

## Voces® *Notre histoire* Level 1 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

***Notre histoire* Level 1** is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 1 will take your middle or high school students who have no prior experience in French from Novice-Low through Novice-Mid levels of proficiency and beyond.

This standards-based online program integrates stories, communicative tasks, and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

Please explore the chart below to learn how Level 1 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

| <b><i>Unité 1 : Ma vie à l'école</i></b>   |   |             |  |
|--|---|-------------|--|
| <b>1. Communication</b>  |   |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |             |  |
| <b>Section</b>   | <b>Title</b>                                      | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>Une nouvelle fille</i>                         | Speaking    | I can have a short conversation that will help me get to know someone and make a new friend. |
| Communicative Task   | <i>Écris-moi vite !</i>                           | Writing     | I can write an email introducing myself to an e-pal.   |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : L'école de garçons</i>    | Speaking    | I can talk about my school.  |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Les élèves sénégalais</i> | Speaking    | I can talk about where I am from, where I live, and information about school.                |
| Integrated Performance Assessment  | Interpersonal Speaking Task                       | Speaking    | I can have a conversation that will help me get to know a new friend.                        |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |             |  |
| <b>Section</b>   | <b>Title</b>                                      | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>La rentrée universitaire</i>                   | Reading     | I can read a web page about school supplies.   |

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| <i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>  | <i>Activité 1 : Mets dans l'ordre</i>   | Reading   | I can read a story about greetings.  |
| <i>Longue histoire 1 : Alima et la nouvelle fille</i> | <i>Activité 1 : Réponse courte</i>      | Reading   | I can read a story about a new student.  |
| <i>Petite histoire 4 : Le professeur furieux</i>      | <i>Activité 1 : De faux à vrai</i>      | Reading   | I can read a story about a teacher in Haiti.   |
| <i>Longue histoire 2 : Une surprise pour Paul</i>     | <i>Activité 1 : Choix multiple</i>      | Reading   | I can read a story about homework.   |
| <i>Longue histoire 3 : Un premier jour bizarre</i>    | <i>Activité 1 : Choix multiple</i>      | Reading   | I can read a story about the first day of school.  |
| <i>Longue histoire 4 : Un collègue parisien</i>       | <i>Activité 1 : Qui est-ce ?</i>        | Reading   | I can read a story about schools in Paris.   |
| <i>Encore ! Encore !</i>                              | <i>Articles : Le collège en France</i>  | Reading   | I can read an article about school in France.  |
| <i>Petite histoire 2 : Pauvre Lucie !</i>             | <i>Activité 1 : Décris la photo</i>     | Reading   | I can understand a story about school supplies.  |
| <i>Petite histoire 3 : Un élève américain à Paris</i> | <i>Activité 1 : Lequel est faux ?</i>   | Reading   | I can understand a story about a student in Paris.   |
| Communicative Task                                    | <i>Quelle est ta matière préférée ?</i> | Listening | I can understand the main idea and some words and phrases in an animated cartoon about school. |
| <i>Encore ! Encore !</i>                              | <i>Interviews : Caroline</i>            | Listening | I can understand some of what a person says about where they live.                             |
| <i>Encore ! Encore !</i>                              | <i>Interviews : Cala Lionel</i>         | Listening | I can understand some of what a person says about where they go to school.                     |
| Integrated Performance Assessment                     | Interpretive Reading Task               | Reading   | I can read, identify, and understand many words in a French student's class schedule.          |

**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   |
|--------------------|------------------------------|----------|--|
| Communicative Task | <i>Où sont mes devoirs ?</i> | Speaking | I can tell a story about misplacing my homework. |

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| <i>Petite histoire 2 : Pauvre Lucie !</i>             | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about school supplies.  |
| <i>Petite histoire 4 : Le professeur furieux</i>      | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a teacher in Haiti.   |
| <i>Longue histoire 2 : Une surprise pour Paul</i>     | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about homework.   |
| <i>Longue histoire 4 : Un collègue parisien</i>       | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about schools in Paris.   |
| <i>Encore ! Encore !</i>                              | <i>Interviews : Qui es-tu ?</i>            | Speaking | I can give information about myself, like my name, where I live, and where I go to school. |
| Communicative Task                                    | <i>Emploi du temps</i>                     | Writing  | I can list typical classes and times on a school schedule.                                 |
| <i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>  | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about greetings.   |
| <i>Longue histoire 1 : Alima et la nouvelle fille</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a new student.   |
| <i>Petite histoire 3 : Un élève américain à Paris</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about an American student in Paris.                                    |
| <i>Longue histoire 3 : Un premier jour bizarre</i>    | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about the first day of school.   |
| End-of-Unit Review and Assessment                     | <i>Mon histoire originale !</i>            | Writing  | I can write an original story.   |
| End-of-Unit Review and Assessment                     | <i>Raconte-nous une histoire originale</i> | Speaking | I can tell an original story.  |
| Integrated Performance Assessment                     | Presentational Writing Task                | Writing  | I can write a note describing my first day of school.                                      |

## 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>Encore ! Encore !</i> | <i>Interviews : Cala Lionel</i> | I can understand the differences between my school and a school in Cameroon. |
| Communicative Task       | <i>Emploi du temps</i>          | I can compare typical classes and times on a                                 |

