***Notre histoire* Level 2**

**Can Dos by Unit**

**--Unité 1 : L'aventure commence—**

Interpretive Reading

I can read an article about a festival in France that is based on Louisiana’s culture and music.

I can read an infographic about the use of French in the Canadian province of New Brunswick.

I can understand a chapter in an ongoing story.

I can understand a story about a surprising trip to France.

I can understand a story about Acadian history.

I can understand a story about Cajun and French culture.

I can understand a story about the benefits of being bilingual.

I can understand an article about a historical legend.

I can understand an article about a natural disaster.

I can understand a story about a French person living in Chicago.

I can understand a story about a trip to New Orleans.

Interpretive Listening

I can understand some of what someone says about a trip they took.

I can understand some words and phrases and the main idea of a video about the Canadian province of New Brunswick.

Presentational Speaking

I can give information about myself such as my name, where I am from, and details of a trip I have taken.

I can make a voice recording about French cultural experiences during a visit to Chicago.

I can retell a story about a surprising trip to France with an alternative ending.

I can tell a story about a French person living in Chicago.

I can tell a story about Cajun and French culture.

I can tell an original story.

Presentational Writing

I can continue a story about the benefits of being bilingual.

I can write a short report about Acadian colonists and their experiences in the New World.

I can write a story about Acadian history.

I can write an email about areas in North America influenced by French culture and why I want to go there.

I can write an original story.

I can write what I think will happen next in an ongoing story.

I can write a story about a trip to New Orleans.

Interpersonal Writing

I can write an email about a vacation to Saint Pierre, France.

Interpersonal Speaking

I can have a conversation about the results of a DNA ancestry test.

I can have a conversation about why the Acadians left Quebec, where they immigrated to, and regions of North America that have been influenced by French culture.

I can talk about a historical site.

I can talk about visiting a market.

Intercultural Competencies

I can research the history of a place or group of people and compare it to my own family history.

I can use single words and phrases to identify products and practices that reflect perspectives in New Orleans.

I can use single words and phrases to identify products and practices that reflect perspectives in Quebec.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

**--Unité 2 : Liens d'affection—**

Interpretive Reading

I can read a web page of information about Polynesian weddings.

I can understand a chapter in an ongoing story.

I can understand a Polynesian creation myth.

I can understand a story about a romantic interest between two people.

I can understand a story about a traditional picnic in la Réunion.

I can understand a story about a trip to French Guiana.

I can understand a story about a wedding and a honeymoon in Tahiti.

I can understand a story about life in Bora Bora.

I can understand an article about a French prisoner.

I can understand an article about a legend.

Interpretive Listening

I can understand some of what someone says about their family.

I can understand some words and phrases and the main idea of a video about a vacation destination in Bora Bora.

I can understand some words and phrases and the main idea of a video about French Guiana.

Presentational Speaking

I can give information about myself and my family members, such as age, description, and interests.

I can make a voice recording about a traditional Polynesian wedding.

I can retell a Polynesian creation myth with an alternative ending.

I can talk about a traditional Polynesian wedding ceremony.

I can talk about what I think will happen next in an ongoing story.

I can tell a story about a wedding and a honeymoon in Tahiti.

I can tell a story about life in Bora Bora.

I can tell an original story.

Presentational Writing

I can continue a story about a romantic interest between two people.

I can write a journal entry about a trip to la Réunion.

I can write a story about a traditional picnic in la Réunion.

I can write a story about a trip to French Guiana.

I can write an original story.

Interpersonal Writing

I can text answers to questions about a destination wedding in Bora Bora.

I can write an email about why I am stressed and why I would like to go on a relaxing vacation to Bora Bora.

Interpersonal Speaking

I can have a conversation about someone I would like to go out with.

I can talk about animals in a French overseas territory.

I can talk about churches and culturally significant places.

Intercultural Competencies

I can research the culture and history of a French overseas territory.

I can use single words and phrases to identify products and practices that reflect perspectives in la Réunion.

I can use single words and phrases to identify products and practices that reflect perspectives in New Caledonia.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare someone else's family to my own.

**--Unité 3 : Mon propre style—**

Interpretive Reading

I can read an article about a health law in France concerning body image and weight loss in the fashion industry.

