

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

Voces® Voix du monde 3

Voix du monde 3 is an award-winning, highly effective French curriculum for intermediate-level learners. *Voix du monde 3* will take your students from a novice-mid level of proficiency to a novice-high level of proficiency. 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 3* 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 : Un plat parfait en France</i>			
I. 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 questions about food and ingredients.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can communicate ingredient and food preferences.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can discuss eating healthy and give suggestions to others.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can interact with a friend while cooking, asking and answering questions about the recipe.
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 3 : Le plat parfait</i>	Reading	I can recognize ingredients in iconic French dishes.
<i>Activités</i>	<i>Activité 15 : L'impératif</i>	Reading	I can understand commands in French.
<i>Documents authentiques</i>	<i>Une recette pour le petit déjeuner</i>	Listening	I can identify the steps to preparing a breakfast recipe.
<i>Documents authentiques</i>	<i>Un repas végétarien</i>	Listening	I can understand instructions for preparing a New

			Year's meal.
<i>Documents authentiques</i>	<i>Recette de la tarte aux noix de pécan</i>	Reading	I can identify the steps to preparing a pie recipe.
<i>Documents authentiques</i>	<i>L'évolution du budget alimentaire des Français</i>	Reading	I can read and understand an infographic about the dietary budget of French households.
<i>Documents authentiques</i>	<i>Repas méditerranéen de poulet et de légumes</i>	Listening	I can understand a description about a Mediterranean chicken and vegetables recipe.
<i>Exploration culturelle</i>	<i>Les sauces mères</i>	Listening	I can identify an important component of French cuisine.
<i>Exploration culturelle</i>	<i>La baguette</i>	Reading	I can explain why the baguette is important to French culture and give some reasons why it was added to UNESCO's Representative List of the Intangible Cultural Heritage of Humanity.
<i>Exploration culturelle</i>	<i>Les spécialités régionales en France</i>	Reading	I can identify different specialty dishes from French regions.
<i>Exploration culturelle</i>	<i>Les étoiles MICHELIN</i>	Reading	I can understand how and why restaurants receive Michelin stars.
<i>Entrevue</i>	<i>Thibaud</i>	Listening	I can understand someone describing how to prepare a traditional French dish.
<i>Entrevue</i>	<i>Monsieur Watt</i>	Listening	I can understand someone describing how to prepare a traditional Senegalese dish.
<i>Lectures</i>	<i>Le repas gastronomique</i>	Reading	I can read an article about the <i>repas gastronomique</i> —a cultural practice connecting food, family, and heritage.

<i>Lectures</i>	<i>Le Cordon Bleu</i>	Reading	I can understand information about the French culinary school « <i>Le Cordon Bleu</i> ».
Integrated Performance Assessment	Interpretive Listening	Listening	I can identify the main steps and some supporting details from a video recipe.

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 10 : Le présent des verbes réguliers</i>	Writing	I can describe activities related to preparing and enjoying foods using regular present tense verbs.
<i>Activités</i>	<i>Activité 17 : L'impératif</i>	Writing	I can give cooking instructions using French commands.
<i>Activités</i>	<i>Activité 19 : L'impératif</i>	Writing	I can explain how to prepare a dish of my choice.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can communicate my preferences for ingredients and flavors.
Integrated Performance Assessment	Presentational Writing	Writing	I can write a simple recipe to post on social media.

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 : le Mont-Saint-Michel</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>Les spécialités régionales en France</i>	I can identify specialty dishes from French regions.
<i>Exploration culturelle</i>	<i>Les étoiles MICHELIN</i>	I can describe how and why restaurants receive Michelin stars.

<i>Lectures</i>	<i>Le repas gastronomique</i>	I can read an article about the <i>repas gastronomique</i> —a cultural practice connecting food, family, and heritage.
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 : le Mont-Saint-Michel</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>Les pâtisseries françaises</i>	I can describe some French pastries and compare them to pastries where I live.
<i>Exploration culturelle</i>	<i>Les sauces mères</i>	I can identify an important component of French cuisine.
<i>Exploration culturelle</i>	<i>Les tacos français</i>	I can describe a type of fast food available in France.
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 about French food and look at a map of France.
<i>Voyageons en France</i>	<i>La carte</i>	Interpret a map.
<i>Exploration culturelle</i>	<i>Les pâtisseries françaises</i>	I can describe some French pastries and compare them to pastries where I live.
<i>Lectures</i>	<i>Le repas gastronomique</i>	I can read an article about the <i>repas gastronomique</i> —a cultural practice connecting food, family, and heritage.
<i>Lectures</i>	<i>Le Cordon Bleu</i>	I can understand information about the French culinary school « <i>Le Cordon Bleu</i> ».
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 spécialités régionales en France</i>	I can identify different specialty dishes from French regions.
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>Le plat parfait</i>		Food vocabulary