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|  |   | school schedule from France and my own country.   |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Dans une salle de classe sénégalaise</i> | I can use single words and phrases to identify products and practices that reflect perspectives in Senegal. |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Encore ! Encore !</i>   | <i>Articles : La situation des élèves en Haïti</i>      | I can compare my school experience with students' experiences in Haiti.                                     |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Le Lycée Alexandre-Pétion</i>            | I can use single words and phrases to identify products and practices that reflect perspectives in Haiti.   |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Dans une salle de classe sénégalaise</i> | I can use single words and phrases to identify products and practices that reflect perspectives in Senegal. |
| Integrated Performance Assessment  | Interpretive Reading Task                               | I can compare a typical class schedule from France with one from my culture.                                |
| <b>3. Connections</b>  |   |   |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>  | <i>Lien avec les autres matières</i>                    | I can read a children's book in French and compare it to stories I have read before.                        |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Caroline</i>                            | I can understand some of what a person says   |

|  |  | about where they live.                                  |
|--|--|---|
| <i>Explore le monde francophone !</i>  | <i>Visitons la France !</i>  | Photos and a map of France, with exploratory questions  |
| <i>Explore le monde francophone !</i>  | <i>Visitons le Sénégal !</i>   | Photos and a map of Senegal, with exploratory questions |
| <i>Explore le monde francophone !</i>  | <i>Visitons Haïti !</i>  | Photos and a map of Haiti, with exploratory questions   |
| <i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>   | <i>Bonjour ! Salaamaalekum !</i>                                     | Different languages that are common in Senegal          |
| <b>4. Comparisons</b>  |  |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b> |  |   |
| <b>Section</b>   | <b>Title</b>   | <b>Can-Do/Description</b>                               |
| <i>Petite histoire 1 : Bonjour ! Salaamaalekum !</i>   | <i>Version alternative : Bonjour ! Salaamallekum ! : Attention !</i> | Noticing Verb Forms                                     |
| <i>Petite histoire 2 : Pauvre Lucie !</i>  | <i>Note de grammaire</i>   | <i>La négation</i>                                      |
| <i>Longue histoire 1 : Alima et la nouvelle fille</i>  | <i>Note de grammaire</i>   | <i>La conjugaison</i>                                   |
| <i>Petite histoire 3 : Un élève américain à Paris</i>  | <i>Un élève américain à Paris : Attention !</i>                      | <i>Masculin et féminin</i>                              |
| <i>Petite histoire 3 : Un élève américain à Paris</i>  | <i>Un élève américain à Paris</i>                                    | Different greetings in French                           |
| <i>Longue histoire 4 : Un collègue parisien</i>  | <i>Un collègue parisien</i>  | Different words for “school” in France                  |
| <i>Encore ! Encore !</i>   | <i>Articles : Le wolof : une langue du Sénégal</i>                   | The Wolof language in Senegal                           |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>  |  |   |
| <b>Section</b>   | <b>Title</b>   | <b>Can-Do/Description</b>                               |
| <i>Longue histoire 3 : Un premier jour bizarre</i>   | <i>Un premier jour bizarre</i>                                       | Carnival in Haiti                                       |
| <i>Encore ! Encore !</i>   | <i>Articles : Le collège en France</i>                               | Investigation of school in France                       |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : L'école de garçons</i>                       | Comparison of school in France and student's own        |

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|---|---------------------------------|---|
| <i>Encore ! Encore !</i>  | <i>Interviews : Cala Lionel</i> | Comparison of school in Senegal and student's own   |
| Integrated Performance Assessment   | Interpretive Reading Task       | Comparison of school schedules in France and student's own  |
| <b>5. Communities</b>   |                                 |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |                                 |   |
| <b>Section</b>  | <b>Title</b>                    | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>   | <i>Dans ma communauté</i>       | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |                                 |   |
| <b>Title</b>  |                                 | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |                                 | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection  |
| Integrated Performance Assessment   | Can-Do Self-Assessment          | Self-assessment on IPA Can-Do statements  |

| <b>Unité 2 : À la mode</b>   |  |             |  |
|--|--|-------------|--|
| <b>1. Communication</b>  |  |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |  |             |  |
| <b>Section</b>   | <b>Title</b>   | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>Au magasin</i>                                      | Speaking    | I can tell a salesperson why I like or don't like an item of clothing.                           |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Métropole Monte-Carlo</i>      | Speaking    | I can talk about a shopping center.  |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : SYMPA</i>                      | Speaking    | I can talk about shopping at a thrift store.   |
| Communicative Task   | <i>Où vas-tu ?</i>                                     | Writing     | I can text about a trip I am going on and what I packed in my suitcase.                          |
| Integrated Performance Assessment  | Interpersonal Writing Task                             | Writing     | I can text about where I am going and what I am packing for a trip.                              |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |  |             |  |
| <b>Section</b>   | <b>Title</b>   | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>La nouvelle collection femme</i>                    | Reading     | I can understand the main idea and many words and phrases on a web page for purchasing clothing. |
| <i>Petite histoire 1 : Deux sœurs, deux styles</i>   | <i>Activité 1 : Vrai ou faux ?</i>                     | Reading     | I can understand a story about different clothing styles.  |
| <i>Petite histoire 2 : Un voyage à Monaco</i>  | <i>Activité 1 : Décris la photo</i>                    | Reading     | I can understand a story about packing for a trip.   |
| <i>Encore ! Encore !</i>   | <i>Articles : L'industrie textile en Côte d'Ivoire</i> | Reading     | I can read an article about fashion in another country.  |
| <i>Longue histoire 1 : Un voyage à New York City</i>   | <i>Activité 1 : Est-ce que c'est arrivé ?</i>          | Reading     | I can understand a story about a family trip.  |
| <i>Petite histoire 3 : Cher journal</i>  | <i>Activité 1 : Vrai ou faux ?</i>                     | Reading     | I can read a journal entry about clothing.   |
| <i>Petite histoire 4 : Le cadeau de la sorcière</i>  | <i>Activité 1 : Réponse courte</i>                     | Reading     | I can read a story about a witch.  |