I can read and understand a quiz about fashion.

I can understand a chapter in an ongoing story.

I can understand a story about a fashion blogger.

I can understand a story about a French fashion designer.

I can understand a story about a trip where something goes wrong.

I can understand a story about a young woman in the modeling industry.

I can understand a story about an aspiring fashion designer.

I can understand a story about an event that celebrates traditional clothing.

I can understand an article about a controversial clothing item.

I can understand an article about social media influencers.

I can understand the events and details of the first four chapters of an ongoing story.

Interpretive Listening

I can understand some words and phrases and the main idea of a video about fashion trends.

Presentational Speaking

I can give information about my clothing style, my favorite clothes, and where I get my clothes from.

I can leave a voicemail describing traditional Swiss costumes.

I can retell a story about an event that celebrates traditional clothing with an alternative ending.

I can talk about what I think will happen next in an ongoing story.

I can tell a story about a French fashion designer.

I can tell a story about a trip where something goes wrong.

I can tell an original story.

Presentational Writing

I can continue a story about an aspiring fashion designer.

I can rewrite a chapter in an ongoing story from a different perspective.

I can write a short summary about fashion and the fashion industry in France.

I can write a story about a fashion blogger.

I can write a story about a young woman in the modeling industry.

I can write an email about a fashion show I saw.

I can write an original story.

Interpersonal Writing

I can have a conversation about shopping for new clothes because my suitcase got lost.

Interpersonal Speaking

I can have a conversation about my fashion preferences.

I can have a conversation about what style of clothing I like.

I can talk about a principality.

I can talk about influences on the French language.

Intercultural Competencies

I can reflect on how different concepts are covered in the media both in a French-speaking culture and my own.

I can use single words and phrases to identify products and practices that reflect perspectives at a festival in France.

I can use single words and phrases to identify products and practices that reflect perspectives in Mont-Saint-Michel, France.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare Monaco to where I live.

**--Unité 4 : Bonne santé, bonne vie—**

Interpretive Reading

I can read an infographic about a disease.

I can understand a chapter in an ongoing story.

I can understand a story about a treatment for someone who is sick.

I can understand a story about an interaction between a nurse and a patient.

I can understand a story about asking for directions in Paris.

I can understand a story about following directions and finding a traditional healer.

I can understand a story about playing a game in French.

I can understand a story about someone overcoming adversity.

I can understand an article about an international health organization.

I can understand an article about voodoo and traditional healers.

Interpretive Listening

I can understand some words and phrases and the main idea of a video about a disease.

I can understand the main idea and many words and phrases in a video about malaria.

Presentational Speaking

I can give information about my health and my lifestyle.

I can retell a story about an interaction between a nurse and a patient with an alternative ending.

I can talk about a famous artist and a mental health hospital.

I can talk about clothing that reflects health and culture.

I can tell a story about asking for directions in Paris.

I can tell a story about playing a game in French.

I can tell an original story.

I can tell someone what to do while playing the game Jacques a dit.

Presentational Writing

I can continue a story about following directions and finding a traditional healer.

I can write a blog post about a person who practices traditional medicine in the Democratic Republic of the Congo.

I can write a journal entry about my observations and experiences while serving with Médecins Sans Frontières in the République démocratique du Congo.

I can write a story about a treatment for someone who is sick.

I can write a story about someone overcoming adversity.

I can write an original story.

I can write what I think will happen next in an ongoing story.

Interpersonal Writing

I can text about how I feel when I am sick and give someone directions to a pharmacy.

Interpersonal Speaking

I can have a conversation about feeling ill and give directions to a pharmacy.

I can have a conversation with someone about why they should get a check-up and what the doctor will do during the appointment.

Intercultural Competencies

I can compare medicine where I live to medicine used in francophone Africa.

I can use single words and phrases to identify products and practices that reflect perspectives in Chad.

I can use single words and phrases to identify products and practices that reflect perspectives in the Ivory Coast.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare children's clothing to what I wore when I was a child.

**--Unité 5 : Héros nationaux--**

Interpretive Reading

I can read a web page with information about the Musée Berbère de Tamezret in Tunisia.

I can read an infographic about Napoleon.

I can understand a chapter in an ongoing story.