<i>Les verbes servir, mettre et battre</i>		The verbs serve, put, and beat
<i>Les pronoms compléments d'objet direct et indirect</i>		Direct and indirect object pronouns
<i>Le partitif et les adverbes de quantité</i>		The partitive and adverbs of quantity
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 : le Mont-Saint-Michel</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>Les sauces mères</i>	I can identify an important component of French cuisine. I can write a simple profile or infographic about a recipe.
<i>Exploration culturelle</i>	<i>La baguette</i>	I can explain why the baguette is important to French culture and give some reasons why it was added to UNESCO's Representative List of the Intangible Cultural Heritage of Humanity.
<i>Lectures</i>	<i>Le repas gastronomique</i>	I can read an article about the <i>repas gastronomique</i> —a cultural practice connecting food, family, and heritage.
<i>Lectures</i>	<i>Le Cordon Bleu</i>	I can understand information about the French culinary school « <i>Le Cordon Bleu</i> ».
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 verbes servir, mettre et battre</i>	<i>Dans la communauté</i>	Share cultural insights of French culture to inspire classmates to make future travel plans.
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 2 : Mes amis et mes proches en Amérique du Nord

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 provide personal information about myself and friends.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can discuss important personality traits.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can discuss personality traits for work.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer simple prompts about my friendship preferences.

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 17 : Les nationalités</i>	Reading	I can determine a person's nationality after reading where they are from.
<i>Documents authentiques</i>	<i>À quel âge les jeunes quittent-ils le foyer parental en Europe ?</i>	Reading	I can read and understand an infographic about what age young people leave home.
<i>Documents authentiques</i>	<i>Les bonnes résolutions de la famille Boulanger !</i>	Listening	I can interpret family relationships depicted in a commercial.
<i>Documents authentiques</i>	<i>Bon marché avec les P'tits Lions</i>	Listening	I can observe family relations in a commercial about shopping.
<i>Documents authentiques</i>	<i>Où passe-t-on le plus de temps sur les réseaux sociaux ?</i>	Reading	I can identify the general topic of an infographic about social media and interpret the data.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand someone describing their close family members.
<i>Entrevue</i>	<i>Monsieur Watt</i>	Listening	I can understand someone talking about and describing their

			close friend.
<i>Lectures</i>	<i>Zachary Richard</i>	Reading	I can understand essential information about francophone Louisiana and its most well-known advocate, Zachary Richard.
<i>Lectures</i>	<i>Céline Dion</i>	Reading	I can understand and share information about a French-speaking singer.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a short blog post about friendship.

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 : Mes amis et mes proches</i>	Writing	I can answer questions about my family.
<i>Activités</i>	<i>Activité 5 : Mes amis et mes proches</i>	Writing	I can describe a fictional family tree.
<i>Activités</i>	<i>Activité 16 : En savoir plus sur la description</i>	Writing	I can describe the physical appearance of three individuals.
<i>Activités</i>	<i>Activité 19 : Les nationalités</i>	Speaking	I can state someone's nationality.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Students answer questions about themselves.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about how my personality influences my reactions.
Integrated Performance Assessment	Presentational Writing	Writing	I can draw from my personal experience to provide specific details in response to an email.

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 Amérique du Nord</i>	<i>Panorama : la chute Montmorency</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 chanson francophone acadienne</i>	I can identify products and practices about songs and music from Acadia.
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 Amérique du Nord</i>	<i>Panorama : la chute Montmorency</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 français louisianais</i>	I can compare Louisiana French to standard French or Québécois French and the different influences on Louisiana French to my first language.
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'Amérique du Nord</i>		Learn statistics and look at a map of North America.
<i>Voyageons en Amérique du Nord</i>	<i>La carte</i>	Interpret a map.
<i>Exploration culturelle</i>	<i>Le Grand Dérangement</i>	I can describe the significance of a historical event.
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 cajun</i>	I can describe some popular Cajun dishes and food traditions and compare them to dishes popular in my culture or where I live.
<i>Exploration culturelle</i>	<i>Le français louisianais</i>	I can compare Louisiana French to standard French or Québécois French and the different influences on Louisiana French to my first language.
<i>Exploration culturelle</i>	<i>Le courir de Mardi gras</i>	I can identify how people celebrate Mardi Gras.
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>Mes amis et mes proches</i>		My friends and loved ones
<i>La description</i>		Description
<i>Les nationalités</i>		Nationalities
<i>Le comparatif et le superlatif</i>		The comparative and the superlative
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 Grand Dérangement</i>	I can describe the significance of a historical event.
<i>Exploration culturelle</i>	<i>La cuisine Cajun</i>	I can describe some popular Cajun dishes and food traditions and compare them to dishes popular in my culture or where I live.
<i>Exploration culturelle</i>	<i>Le français louisianais</i>	I can compare Louisiana French to standard French or <i>Québécois</i> French and the different influences on Louisiana French to my first language.
<i>Exploration culturelle</i>	<i>Le courir de Mardi gras</i>	I can identify how people celebrate Mardi Gras.
<i>Exploration culturelle</i>	<i>La chanson francophone acadienne</i>	I can identify products and practices about songs and music from Acadia.
<i>Lectures</i>	<i>Zachary Richard</i>	I can understand essential information about francophone Louisiana and its most well-known advocate, Zachary Richard.
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>En savoir plus sur la description</i>	<i>Dans la communauté</i>	Connect with the French-speaking community on social media and other sources.
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 3 : Un été en Polynésie française

