Communication			
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 simple questions about technology use.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can talk about problems I have experienced online.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk with someone about my personal use of technology.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can engage in a conversation about online classes.
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>Documents authentiques</i>	<i>Une minute sur Internet</i>	Reading	I can understand information in a graphic about internet usage.
<i>Documents authentiques</i>	<i>Comment limiter l'usage du smartphone ?</i>	Reading	I can understand information in an infographic about limiting Smartphone use.
<i>Documents authentiques</i>	<i>Faites attention aux réseaux sociaux</i>	Listening	I can understand the main idea and many words, phrases, and expressions in a video

			about the advantages and dangers of using social networks.
<i>Documents authentiques</i>	<i>Où Internet est-il le plus rapide en Europe ?</i>	Reading	I can interpret information from a graphic about technology.
<i>Documents authentiques</i>	<i>Comment utiliser un iPhone</i>	Listening	I can understand the main idea and many words and phrases in a video about how to use an iPhone.
<i>Documents authentiques</i>	<i>iPhone 14 BLEU Unboxing</i>	Listening	I can understand the main idea and many words, phrases, and expressions in a video about a girl opening her new iPhone.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about purchasing a new phone.
<i>Lectures</i>	<i>Le Nouvel An laotien</i>	Reading	I can read and understand an article about the celebration of the Laotian New year.
<i>Lectures</i>	<i>Le lac Tonlé Sap au Cambodge</i>	Reading	I can read and understand text about a lake in Cambodia.
Integrated Performance Assessment	Interpretive Reading	Reading	I can interpret the main idea and supporting details in an infographic about online learning.

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 4 : La technologie</i>	Writing	I can write a text message to my friend about where and when to meet.
<i>Activités</i>	<i>Activité 6 : La technologie</i>	Writing	I can write a persuasive letter about the use of technology in the classroom.
<i>Activités</i>	<i>Activité 21 : L'imparfait avec le passé composé</i>	Writing	I can write a short story about what I did last night.

<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer simple questions about social media.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can describe what I am doing right now.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an email in which I give my opinions about online classes.

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 Asie du Sud-Est</i>	<i>Panorama : Le Palais Royal de Phnom Penh</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cambodia to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>Angkor Wat : Les moines</i>	I can describe the work of the monks at Angkor Wat.
<i>Exploration culturelle</i>	<i>Le festival d'éléphants au Laos</i>	I can identify important aspects of a traditional festival and their importance to the Laotian culture.
<i>Lectures</i>	<i>Le Nouvel An laotien</i>	I can read and understand an article about the celebration of the Laotian New year.

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 en Asie du Sud-Est</i>	<i>Panorama : Le Palais Royal de Phnom Penh</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cambodia to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>La cuisine vietnamienne et les influences françaises</i>	I can explain the French influence on Vietnamese cuisine.
<i>Exploration culturelle</i>	The Digital Divide in Laos	I can compare/contrast technology access in my community with communities worldwide.

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 de l'Asie du Sud-Est</i>		Learn statistics and see a map of Southeast Asia
<i>Exploration culturelle</i>	<i>Angkor Wat : Le temple</i>	I can describe the history of a famous Buddhist temple.
<i>Exploration culturelle</i>	<i>Angkor Wat : Les moines</i>	I can describe the work of the monks at Angkor Wat.
<i>Exploration culturelle</i>	<i>Angkor Wat : Les singes</i>	I can describe the monkeys living at Angkor Wat.
<i>Exploration culturelle</i>	The Digital Divide in Laos	I can compare/contrast technology access in my community with communities worldwide.
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>La cuisine vietnamienne et les influences françaises</i>	I can explain the French influence on Vietnamese cuisine.
<i>Exploration culturelle</i>	The Digital Divide in Laos	I can compare/contrast technology access in my community with communities worldwide.
<i>Exploration culturelle</i>	<i>Le festival d'éléphants du Laos</i>	I can identify important aspects of a traditional festival and their importance to the Laotian culture.
<i>Lectures</i>	<i>Le Nouvel An laotien</i>	I can read and understand an article about the celebration of the Laotian New year.
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 technologie</i>		Technology related vocabulary
<i>Actions réciproques</i>		Reciprocal verbs
<i>Le passé composé et l'imparfait</i>		The past tense and the imperfect
<i>L'imparfait avec le passé composé</i>		The past tense and the imperfect
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>Exploration culturelle</i>	<i>Angkor Wat : Le temple</i>	I can describe the history of a famous Buddhist temple.
<i>Exploration culturelle</i>	<i>Angkor Wat : Les moines</i>	I can describe the work of the monks at Angkor Wat.
<i>Exploration culturelle</i>	<i>La cuisine vietnamienne et les influences françaises</i>	I can explain the French influence on Vietnamese cuisine.
<i>Exploration culturelle</i>	The Digital Divide in Laos	I can compare/contrast technology access in my community with communities worldwide.