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| <i>Longue histoire 2 : Didier, Delphine et la sorcière</i>      | <i>Activité 1 : Lequel est faux ?</i>            | Reading   | I can understand a story about a brother and sister.                             |
| <i>Longue histoire 3 : Un pagne pour Mariam</i>                 | <i>Activité 1 : Mets dans l'ordre</i>            | Reading   | I can read a story about traditional African clothing.                           |
| <i>Longue histoire 4 : Le Prince Albert et le t-shirt moche</i> | <i>Activité 1 : Vrai ou faux ?</i>               | Reading   | I can understand a story about the prince of Monaco.                             |
| <i>Encore ! Encore !</i>  | <i>Articles : Coco Chanel : Qui était-elle ?</i> | Reading   | I can understand an article about Coco Chanel.                                   |
| Communicative Task  | <i>Les vêtements basiques de ma garde-robe</i>   | Listening | I can understand a video about clothing and fashion.                             |
| <i>Encore ! Encore !</i>  | <i>Interviews : Junior Ekanga</i>                | Listening | I can understand some of what a person says about what they wear.                |
| <i>Encore ! Encore !</i>  | <i>Interviews : Fatima</i>                       | Listening | I can understand some of what a person says about where they are from.           |
| <i>Encore ! Encore !</i>  | <i>Interviews : Amy</i>                          | Listening | I can understand some of what a person says about the outfits they like to wear. |
| Integrated Performance Assessment                               | Interpretive Listening Task                      | Listening | I can understand a video about packing a suitcase.                               |

**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  |
|--|--|----------|---|
| Communicative Task   | <i>Faire ma valise</i>                     | Speaking | I can talk about what type of clothing I am packing for a trip. |
| <i>Petite histoire 2 : Un voyage à Monaco</i>              | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about packing for a trip.                    |
| <i>Petite histoire 4 : Le cadeau de la sorcière</i>        | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a witch.                               |
| <i>Longue histoire 2 : Didier, Delphine et la sorcière</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a brother and sister.                  |



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| <i>Longue histoire 4 : Le Prince Albert et le t-shirt moche</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about someone shopping in a clothing store.   |
| <i>Encore ! Encore !</i>  | <i>Interviews : Qui es-tu ?</i>            | Speaking | I can give information about myself, like what clothes I like, where I buy clothes, and what I pack when I travel. |
| Communicative Task  | <i>Le pagne ivoirien</i>                   | Writing  | I can write an email describing someone I met in the Ivory Coast.  |
| <i>Petite histoire 1 : Deux sœurs, deux styles</i>              | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about different clothing styles.   |
| <i>Longue histoire 1 : Un voyage à New York City</i>            | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a trip to New York City.   |
| <i>Petite histoire 3 : Cher journal</i>                         | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a fashion accessory.   |
| <i>Longue histoire 3 : Un pagne pour Mariam</i>                 | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about traditional clothing.  |
| End-of-Unit Review and Assessment                               | <i>Mon histoire originale !</i>            | Writing  | I can write an original story.   |
| End-of-Unit Review and Assessment                               | <i>Raconte-nous une histoire originale</i> | Speaking | I can tell an original story.  |
| Integrated Performance Assessment                               | Presentational Speaking Task               | Speaking | I can talk about items that I pack in a suitcase.  |

## 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>Encore ! Encore !</i> | <i>Panoramas : Les tisserands de Waraniéné</i> | I can use single words and phrases to identify products and practices that reflect perspectives in the Ivory Coast. |
| <i>Encore ! Encore !</i> | <i>Panoramas : Une visite à Fontvieille</i>    | I can use single words and phrases to identify products and practices that reflect perspectives                     |

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|  |  | in Monaco.  |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |  |   |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone</i>  | <i>Dans ma communauté</i>                  | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |
| <i>Encore ! Encore !</i>   | <i>Articles : La principauté de Monaco</i> | I can compare my lifestyle to the lifestyle of people who live in Monaco.   |
| <i>Explore le monde francophone</i>  | <i>Lien avec les autres matières</i>       | I can compare clothing designs in French-speaking countries to clothing designs where I live.   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Junior Ekanga</i>          | I can understand some of what a person says about what they wear.   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Amy</i>                    | I can understand some of what a person says about the outfits they like to wear.  |
| <b>3. Connections</b>  |  |   |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |  |   |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>  | <i>Lien avec les autres matières</i>       | I can compare clothing designs in French-speaking countries to clothing designs where I live.   |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |  |   |
| <b>Section</b>   | <b>Title</b>                               | <b>Can-Do/Description</b>   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Fatima</i>                 | I can understand some of what a person says   |