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 5 : Les activités d'été</i>	Listening	I can understand simple statements about summer activities.
<i>Parlons un peu !</i>	<i>Questions personnelles</i>	Speaking	I can respond to questions about summer activities and vacations.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can discuss what I like to do on vacation.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can talk about a recent trip I took.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can interact to persuade a parent to allow me to do something.

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>Quelles activités y a-t-il dans le parc des Cytises cet été ?</i>	Listening	I can understand and present information about summer activities.
<i>Documents authentiques</i>	<i>Les 6 sports des vacances de printemps</i>	Listening	I can understand a video about the top six sports played at a French vacation camp.
<i>Documents authentiques</i>	<i>Des cours de voile</i>	Listening	I can understand information in a video about sailing lessons.
<i>Documents authentiques</i>	<i>Les activités sportives préférées des Français</i>	Reading	I can read and understand an infographic about the favorite sports and activities of French people.
<i>Exploration culturelle</i>	<i>La légende de la création des Marquises</i>	Reading	I can describe a Polynesian myth of origin.
<i>Exploration culturelle</i>	<i>Les instruments musicaux traditionnels</i>	Reading	I can compare and contrast the traditional musical instruments

			and their importance to my culture or where I live to those of French Polynesia.
<i>Exploration culturelle</i>	<i>La danse de la Polynésie française</i>	Reading/ Listening	I can compare and contrast traditional dance in French Polynesia with dance in my own culture or another culture.
<i>Exploration culturelle</i>	<i>Les effets du tourisme en Polynésie française</i>	Reading/ Listening	I can tell why people think differently about tourism.
<i>Entrevue</i>	<i>Eva</i>	Listening	I can understand someone telling a story about a summer vacation.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand someone talking about what they typically do during the summer.
<i>Lectures</i>	<i>Célestine Hitiura Vaite</i>	Reading	I can read and understand a biography about a Polynesian author.
<i>Lectures</i>	<i>La navigation aux étoiles</i>	Reading	I can understand key information about the traditional navigation methods of French Polynesians.
Integrated Performance Assessment	Interpretive Listening	Listening	I can identify the main activities a TikToker did at summer camp and her opinions on those activities.

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 2 : Les activités d'été</i>	Writing	I can answer simple questions about the summer activities I enjoy.
<i>Activités</i>	<i>Activité 4 : Les activités d'été</i>	Speaking	I can discuss my favorite summer activities.
<i>Activités</i>	<i>Activité 6 : Les activités d'été</i>	Writing	I can write a paragraph

			about my summer hobbies.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Students answer questions about themselves.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about my ideal summer vacation in a francophone country.
Integrated Performance Assessment	Presentational Writing	Writing	I can describe my (imagined) time at a francophone summer camp.

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 : Bora Bora</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 vanille</i>	I can identify products of a culture and consider why they may be significant.
<i>Exploration culturelle</i>	<i>Les effets du tourisme en Polynésie française</i>	I can tell why people think differently about tourism.

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 Polynésie française</i>	<i>Panorama : Bora Bora</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 danse de la Polynésie française</i>	I can compare and contrast traditional dance in French Polynesia with dance in my own culture or another 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
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<i>Présentation de la Polynésie française</i>		Learn statistics and look at a map of French Polynesia.
<i>Voyageons en Polynésie française</i>	<i>La carte</i>	Interpret a map.
<i>Exploration culturelle</i>	<i>La légende de la création des Marquises</i>	I can describe a Polynesian myth of origin.
<i>Exploration culturelle</i>	<i>Les instruments musicaux traditionnels</i>	I can compare and contrast the traditional musical instruments and their importance to my culture or where I live to those of French Polynesia.
<i>Exploration culturelle</i>	<i>La danse de la Polynésie française</i>	I can compare and contrast traditional dance in French Polynesia with dance in my own culture or another culture.
<i>Exploration culturelle</i>	<i>Les effets du tourisme en Polynésie française</i>	I can tell why people think differently about tourism.