I can understand a story about a family recipe.

I can understand a story about a French immigrant and his career.

I can understand a story about Napoleon Bonaparte.

I can understand a story about someone describing their hero.

I can understand a story about the end of Napoleon's life.

I can understand a story about visiting a museum.

I can understand an article about a French historical figure.

I can understand an article about the Arab Spring.

Interpretive Listening

I can understand some words and phrases and the main idea of a video about cooking tajine.

Presentational Speaking

I can continue a story about someone describing their hero.

I can give information about someone I consider a hero.

I can make a voice recording about the diverse heritage of the French people for a travel blog.

I can talk about how Napoleon Bonaparte contributed to the history and heritage of the French people.

I can tell a story about Napoleon Bonaparte.

I can tell a story about visiting a museum.

I can tell an original story.

Presentational Writing

I can rewrite a story about the end of Napoleon's life from a different perspective.

I can write a short report about the life and heritage of the actor and singer Patrick Bruel.

I can write a story about a family recipe.

I can write a story about a French immigrant and his career.

I can write an original story.

I can write what I think will happen next in an ongoing story.

Interpersonal Writing

I can complete a survey about important things that influenced the heritage and culture of my country.

I can write an email about people and cultures that have contributed to the heritage of my country.

Interpersonal Speaking

I can have a conversation about the diverse heritage of some of the people in France.

I can talk about a place where multiple languages are spoken.

I can talk about a popular film saga and where it was filmed.

Intercultural Competencies

I can research political figures and movements in the francophone world.

I can use single words and phrases to identify products and practices that reflect perspectives in Algeria.

I can use single words and phrases to identify products and practices that reflect perspectives in Tunisia.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can compare politics in a French-speaking country to politics where I live.

**--Unité 6 : Un monde meilleur—**

Interpretive Reading

I can read a web page about why French people are choosing to move to Quebec, Canada.

I can understand a chapter in an ongoing story.

I can understand a story about a doctor in Tunisia.

I can understand a story about a market on the border between Haiti and the Dominican Republic.

I can understand a story about French people in Quebec.

I can understand a story about moving to Vietnam.

I can understand a story about the history and traditional dance of Cambodia.

I can understand a story about visiting a Buddhist temple.

I can understand an article about someone who migrated to the United States.

I can understand an article about the history of Haiti.

I can understand the final chapter in an ongoing story.

Interpretive Listening

I can understand a video about the history of Haiti and the Dominican Republic.

I can understand some words and phrases and the main idea of a video about Ho Chi Minh City.

Presentational Speaking

I can make a voice recording for a travel blog about a Khmer dance performance I saw, why a Cambodian friend attends a Khmer school and the reason her family came to live in France. (Presentational Speaking)

I can retell a story about visiting a Buddhist temple from a different perspective.

I can talk about a culture that I am familiar with or an immigrant that I know.

I can talk about what I think will happen next after the end of a story.

I can tell a story about French people in Quebec.

I can tell a story about the history and traditional dance of Cambodia.

I can tell an original story.

Presentational Writing

I can continue a story about a doctor in Tunisia.

I can rewrite a chapter in an ongoing story with an alternative ending.

I can write a journal entry about why the family of a friend moved from another francophone country to France and what it was like to adjust to life in France while trying to retain their cultural heritage.

I can write a story about a market on the border between Haiti and the Dominican Republic.

I can write a story about moving to Vietnam.

I can write an email telling why Haitians take their products to sell at a market on the border between Haiti and the Dominican Republic.

I can write an original story.

Interpersonal Writing

I can write an email about why someone went to Vietnam to become a French teacher.

Interpersonal Speaking

I can have a conversation about a visit to la Pagode Phap Hoa. (Interpersonal Speaking)

I can have a conversation about why people relocate to different areas of the French-speaking world.

I can talk about a unique tourist attraction.

I can talk about an ancient temple in Cambodia.

Intercultural Competencies

I can do research about the economic situation of a place in the francophone world.

I can use single words and phrases to identify products and practices that reflect perspectives in Hanoi, Vietnam.

I can use single words and phrases to identify products and practices that reflect perspectives in Ho Chi Minh City, Vietnam.

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can identify whether or not human rights are respected in a given place.