|   |  |   |
|---|--|---|
|   |  | about where they are from.                                      |
| <i>Explore le monde francophone !</i>   | <i>Visitons la Côte d'Ivoire !</i>                     | Photos and a map of the Ivory Coast, with exploratory questions |
| <i>Explore le monde francophone !</i>   | <i>Visitons Monaco !</i>                               | Photos and a map of Monaco, with exploratory questions          |
| <i>Explore le monde francophone !</i>   | <i>Visitons la France !</i>                            | Photos of France, with exploratory questions                    |
| <b>4. Comparisons</b>   |  |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>          |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>                                       |
| <i>Petite histoire 2 : Un voyage à Monaco</i>   | <i>Un voyage à Monaco : Attention !</i>                | <i>Les adjectifs possessifs</i>                                 |
| <i>Petite histoire 3 : Cher journal</i>   | <i>Note de grammaire</i>                               | <i>Le passé composé</i>   |
| <i>Petite histoire 4 : Le cadeau de la sorcière</i>   | <i>Le cadeau de la sorcière : Attention !</i>          | <i>L'accord des adjectifs</i>                                   |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>                                       |
| <i>Petite histoire 2 : Un voyage à Monaco</i>   | <i>Les vêtements basiques de ma garde-robe</i>         | Comparison of French students' clothing and student's own       |
| <i>Encore ! Encore !</i>  | <i>Articles : L'industrie textile en Côte d'Ivoire</i> | Description of the fashion industry in the Ivory Coast          |
| <i>Encore ! Encore !</i>  | <i>Le monde en photos : Métropole Monte-Carlo</i>      | Investigation of a shopping center in Monaco                    |
| <i>Encore ! Encore !</i>  | <i>Interviews : Junior Ekanga</i>                      | Comparison of clothing in Cameroon and student's own            |
| <b>5. Communities</b>   |  |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>                                       |
| <i>Explore le monde francophone !</i>   | <i>Dans ma communauté</i>                              | I can use the French language both within and beyond my         |

|   |                        |  |
|---|------------------------|--|
|   |                        | classroom to interact and collaborate in my community and the globalized world.            |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b> |                        |  |
| <b>Title</b>  |                        | <b>Can-Do/Description</b>  |
| Can-Do Checklist  |                        | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |
| Integrated Performance Assessment   | Can-Do Self-Assessment | Self-assessment on IPA Can-Do statements   |

| <b>Unité 3 : Pendant mon temps libre</b>   |   |             |   |
|--|---|-------------|---|
| <b>1. Communication</b>  |   |             |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |             |   |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</b>   |
| Communicative Task   | <i>La Maison Berthillon</i>                                   | Speaking    | I can say what I want to eat and drink at a restaurant.                                 |
| Communicative Task   | <i>Veux-tu aller en Suisse ?</i>                              | Writing     | I can write an answer to an email about taking a trip with a friend.                    |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Les trains touristiques en Suisse</i> | Speaking    | I can talk about a tourist activity in Switzerland.                                     |
| Integrated Performance Assessment  | Interpersonal Speaking Task                                   | Speaking    | I can have a conversation about vacation plans.   |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |             |   |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</b>   |
| Communicative Task   | <i>Quel temps fait-il ?</i>                                   | Reading     | I can read and understand the main idea and many words and phrases in a weather report. |
| <i>Petite histoire 1 : Un voyage en Suisse</i>   | <i>Activité 1 : Vrai ou faux ?</i>                            | Reading     | I can read a story about planning a trip to Switzerland.                                |
| <i>Petite histoire 2 : Oumar va à Ouagadougou</i>  | <i>Activité 1 : Décris la photo</i>                           | Reading     | I can understand a story about a visit to a big city.                                   |
| <i>Longue histoire 1 : Une visite guidée au Burkina Faso</i>   | <i>Activité 1 : Choix multiple</i>                            | Reading     | I can read a story about a tour of Burkina Faso.  |
| <i>Longue histoire 2 : Flore n'aime pas quand il fait chaud</i>  | <i>Activité 1 : Qui le dit ?</i>                              | Reading     | I can understand a story about a trip to Switzerland.                                   |
| <i>Petite histoire 4 : Hans, Otto et le jour de neige</i>  | <i>Activité 1 : Vrai ou faux ?</i>                            | Reading     | I can understand a story about a snowy day.   |
| <i>Petite histoire 3 : Fermeture annuelle</i>  | <i>Activité 1 : Mets dans l'ordre</i>                         | Reading     | I can read a story about a cultural practice in France.                                 |