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 légende de la création des Marquises</i>	I can describe a Polynesian myth of origin.
<i>Exploration culturelle</i>	<i>Les instruments musicaux traditionnels</i>	I can compare and contrast the traditional musical instruments and their importance to my culture or where I live to those of French Polynesia.
<i>Exploration culturelle</i>	<i>La danse de la Polynésie française</i>	I can compare and contrast traditional dance in French Polynesia with dance in my own culture or another culture.
<i>Exploration culturelle</i>	<i>La vanille</i>	I can identify products of a culture and consider why they may be significant.
<i>Lectures</i>	<i>Célestine Hitiura Vaite</i>	I can read and understand a biography about a Polynesian author.
<i>Lectures</i>	<i>La navigation aux étoiles</i>	I can understand key information about the traditional navigation methods of French Polynesians.

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 activités d'été</i>		Summer activities
<i>Le passé composé</i>		The past tense

<i>Les prépositions avec les pays et les villes</i>		Prepositions with countries and cities
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 légende de la création des Marquises</i>	I can describe a Polynesian myth of origin.
<i>Exploration culturelle</i>	<i>Les instruments musicaux traditionnels</i>	I can compare and contrast the traditional musical instruments and their importance to my culture or where I live to those of French Polynesia.
<i>Exploration culturelle</i>	<i>La danse de la Polynésie française</i>	I can compare and contrast traditional dance in French Polynesia with dance in my own culture or another culture.
<i>Exploration culturelle</i>	<i>La vanille</i>	I can identify products of a culture and consider why they may be significant.
<i>Lectures</i>	<i>Célestine Hitiura Vaite</i>	I can read and understand a biography about a Polynesian author.
<i>Lectures</i>	<i>La navigation aux étoiles</i>	I can understand key information about the traditional navigation methods of French Polynesians.
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 prépositions avec les pays et les villes</i>	<i>Dans la communauté</i>	Support a French-speaking charity in a local 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 4 : En route au Sénégal</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 talk about driving.

<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can discuss my concerns about driving.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can explain a car problem and get help sent to my location.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can respond to text messages to provide details about driving rules in Senegal.

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>Le code de la route</i>	Reading	I can interpret the text of a road sign and use context cues to guess the meaning of unfamiliar words.
<i>Documents authentiques</i>	<i>Le permis de conduire contre des heures de bénévolat</i>	Listening	I can understand a news report.
<i>Documents authentiques</i>	<i>Des alternatives à Google Maps</i>	Reading	I can read and understand an article about navigation apps.
<i>Documents authentiques</i>	<i>À Paris, le vélo dépasse la voiture</i>	Reading	I can read and understand an infographic about the means of transportation used in Paris.
<i>Documents authentiques</i>	<i>Conduire au Japon</i>	Listening	I can understand a video about driving in another country and compare it with driving habits in America.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand someone talking about driving in different countries.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about taking their driver's exam.
<i>Lectures</i>	<i>Léopold Sédar Senghor</i>	Reading	I can understand the main ideas and key information in a short biography of a

			historical figure of Senegal.
<i>Lectures</i>	<i>Ousmane Sow</i>	Reading	I can understand and share information about a sculptor from Senegal.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand a list of advice about driving in a foreign country.

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 : En route</i>	Writing	I can write a paragraph to describe a driving mishap.
<i>Activités</i>	<i>Activité 6 : En route</i>	Speaking	I can describe some of what I see at the scene of a car accident.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Students answer questions about themselves.
<i>Parlons un peu !</i>	Presentation #1	Speaking	I can present about the effects of ignoring traffic laws in other countries.
Integrated Performance Assessment	Presentation Speaking	Speaking	I can make a cultural comparison of driving in Senegal compared to driving in my country.