<i>Exploration culturelle</i>	<i>Le festival d'éléphants au Laos</i>	I can identify important aspects of a traditional festival and their importance to the Laotian culture.
<i>Exploration de l'Hexagone</i>	<i>Toulouse</i>	I can describe important aspects of life in Toulouse.
<i>Lectures</i>	<i>Le Nouvel An laotien</i>	I can read and understand an article about the celebration of the Laotian New year.
5. Communities		
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.		
Section	Title	Can-Do/Description
<i>La technologie</i>	<i>Dans la communauté</i>	Learn the lyrics to a popular song; Read an online newspaper; Follow a French-speaking musician on social media
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre 10 : On projette l'avenir en Afrique du Nord</i>			
1. Communication			
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 questions about my future career.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can talk with someone about school or work.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk about the details of a career.
<i>Parlons un peu !</i>	Interpersonal #3	Speaking	I can ask and respond to simple questions about my classes and career choice.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about attending university or working after high school.

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 carrières et les professions</i>	Reading	I can identify a field of study based on a simple description.
<i>Documents authentiques</i>	<i>Les start-ups en Afrique</i>	Reading	I can interpret data from a graphic about start-up companies.
<i>Documents authentiques</i>	<i>Les métiers les moins bien payés en France</i>	Reading	I can interpret an infographic about the salary of non professional workers in France, using cognate and memorized words.
<i>Documents authentiques</i>	<i>Trouvez le job qui vous correspond vraiment !</i>	Listening	I can interpret a video advertising a French job search app by using context, cognates, and memorized words.
<i>Documents authentiques</i>	<i>Un coach métier pour ton avenir</i>	Listening	Using related cognates and memorized words, I can interpret a promotional video encouraging young French people to train for and move towards trade jobs.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about the professions that interest them.
<i>Entrevue</i>	<i>Oumar</i>	Listening	I can understand someone talking about their job.
<i>Lectures</i>	<i>Albert Camus</i>	Reading	I can gain an understanding about the philosophy of existentialism by reading about the life of Albert Camus, one of the great existentialists of the 20 th century.
<i>Lectures</i>	<i>Yves Saint Laurent</i>	Reading	I can understand a short biographical reading about the fashion

			designer Yves Saint Laurent.
Integrated Performance Assessment	Interpretive Listening	Listening	I can interpret the main ideas and supporting details from a video about post-graduation options.

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 5 : Les carrières et les professions</i>	Writing	I can write a job description for a variety of professions.
<i>Activités</i>	<i>Activité 7 : Les carrières et les professions</i>	Writing	I can write about my dream job.
<i>Activités</i>	<i>Activité 8 : Les carrières et les professions</i>	Writing	I can develop a simple interview for a famous person about their profession.
<i>Activités</i>	<i>Activité 15 : Aller + l'infinif</i>	Speaking	I can talk about what I will do this afternoon.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer simple questions about my career plans.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about my future career.

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 Afrique du Nord</i>	<i>Panorama : L'amphithéâtre d'El Jem</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Tunisia to help me explain and understand the perspectives of the target culture.

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 en Afrique du Nord</i>	<i>Panorama : L'amphithéâtre d'El Jem</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Tunisia to help me explain and understand the perspectives of the target culture.

<i>Exploration culturelle</i>	<i>La cuisine d'Afrique du Nord : La cuisine maghrébine</i>	I can describe some culinary specialties from the Maghreb.
<i>Exploration culturelle</i>	<i>La cuisine d'Afrique du Nord : La harissa de la Tunisie</i>	I can describe Tunisian harissa.
<i>Exploration culturelle</i>	<i>Le raï</i>	I can identify an important African genre of music.
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 d'Afrique du Nord</i>		Learn statistics and see a map of Northern Africa
<i>Exploration culturelle</i>	<i>L'amphithéâtre romain d'El Jem</i>	I can explain the history and significance of a historical site.
<i>Exploration de l'Hexagone</i>	<i>Un métier délicieux: le crêpier</i>	I can describe what work is like as a "crêpier."
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 raï</i>	I can identify an important African genre of music.
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>Les carrières et les professions</i>		Vocabulary related to professions
<i>Utilisation d'articles avec les professions</i>		Using the correct article with professions
<i>Aller + l'infinitif</i>		The future tense
<i>Le futur simple</i>		The future tense
<i>Savoir et connaître</i>		The verbs "to know"
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>Exploration culturelle</i>	<i>La cuisine d'Afrique du Nord : La cuisine maghrébine</i>	I can describe some culinary specialties from the Maghreb.
<i>Exploration culturelle</i>	<i>La cuisine d'Afrique du Nord : La harissa de la Tunisie</i>	I can describe Tunisian harissa.
<i>Exploration culturelle</i>	<i>Le raï</i>	I can identify an important African genre of music.
<i>Exploration de l'Hexagone</i>	<i>Un métier délicieux: le crêpier</i>	I can describe what work is like as a "crêpier."
5. Communities		
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.		