| <i>Longue histoire 3 : Thomas boit le café burkinabè</i>   | <i>Activité 1 : Mets dans l'ordre</i>      | Reading   | I can understand a story about coffee and cultural differences.  |
|--|--|-----------|--|
| <i>Longue histoire 4 : Mark et le match de foot</i>  | <i>Activité 1 : De faux à vrai</i>         | Reading   | I can read a story about sports in the U.S. and France.  |
| <i>Petite histoire 3 : Fermeture annuelle</i>  | <i>Activité 1 : Mets dans l'ordre</i>      | Reading   | I can read a story about a cultural practice in France   |
| Communicative Task   | <i>Tourisme au Burkina Faso</i>            | Listening | I can understand the main idea and some words and phrases in a video about Burkina Faso.   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Gude</i>                   | Listening | I can understand some of what a person says about activities they like to do.<br>I can compare weather and outdoor activities in Cameroon to those where I live. |
| Integrated Performance Assessment  | Interpretive Reading Task                  | Reading   | I can understand the main idea and many words and phrases on a web page about travel information.  |
| <b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b> |  |           |  |
| Section  | Title                                      | Mode      | Can-Do   |
| <i>Petite histoire 2 : Oumar va à Ouagadougou</i>  | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking  | I can tell a story about a visit to a big city.  |
| <i>Longue histoire 2 : Flore n'aime pas quand il fait chaud</i>  | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking  | I can tell a story about a trip to Switzerland.  |
| <i>Longue histoire 4 : Mark et le match de foot</i>  | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking  | I can tell a story about sports in the U.S. and France.  |
| Communicative Task   | <i>Aujourd'hui, il fait...</i>             | Speaking  | I can talk about the weather and related activities I can or can't do.   |

|   |  |          |   |
|---|--|----------|---|
| <i>Petite histoire 4 : Hans, Otto et le jour de neige</i>       | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a snowy day.   |
| <i>Encore ! Encore !</i>  | <i>Interviews : Qui es-tu ?</i>            | Speaking | I can give information about myself, like what activities I do and don't like, and what I do in my free time. |
| Communicative Task  | <i>Emploi du temps</i>                     | Writing  | I can list typical classes and times on a school schedule.  |
| Communicative Task  | <i>Mon prochain voyage</i>                 | Writing  | I can write a blog post about a trip I am going to take.  |
| <i>Petite histoire 1 : Un voyage en Suisse</i>                  | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about planning a trip to Switzerland.   |
| <i>Longue histoire 1 : Une visite guidée au Burkina Faso</i>    | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a tour of Burkina Faso.   |
| <i>Longue histoire 3 : Thomas boit le café burkinabè</i>        | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about coffee and cultural differences.  |
| <i>Longue histoire 2 : Flore n'aime pas quand il fait chaud</i> | <i>Mon prochain voyage</i>                 | Writing  | I can write a blog post about a trip I am going to take.  |
| End-of-Unit Review and Assessment                               | <i>Mon histoire originale !</i>            | Writing  | I can write an original story.  |
| End-of-Unit Review and Assessment                               | <i>Raconte-nous une histoire originale</i> | Speaking | I can tell an original story.   |
| Integrated Performance Assessment                               | Presentational Writing Task                | Writing  | I can write a list of activities I want to do or don't want to do on vacation.                                |

## 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>Explore le monde francophone</i> | <i>Lien avec les autres matières</i> | I can compare the weather in French-speaking countries to the weather where I live. |

|  |   |  |
|--|---|--|
| <i>Encore ! Encore !</i>   | <i>Articles : Le sport en Suisse</i>            | I can compare sports in Switzerland to sports where I live.  |
| <i>Encore ! Encore !</i>   | <i>Articles : Les musées et l'opéra à Paris</i> | I can compare cultural practices of young people in France to my own.  |
| <i>Explore le monde francophone</i>  | <i>Dans ma communauté</i>                       | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.                          |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Saint-Moritz</i>                 | I can use single words and phrases to identify products and practices that reflect perspectives in Switzerland.  |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Le Festival des Filets Bleus</i> | I can use single words and phrases to identify products and practices that reflect perspectives in a region of France.   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Gude</i>                        | I can understand some of what a person says about activities they like to do.<br>I can compare weather and outdoor activities in Cameroon to those where I live. |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b> |   |  |
| <b>Section</b>   | <b>Title</b>                                    | <b>Can-Do/Description</b>  |
| <i>Encore ! Encore !</i>   | <i>Articles : Le cinéma au Burkina Faso</i>     | I can compare film and television in Burkina Faso to where I live.   |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Les Lobi</i>            | I can compare cultural practices of an ethnic group in Burkina Faso to my own cultural practices.  |



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|--|---|--|
| <b>3. Connections</b>  |   |  |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |  |
| <b>Section</b>   | <b>Title</b>                                | <b>Can-Do/Description</b>  |
| <i>Explore le monde francophone !</i>  | <i>Lien avec les autres matières</i>        | I can compare the weather in French-speaking countries to the weather where I live.  |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |  |
| <b>Section</b>   | <b>Title</b>                                | <b>Can-Do/Description</b>  |
| <i>Encore ! Encore !</i>   | <i>Interviews : Gude</i>                    | I can understand some of what a person says about activities they like to do.<br>I can compare weather and outdoor activities in Cameroon to those where I live. |
| <i>Explore le monde francophone !</i>  | <i>Visitons la France !</i>                 | Photos of France, with exploratory questions   |
| <i>Explore le monde francophone !</i>  | <i>Visitons la Suisse !</i>                 | Photos and a map of Switzerland, with exploratory questions  |
| <i>Explore le monde francophone !</i>  | <i>Visitons le Burkina Faso !</i>           | Photos and a map of Burkina Faso, with exploratory questions   |
| <b>4. Comparisons</b>  |   |  |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>                         |   |  |
| <b>Section</b>   | <b>Title</b>                                | <b>Can-Do/Description</b>  |
| <i>Petite histoire 1 : Un voyage en Suisse</i>   | <i>Un voyage en Suisse : Attention !</i>    | Multiple verbs in the same clause  |
| <i>Petite histoire 4 : Hans, Otto et le jour de neige</i>  | <i>Note de grammaire</i>                    | <i>Le futur proche</i>   |
| <i>Petite histoire 2 : Oumar va à Ouagadougou</i>  | <i>Oumar va à Ouagadougou : Attention !</i> | <i>Les verbes savoir et connaître</i>  |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>                          |   |  |
| <b>Section</b>   | <b>Title</b>                                | <b>Can-Do/Description</b>  |