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 Sénégal</i>	<i>Panorama : Dakar</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>Les pirogues sénégalaises</i>	I can identify the place and roles of pirogues in everyday Senegalese coastal culture.
<i>Exploration culturelle</i>	<i>Le grand carnaval de Dakar</i>	I can compare <i>le grand carnaval de Dakar</i> to a cultural festival

		with which I am familiar.
<i>Exploration culturelle</i>	<i>La biennale de Dakar</i>	I can identify and consider beliefs that influence the creation of a community-focused event.
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 Sénégal</i>	<i>Panorama : Dakar</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>Lectures</i>	<i>Ousmane Sow</i>	I can understand and share information about a sculptor from Senegal.
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 Sénégal</i>		Learn statistics and look at a map of Senegal.
<i>Voyageons au Sénégal</i>	<i>La carte</i>	Interpret a map.
<i>Exploration culturelle</i>	<i>Le car rapide sénégalais</i>	I can describe a form of public transportation in Senegal and compare it to forms of public transportation where I live.
<i>Exploration culturelle</i>	<i>Le rallye Paris-Dakar</i>	I can identify and tell why people make decisions about sporting events.
<i>Exploration culturelle</i>	<i>Les pirogues sénégalaises</i>	I can identify the place and roles of pirogues in everyday Senegalese coastal culture.
<i>Exploration culturelle</i>	<i>Le grand carnaval de Dakar</i>	I can compare <i>le grand carnaval de Dakar</i> to a cultural festival with which I am familiar.
<i>Exploration culturelle</i>	<i>La biennale de Dakar</i>	I can identify and consider beliefs that influence the creation of a community-focused event.
<i>Lectures</i>	<i>Léopold Sédar Senghor</i>	I can understand the main ideas and key information in a short biography of a historical figure of Senegal.

<i>Lectures</i>	<i>Ousmane Sow</i>	I can understand and share information about a sculptor from Senegal.
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 grand carnaval de Dakar</i>	I can compare <i>le grand carnaval de Dakar</i> to a cultural festival with which I am familiar.
<i>Exploration culturelle</i>	<i>La biennale de Dakar</i>	I can identify and consider beliefs that influence the creation of a community-focused event.
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 route</i>		On the way
<i>Savoir et connaître</i>		Know and get to know
<i>Les pronoms relatifs « qui » et « que »</i>		The relative pronouns “who” and “that”
<i>Le présent des verbes réfléchis</i>		The present tense of reflexive verbs
<i>Le passé composé des verbes réfléchis</i>		The past tense of reflexive verbs
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 car rapide sénégalais</i>	I can describe a form of public transportation in Senegal and compare it to forms of public transportation where I live.
<i>Exploration culturelle</i>	<i>Le rallye Paris-Dakar</i>	I can identify and tell why people make decisions about sporting events.
<i>Exploration culturelle</i>	<i>Les pirogues sénégalaises</i>	I can identify the place and roles of pirogues in everyday Senegalese coastal culture.
<i>Exploration culturelle</i>	<i>Le grand carnaval de Dakar</i>	I can compare <i>le grand carnaval de Dakar</i> to a cultural festival with which I am familiar.
<i>Exploration culturelle</i>	<i>La biennale de Dakar</i>	I can identify and consider beliefs that influence the creation of a community-focused event.
<i>Lectures</i>	<i>Léopold Sédar Senghor</i>	I can understand the main ideas and key information in a short biography of a historical figure

		of Senegal.
<i>Lectures</i>	<i>Ousmane Sow</i>	I can understand and share information about a sculptor from Senegal.
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>	Host a movie night with classmates to watch a movie 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 5 : Quand j'étais petit(e) en Suisse</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 talk about my childhood and the activities I enjoyed doing as a kid.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can compare popular childhood activities between Switzerland and that of my own culture.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can discuss my favorite fairy tale.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can use the imperfect tense in a conversation about my childhood.
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>Un musée de l'école original et vivant !</i>	Listening	I can interpret a video report about a live reenactment of a school of yesteryear.
<i>Documents authentiques</i>	<i>La Bonne Petite Souris</i>	Reading	I can understand a

			descriptive introduction of a French fairy tale.
<i>Documents authentiques</i>	<i>Un conte de fées</i>	Listening	I can understand the narration of a fairy tale.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about their childhood.
<i>Entrevue</i>	<i>Séverine</i>	Listening	I can understand someone telling a childhood story.
<i>Lectures</i>	<i>Roger Federer : un grand champion suisse</i>	Reading	I can understand the main ideas and some pieces of information about the biography of the Swiss tennis champion Roger Federer.
<i>Lectures</i>	<i>La Suisse et le concours Eurovision de la chanson</i>	Reading	I can understand the main idea and some pieces of information about a popular music competition.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand the introductory paragraph of a fairy tale.

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 : Quand j'étais petit(e)</i>	Writing	I can write a fairy tale.
<i>Activités</i>	<i>Activité 6 : Quand j'étais petit(e)</i>	Speaking	I can tell a fairy tale.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Students answer questions about themselves.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can tell a fairy tale that takes place in Switzerland.
Integrated Performance Assessment	Presentational Writing	Writing	I can write an original ending to a story using the <i>imparfait</i> and <i>passé composé</i> tenses.