Section	Title	Can-Do/Description
<i>Savoir et connaître</i>	<i>Dans la communauté</i>	Identify professions that require proficiency in French.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

<i>Chapitre II : La conservation de l'environnement en Afrique francophone</i>			
1. Communication			
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 questions about recycling.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can talk with someone about taking care of the environment.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk with someone about a community recycling program.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can have a conversation about the need for conservation of natural resources.
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 2 : L'environnement</i>	Reading	I can match an environmental related word with its definition.
<i>Documents authentiques</i>	<i>Les déchets sur les plages</i>	Reading	I can interpret information from an infographic.
<i>Documents authentiques</i>	<i>Quel gâchis !</i>	Reading	I can understand information in an infographic about trash accumulation.
<i>Documents authentiques</i>	<i>Continuons à adopter les bonnes habitudes !</i>	Reading	I can understand information in an infographic about good

			habits associated with reusing and recycling things.
<i>Documents authentiques</i>	<i>Journée internationale des forêts 2023</i>	Listening	I can understand the main idea and many words, phrases and expressions in a video about why the conservation of forests is important to our health and well-being.
<i>Documents authentiques</i>	<i>Droits des communautés et conservation de la faune sauvage</i>	Listening	I can understand the main idea and many words, phrases, and expressions in a video about how wildlife and the daily life of local communities in Africa are affected by a reduced animal population.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand most of what someone says about ways in which their country works to support a healthier environment.
<i>Lectures</i>	<i>Les animaux du Mali</i>	Reading	I can read and understand an article about the different animals in Mali.
<i>Lectures</i>	<i>L'environnement à Djibouti</i>	Reading	I can learn about a country based on how it is affected by the environment.
Interpretive Performance Assessment	Interpretive Reading	Reading	I can understand many words, phrases, and the main idea in a video about the exploitation of forests and their natural resources in the Democratic Republic of the Congo and a program that will help resolve the problems this creates.
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 4 : L'environnement</i>	Writing	I can create a list of environmental terms grouped by category.
<i>Activités</i>	<i>Activité 5 : L'environnement</i>	Writing	I can write a short letter offering advice about recycling.
<i>Activités</i>	<i>Activité 6 : L'environnement</i>	Writing	I can write a simple solution to an environmental problem.
<i>Activités</i>	<i>Activité 7 : L'environnement</i>	Speaking	I can talk about an environmental issue that impacts the country I live in.
<i>Activités</i>	<i>Activité 13 : Les questions tags</i>	Writing	I can write complete sentences using tag questions.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	I can answer simple questions about how I help the environment.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can present basic information about something I learned.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a proposal for a club project that will help protect and improve the environment in my local community.

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 Afrique francophone</i>	<i>Panorama : La rivière Migoutsi</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Côte d'Ivoire to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>Les dromadaires du Tchad</i>	I can describe the cultural importance of camel races.

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 en Afrique francophone</i>	<i>Panorama : La rivière Migoutsi</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and

		practices in Côte d'Ivoire to help me explain and understand the perspectives of the target culture.
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 de l'Afrique</i>		Learn statistics and see a map of Africa
<i>Exploration culturelle</i>	<i>Le village de Ganvié, Venise d'Afrique : L'histoire du village de Ganvié</i>	I can describe the history of and a legend about a village in Benin.
<i>Exploration culturelle</i>	<i>Le village de Ganvié, Venise d'Afrique : Un tour de Ganvié</i>	I can express my opinions and ask questions about the village of Ganvié, Benin, after watching a video of the village.
<i>Exploration culturelle</i>	<i>La Grande Muraille verte</i>	I can describe an international conservation effort.
<i>Exploration culturelle</i>	<i>Les pics de Sindou</i>	I can describe a geographical feature and its cultural importance, and potential challenges and opportunities for the region.
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>Les dromadaires du Tchad</i>	I can describe the cultural importance of camel races.
<i>Exploration culturelle</i>	<i>Les pics de Sindou</i>	I can describe a geographical feature and its cultural importance, and potential challenges and opportunities for the region.
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>L'environnement</i>		Vocabulary related to the environment
<i>Formation des adverbes</i>		Using adverbs
<i>Les questions tags</i>		Using questions words
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>Exploration culturelle</i>	<i>Les dromadaires du Tchad</i>	I can describe the cultural importance of camel races.

<i>Exploration culturelle</i>	<i>Les pics de Sindou</i>	I can describe a geographical feature and its cultural importance, and potential challenges and opportunities for the region.
5. Communities		
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Section	Title	Can-Do/Description
Can-Do Checklist		Setting personal language goals, self-assessment on Can-Do statements, and unit reflection

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