|   |   |   |
|---|---|---|
| <i>Longue histoire 3 :<br/>Thomas boit le café burkinabè</i>  | <i>Thomas boit le café burkinabè</i>        | Coffee in Burkina Faso  |
| <i>Encore ! Encore !</i>  | <i>Articles : Le cinéma au Burkina Faso</i> | Investigation of cinema in Burkina Faso   |
| <i>Encore ! Encore !</i>  | <i>Le monde en photos : Les Lobi</i>        | Investigation of the Lobi people in Burkina Faso  |
| <b>5. Communities</b>   |   |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |   |   |
| <b>Section</b>  | <b>Title</b>                                | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>   | <i>Dans ma communauté</i>                   | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |   |   |
| <b>Title</b>  |   | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |   | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection  |
| Integrated Performance Assessment   | Can-Do Self-Assessment                      | Self-assessment on IPA Can-Do statements  |

| <b>Unité 4 : Les connexions technologiques</b>   |   |             |  |
|--|---|-------------|--|
| <b>1. Communication</b>  |   |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |             |  |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>Un profil intéressant sur Twitter</i>                                  | Speaking    | I can talk about something I read online.                |
| Communicative Task   | <i>Les billets de concert</i>   | Writing     | I can text about buying tickets to a concert.            |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Le Festival International de Jazz de Montréal</i> | Speaking    | I can answer questions about music that I like.          |
| Integrated Performance Assessment  | Interpersonal Speaking Task   | Speaking    | I can have a conversation about a smartphone.            |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |             |  |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</b>  |
| <i>Petite histoire 1 : Jean-Pierre crée un profil Twitter</i>  | <i>Activité 1 : Choix multiple</i>  | Reading     | I can read a story about a conversation on social media. |
| <i>Longue histoire 1 : Une aventure pour Nathan et Emma</i>  | <i>Activité 1 : De faux à vrai</i>  | Reading     | I can understand a story about weekend activities.       |
| <i>Petite histoire 3 : Un message à Céleste</i>  | <i>Activité 1 : Mets dans l'ordre</i>                                     | Reading     | I can understand a story about text messaging.           |
| <i>Petite histoire 4 : Un billet pour Habimana</i>   | <i>Activité 1 : Décris la photo</i>                                       | Reading     | I can read a story about buying a ticket to an event.    |
| <i>Longue histoire 2 : Monique a un message sur Facebook</i>   | <i>Activité 1 : Logique ou illogique ?</i>                                | Reading     | I can read a story about a Facebook message.             |
| <i>Longue histoire 3 : Le concert impromptu</i>  | <i>Activité 1 : Logique ou illogique ?</i>                                | Reading     | I can read a story about wanting to go to a concert.     |
| Communicative Task   | <i>Présentation de l'iPhone</i>   | Reading     | I can read a web page about using an iPhone.             |
| <i>Petite histoire 2 : Le plan de métro</i>  | <i>Activité 1 : Décris la photo</i>                                       | Reading     | I can read a story about using the subway.               |

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|--|---|-----------|--|
| <i>Longue histoire 4 : De l'isombe pour une fête</i> | <i>Activité 1 : Qui est-ce ?</i>              | Reading   | I can read a story about preparing a large meal.   |
| <i>Encore ! Encore !</i>                             | <i>Articles : Les téléphones intelligents</i> | Reading   | I can understand an article about technology in Canada.  |
| <i>Encore ! Encore !</i>                             | <i>Articles : La technologie au Rwanda</i>    | Reading   | I can understand an article about the growth of technology in Rwanda.                          |
| <i>Encore ! Encore !</i>                             | <i>Articles : Le génocide des Tutsis</i>      | Reading   | I can read an article about a historical event in Rwanda.                                      |
| Communicative Task                                   | <i>Comment utiliser un smartphone Android</i> | Listening | I can understand the main idea and many words and phrases in a video about using a smartphone. |
| <i>Encore ! Encore !</i>                             | <i>Interviews : Cécile</i>                    | Listening | I can understand some of what a person says about the technology they use.                     |
| <i>Encore ! Encore !</i>                             | <i>Interviews : Anne</i>                      | Listening | I can understand some of what a person says about their phone.                                 |
| Integrated Performance Assessment                    | Interpretive Reading Task                     | Listening | I can understand the main idea and some words and phrases in a video about using an iPhone.    |