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
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<i>Voyageons en Suisse</i>	<i>Panorama : Zermatt</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>Le carnaval de Bâle</i>	I can describe the celebrations of a carnival in Switzerland.
<i>Lectures</i>	<i>Roger Federer : un grand champion suisse</i>	I can understand the main ideas and some pieces of information about the biography of the Swiss tennis champion Roger Federer.

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 Suisse</i>	<i>Panorama : Zermatt</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>Lectures</i>	<i>La Suisse et le concours Eurovision de la chanson</i>	I can understand the main idea and some pieces of information about a popular music competition.

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 Suisse</i>		Learn statistics and see a map of Switzerland.
<i>Voyageons en Suisse</i>	<i>Panorama : Zermatt</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>Le carnaval de Bâle</i>	I can describe the celebrations of a carnival in Switzerland.
<i>Exploration culturelle</i>	<i>La Dame blanche de Rouelbeau</i>	I can compare a ghost legend from my own culture to a ghost legend from Switzerland.
<i>Exploration culturelle</i>	<i>Le ski</i>	I can identify and discuss the ways that school holidays reflect local traditions.
<i>Exploration culturelle</i>	<i>La fête nationale suisse</i>	I can describe the celebrations of Switzerland's national holiday.

<i>Exploration culturelle</i>	<i>Le chocolat suisse</i>	I can explain why a community promotes and protects a local product.
<i>Lectures</i>	<i>Roger Federer : un grand champion suisse</i>	I can understand the main ideas and some pieces of information about the biography of the Swiss tennis champion Roger Federer.
<i>Lectures</i>	<i>La Suisse et le concours Eurovision de la chanson</i>	I can understand the main idea and some pieces of information about a popular music competition.
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 ski</i>	I can identify and discuss the ways that school holidays reflect local traditions.
<i>Exploration culturelle</i>	<i>La fête nationale suisse</i>	I can describe the celebrations of Switzerland's national holiday.
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>Quand j'étais petit(e)</i>		When I was little
<i>L'imparfait</i>		The imperfect
<i>Le passé composé avec l'imparfait</i>		The past tense with the imperfect
<i>Quel et lequel</i>		Which and which
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 Bâle</i>	I can describe the celebrations of a carnival in Switzerland.
<i>Exploration culturelle</i>	<i>La Dame blanche de Rouelbeau</i>	I can compare a ghost legend from my own culture to a ghost legend from Switzerland.
<i>Exploration culturelle</i>	<i>Le ski</i>	I can identify and discuss the ways that school holidays reflect local traditions.
<i>Exploration culturelle</i>	<i>La fête nationale suisse</i>	I can describe the celebrations of Switzerland's national holiday.
<i>Exploration culturelle</i>	<i>Le chocolat suisse</i>	I can explain why a community promotes and protects a local product.
<i>Lectures</i>	<i>Roger Federer : un grand champion suisse</i>	I can understand the main ideas and some pieces of information about the biography of the Swiss tennis champion Roger Federer.

<i>Lectures</i>	<i>La Suisse et le concours Eurovision de la chanson</i>	I can understand the main idea and some pieces of information about a popular music competition.
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>Quel et lequel</i>	<i>Dans la communauté</i>	Invite a French speaker to talk to the class about an upcoming cultural event.
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 : La prochaine étape de ma vie 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 respond to questions about my educational and professional interests.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can discuss what to write on a scholarship application.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can compare jobs in my country and Belgium with my partner.
Integrated Performance Assessment	Interpersonal Speaking	Speaking	I can answer questions during a job interview.
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 : La prochaine étape de ma vie</i>	Reading	I can interpret simple sentences about various professions.
<i>Activités</i>	<i>Activité 5 : La prochaine étape de ma vie</i>	Reading	I can interpret simple sentences about the education and characteristics one needs to obtain a job.

<i>Documents authentiques</i>	<i>Un CV vidéo</i>	Listening	I can understand the main idea and some pieces of information from a video résumé.
<i>Documents authentiques</i>	<i>À la recherche d'un emploi</i>	Reading	I can understand information in a job posting.
<i>Documents authentiques</i>	<i>Une offre d'emploi</i>	Reading	I can understand an ad for a job posting.
<i>Documents authentiques</i>	<i>Hortense à la recherche d'un job</i>	Listening	I can understand a short video about a job search.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about their career path and professional interests.
<i>Entrevue</i>	<i>Monsieur Watt</i>	Listening	I can understand someone talking about their friend's career aspirations.
<i>Lectures</i>	<i>Magritte, peintre de la pensée</i>	Reading	I can understand information about the life and work of the Belgian painter René Magritte.
<i>Lectures</i>	<i>Hergé</i>	Reading	I can understand information about a Belgian writer.
Integrated Performance Assessment	Interpretive Listening	Listening	I can understand a video about a job fair presented by the French government.