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

| <b>Section</b>   | <b>Title</b>                               | <b>Mode</b> | <b>Can-Do</b>                                    |
|--|--|-------------|--|
| <i>Petite histoire 2 : Le plan de métro</i>                  | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking    | I can tell a story about using the subway.       |
| <i>Longue histoire 2 : Monique a un message sur Facebook</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking    | I can tell a story about a Facebook message.     |
| <i>Longue histoire 4 : De l'isombe pour une fête</i>         | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking    | I can tell a story about preparing a large meal. |

|   |  |          |  |
|---|--|----------|--|
| <i>Encore ! Encore !</i>                                      | <i>Interviews : Qui es-tu ?</i>            | Speaking | I can give information about myself, like what I do on the weekends, how I communicate with my friends, and what technology I use. |
| Communicative Task  | <i>Carnaval de Québec</i>                  | Speaking | I can record a voicemail about why I want to attend <i>Carnaval</i> in Quebec City.  |
| <i>Petite histoire 4 : Un billet pour Habimana</i>            | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about buying a ticket to an event.  |
| <i>Petite histoire 1 : Jean-Pierre crée un profil Twitter</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a conversation on social media.  |
| <i>Longue histoire 1 : Une aventure pour Nathan et Emma</i>   | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about weekend activities.  |
| <i>Longue histoire 3 : Le concert impromptu</i>               | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about wanting to go to a concert.  |
| <i>Petite histoire 3 : Un message à Céleste</i>               | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about text messaging.  |
| Communicative Task  | <i>Mon profil Twitter</i>                  | Writing  | I can write a social media profile.  |
| End-of-Unit Review and Assessment                             | <i>Mon histoire originale !</i>            | Writing  | I can write an original story.   |
| End-of-Unit Review and Assessment                             | <i>Raconte-nous une histoire originale</i> | Speaking | I can tell an original story.  |
| Integrated Performance Assessment                             | Presentational Writing Task                | Writing  | I can write an email about inviting someone to a special event.  |

## 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>Explore le monde francophone !</i> | <i>Dans ma communauté</i> | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the |

|  |   |  |
|--|---|--|
|  |   | globalized world.  |
| <i>Explore le monde francophone !</i>  | <i>Lien avec les autres matières</i>          | I can compare French-language music to music that I listen to.   |
| <i>Encore ! Encore !</i>   | <i>Panoramas : L'Hôtel de Glace</i>           | I can use single words and phrases to identify products and practices that reflect perspectives in Canada. |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Préparer l'isombe</i> | I can compare food in Rwanda to food where I live.   |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Le marché de Kimironko</i>     | I can use single words and phrases to identify products and practices that reflect perspectives in Rwanda. |
| <i>Encore ! Encore !</i>   | <i>Interviews : Anne</i>                      | I can understand some of what a person says about their phone.   |
| <b>3. Connections</b>  |   |  |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Explore le monde francophone !</i>  | <i>Lien avec les autres matières</i>          | I can compare French-language music to music that I listen to.   |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Can-Do/Description</b>  |
| <i>Encore ! Encore !</i>   | <i>Interviews : Cécile</i>                    | I can understand some of what a person says about the technology they use.                                 |
| <i>Explore le monde francophone !</i>  | <i>Visitons la France !</i>                   | Photos of France, with exploratory questions   |
| <i>Explore le monde francophone !</i>  | <i>Visitons le Canada !</i>                   | Photos and a map of Canada, with   |

|   |  | exploratory questions   |
|---|--|---|
| <i>Explore le monde francophone !</i>   | <i>Visitons le Rwanda !</i>  | Photos and a map of Rwanda, with exploratory questions  |
| <i>Encore ! Encore !</i>  | <i>Articles : Le génocide des Tutsis</i>                           | I can read an article about a historical event in Rwanda.   |
| <b>4. Comparisons</b>   |  |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b>          |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Petite histoire 2 : Le plan de métro</i>   | <i>Version alternative : Un pique-nique avec Mia : Attention !</i> | <i>Tu et vous</i>   |
| <i>Longue histoire 3 : Le concert impromptu</i>   | <i>Note de grammaire</i>   | <i>L'imparfait</i>  |
| <i>Encore ! Encore !</i>  | <i>Articles : Les téléphones intelligents</i>                      | Comparison of words used in Canadian French versus Standard French  |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>           |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Longue histoire 4 : De l'isombe pour une fête</i>  | <i>De l'isombe pour une fête</i>                                   | Food preparation for a party in Rwanda  |
| <i>Encore ! Encore !</i>  | <i>Articles : La technologie au Rwanda</i>                         | Comparison of technology in Rwanda and student's own county   |
| <i>Encore ! Encore !</i>  | <i>Le monde en photos : Préparer l'isombe</i>                      | I can compare food in Rwanda to food where I live.  |
| <b>5. Communities</b>   |  |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |  |   |
| <b>Section</b>  | <b>Title</b>   | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>   | <i>Dans ma communauté</i>  | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |

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

| <b>Title</b>                      |                        | <b>Can-Do/Description</b>  |
|-----------------------------------|------------------------|--|
| Can-Do Checklist                  |                        | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |
| Integrated Performance Assessment | Can-Do Self-Assessment | Self-assessment on IPA Can-Do statements   |