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 16 : Le conditionnel</i>	Writing	I can describe what I would do in a hypothetical situation.
<i>Entrevue</i>	<i>Et toi ?</i>	Speaking	Students answer questions about themselves.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about how to interview well for a job.
Integrated Performance Assessment	Presentational Writing	Writing	I can write <i>une lettre de motivation</i> (a cover letter) to accompany my CV.

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 Belgique</i>	<i>Panorama : Bruges</i>	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>Les traditions de décembre en Belgique</i>	I can identify products and practices associated with December holidays in Belgium.
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 Belgique</i>	<i>Panorama : Bruges</i>	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>Les traditions de décembre en Belgique</i>	I can identify products and practices associated with December holidays in Belgium.
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 look at a map of Belgium.
<i>Exploration culturelle</i>	<i>Le tapis de fleurs</i>	I can identify and discuss how events express a culture's values and beliefs.
<i>Exploration culturelle</i>	<i>Kattenstoet</i>	I can describe an animal-focused celebration in Belgium and compare it to other festivals I am familiar with.
<i>Exploration culturelle</i>	<i>La pêche aux crevettes à Oostduinkerke</i>	I can compare the tradition of shrimp fishing on horseback in Belgium to an important tradition in my own culture or where I live.
<i>Exploration culturelle</i>	<i>L'Art nouveau</i>	I can identify and compare elements of an art movement.
<i>Exploration culturelle</i>	<i>Les traditions de décembre en Belgique</i>	I can identify products and practices associated with December holidays in Belgium.

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 tapis de fleurs</i>	I can identify and discuss how events express a culture's values and beliefs.
<i>Exploration culturelle</i>	<i>Kattenstoet</i>	I can describe an animal-focused celebration in Belgium and compare it to other festivals I am familiar with.
<i>Exploration culturelle</i>	<i>La pêche aux crevettes à Oostduinkerke</i>	I can compare the tradition of shrimp fishing on horseback in Belgium to an important tradition in my own culture or where I live.
<i>Exploration culturelle</i>	<i>L'Art nouveau</i>	I can identify and compare elements of an art movement.
<i>Exploration culturelle</i>	<i>Les traditions de décembre en Belgique</i>	I can identify products and practices associated with December holidays in Belgium.
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 prochaine étape de ma vie</i>		The next step in my life
<i>Le futur</i>		The future
<i>Le conditionnel</i>		The conditional
<i>Le pronom relatif « dont »</i>		The relative pronoun "whose"
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 tapis de fleurs</i>	I can identify and discuss how events express a culture's values and beliefs.
<i>Exploration culturelle</i>	<i>Kattenstoet</i>	I can describe an animal-focused celebration in Belgium and compare it to other festivals I am familiar with.
<i>Exploration culturelle</i>	<i>La pêche aux crevettes à Oostduinkerke</i>	I can compare the tradition of shrimp fishing on horseback in Belgium to an important tradition in my own culture or where I live.
<i>Exploration culturelle</i>	<i>L'Art nouveau</i>	I can identify and compare elements of an art movement.
<i>Exploration culturelle</i>	<i>Les traditions de décembre en Belgique</i>	I can identify products and practices associated with December holidays in Belgium.
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 prochaine étape de ma vie</i>	<i>Dans la communauté</i>	Find a local French program in a college or university to participate in special events that promote the use of 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 7 : Un monde connecté au Rwanda</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 respond to questions about my favorite news sources.
<i>Parlons un peu !</i>	Interpersonal #1	Speaking	I can discuss various news sources.
<i>Parlons un peu !</i>	Interpersonal #2	Speaking	I can discuss a powerful and positive news story and its impact.
Integrated Performance Assessment	Interpersonal Writing	Writing	I can write answers to questions in a friend's text about my experiences during a trip to Rwanda.
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>Réduire le temps d'écran chez les enfants</i>	Listening	I can understand a news report about screen time.
<i>Documents authentiques</i>	<i>Top 10 des cadeaux high-tech</i>	Reading	I can understand an article about technology.
<i>Documents authentiques</i>	<i>Les fake news</i>	Reading	I can understand the main idea of an informational website.
<i>Documents authentiques</i>	<i>Bloguer pour enseigner et</i>	Reading	I can understand the

	<i>apprendre</i>		main idea of an informational article.
<i>Entrevue</i>	<i>Amy</i>	Listening	I can understand someone talking about French media and news sources.
<i>Entrevue</i>	<i>Monsieur Watt</i>	Listening	I can understand someone talking about how they typically get their news.
<i>Lectures</i>	<i>Quelques femmes rwandaises notoires</i>	Reading	I can understand the main idea and detailed information of an article about women leaders from Rwanda.
<i>Lectures</i>	<i>Sonia Rolland</i>	Reading	I can understand and share information about a French Rwandan actress.
Integrated Performance Assessment	Interpretive Reading	Reading	I can understand many ideas in an article about Rwanda.

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>Entrevue</i>	<i>Et toi ?</i>	Speaking	Students answer questions about themselves.
<i>Parlons un peu !</i>	Presentational #1	Speaking	I can talk about important news articles.
Integrated Performance Assessment	Presentational Speaking	Speaking	I can give an oral presentation about Rwanda, my impressions of the country, and what I did while I was there.

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 Rwanda</i>	<i>Panorama : Virunga</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Rwanda to help me explain and understand the

		perspectives of the target culture.
<i>Exploration culturelle</i>	<i>Les talents artistiques de Gaël Faye</i>	I can compare products and practices associated with a well-known person in Rwanda to similar figures from my own country.
<i>Exploration culturelle</i>	<i>L'umuganda, la journée du travail communautaire</i>	I can compare community service in Rwanda to community service where I live.
<i>Lectures</i>	<i>Quelques femmes rwandaises notoires</i>	I can understand the main idea and detailed information of an article about women leaders from Rwanda.

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 Rwanda</i>	<i>Panorama : Virunga</i>	I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Rwanda to help me explain and understand the perspectives of the target culture.
<i>Exploration culturelle</i>	<i>L'Intore</i>	I can describe how a dance tradition has evolved in Rwanda.
<i>Exploration culturelle</i>	<i>#madeinrwanda</i>	I can identify and discuss factors that affect efforts that drive technological innovation.

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 Rwanda</i>		Learn statistics and look at a map of Rwanda.
<i>Exploration culturelle</i>	<i>L'Intore</i>	I can describe how a dance tradition has evolved in Rwanda.
<i>Exploration culturelle</i>	<i>#madeinrwanda</i>	I can identify and discuss factors that affect efforts that drive technological innovation.
<i>Exploration culturelle</i>	<i>Les talents artistiques de Gaël Faye</i>	I can compare products and practices associated with a well-known person in Rwanda to similar figures from my own country.
<i>Exploration culturelle</i>	<i>L'umuganda, la journée du travail communautaire</i>	I can compare community service in Rwanda to community service where I live.

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 parcs nationaux du Rwanda</i>	I can compare the national parks of Rwanda to the national parks or state parks where I live.
<i>Exploration culturelle</i>	<i>Les talents artistiques de Gaël Faye</i>	I can compare products and practices associated with a well-known person in Rwanda to similar figures from my own country.
<i>Exploration culturelle</i>	<i>L'umuganda, la journée du travail communautaire</i>	I can compare community service in Rwanda to community service where I live.
<i>Lectures</i>	<i>Quelques femmes rwandaises notoires</i>	I can understand the main idea and detailed information of an article about women leaders from Rwanda.

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 informations et les médias</i>		News and media
<i>Le subjonctif des verbes réguliers</i>		The subjunctive of regular verbs
<i>Plus sur le subjonctif</i>		More on the subjunctive
<i>Les verbes irréguliers au subjonctif</i>		Irregular verbs in the subjunctive
<i>Le subjonctif et l'indicatif et le doute et la certitude</i>		The subjunctive and the indicative, doubt and certainty

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>#madeinrwanda</i>	I can identify and discuss factors that affect efforts that drive technological innovation.
<i>Exploration culturelle</i>	<i>Les parcs nationaux du Rwanda</i>	I can compare the national parks of Rwanda to the national parks or state parks where I live.
<i>Exploration culturelle</i>	<i>Les talents artistiques de Gaël Faye</i>	I can compare products and practices associated with a well-known person in Rwanda to similar figures from my own country.
<i>Exploration culturelle</i>	<i>L'umuganda, la journée du travail communautaire</i>	I can compare community service in Rwanda to community service where I live.
<i>Exploration de l'Hexagone</i>	<i>La presse jeunesse</i>	I can read and understand information about the youth press

		in France.
<i>Lectures</i>	<i>Quelques femmes rwandaises notoires</i>	I can understand the main idea and detailed information of an article about women leaders from Rwanda.
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 informations et les médias</i>	<i>Dans la communauté</i>	Read an online newspaper in French and say which topics are interesting.
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

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