| <b>Unité 5 : Un nouveau monde</b>  |   |             |   |
|--|---|-------------|---|
| <b>1. Communication</b>  |   |             |   |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |             |   |
| <b>Section</b>   | <b>Title</b>                                      | <b>Mode</b> | <b>Can-Do</b>   |
| Communicative Task   | <i>En Belgique</i>                                | Speaking    | I can talk about how I or someone else felt in a new place.   |
| Communicative Task   | <i>Ma nouvelle amie</i>                           | Writing     | I can write an email about an immigrant friend.   |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : L'île de Saint-Martin</i> | Speaking    | I can talk about a tropical island.   |
| Integrated Performance Assessment  | Interpersonal Writing Task                        | Writing     | I can complete a written questionnaire about my travels and my experiences with immigrants in France. |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |             |   |
| <b>Section</b>   | <b>Title</b>                                      | <b>Mode</b> | <b>Can-Do</b>   |
| <i>Petite histoire 1 : Un vol à destination de Bruxelles</i>   | <i>Activité 1 : Réponse courte</i>                | Reading     | I can understand a story about a family on a flight.  |
| <i>Petite histoire 2 : Alors on danse</i>  | <i>Activité 1 : Réponse courte</i>                | Reading     | I can understand a story about a famous musician.   |
| Communicative Task   | <i>Un pays d'immigration</i>                      | Reading     | I can read an article about immigration in Belgium.   |
| <i>Longue histoire 1 : Le retour de Joseph</i>   | <i>Activité 1 : Vrai ou faux ?</i>                | Reading     | I can understand a story about someone who misses their family.                                       |
| <i>Petite histoire 3 : Les couleurs des oiseaux</i>  | <i>Activité 1 : Décris la photo</i>               | Reading     | I can understand a story about a traditional tale.  |
| <i>Petite histoire 4 : Abbas rêve d'une autre vie</i>  | <i>Activité 1 : C'est un problème ?</i>           | Reading     | I can understand a story about someone who dreams of living a different life.                         |
| <i>Longue histoire 2 : Manon va à la plage</i>   | <i>Activité 1 : Vrai ou faux ?</i>                | Reading     | I can understand a story about moving to a new place.   |

|  |   |             |  |
|--|---|-------------|--|
| <i>Longue histoire 3 : Le rêve de Benjamin</i>   | <i>Activité 1 : De faux à vrai</i>  | Reading     | I can understand a story about someone making a difficult decision.  |
| <i>Longue histoire 4 : Aude, l'artiste</i>   | <i>Activité 1 : Qui le dit ?</i>  | Reading     | I can read a letter written for a college application.   |
| <i>Encore ! Encore !</i>   | <i>Articles : Les Berbères du Maroc</i>                                   | Reading     | I can understand an article about the lifestyle of an indigenous group in Morocco.                         |
| <i>Encore ! Encore !</i>   | <i>Articles : Les trois langues de la Belgique</i>                        | Reading     | I can understand an article about languages spoken in Belgium.   |
| <i>Encore ! Encore !</i>   | <i>Articles : Marjane Satrapi : une fille qui ne voulait pas se taire</i> | Reading     | I can understand an article about an author from Iran.   |
| Communicative Task   | <i>Les Marocains en Belgique</i>  | Listening   | I can understand the main idea and some words and phrases in a video about an immigrant in Belgium.        |
| <i>Encore ! Encore !</i>   | <i>Interviews : Fatima</i>  | Listening   | I can understand some of what a person says about the languages they speak.                                |
| <i>Encore ! Encore !</i>   | <i>Interviews : Isam</i>  | Listening   | I can understand some of what a person says about where they live and where they have been.                |
| Integrated Performance Assessment  | Interpretive Reading Task   | Reading     | I can read an infographic about immigration in France.   |
| <b>1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</b> |   |             |  |
| <b>Section</b>   | <b>Title</b>  | <b>Mode</b> | <b>Can-Do</b>  |
| <i>Encore ! Encore !</i>   | <i>Interviews : Qui es-tu ?</i>   | Speaking    | I can give information about myself, like hobbies I like to do and places I have visited or want to visit. |

|  |  |          |  |
|--|--|----------|--|
| <i>Petite histoire 2 : Alors on danse</i>                    | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a famous musician.                                      |
| <i>Longue histoire 2 : Manon va à la plage</i>               | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about moving to a new place.                                  |
| <i>Longue histoire 4 : Aude, l'artiste</i>                   | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a letter written for a college application.             |
| Communicative Task   | <i>Ma famille</i>                          | Speaking | I can talk about my family.  |
| <i>Petite histoire 4 : Abbas rêve d'une autre vie</i>        | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about someone who dreams of living a different life.          |
| <i>Petite histoire 1 : Un vol à destination de Bruxelles</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a family on a flight.                                  |
| <i>Longue histoire 1 : Le retour de Joseph</i>               | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about someone who misses their family.                       |
| <i>Longue histoire 3 : Le rêve de Benjamin</i>               | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about someone making a difficult decision.                   |
| <i>Petite histoire 3 : Les couleurs des oiseaux</i>          | <i>Activité 4 : Raconte-moi l'histoire</i> | Writing  | I can write a story about a traditional tale.                                    |
| Communicative Task   | <i>Un voyage en Nouvelle-Calédonie</i>     | Writing  | I can write a blog post about why I want to visit <i>la Nouvelle-Calédonie</i> . |
| End-of-Unit Review and Assessment                            | <i>Mon histoire originale !</i>            | Writing  | I can write an original story.   |
| End-of-Unit Review and Assessment                            | <i>Raconte-nous une histoire originale</i> | Speaking | I can tell an original story.  |
| Integrated Performance Assessment                            | Presentational Speaking Task               | Speaking | I can record a podcast about an immigrant friend.                                |

## 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>Explore le monde francophone</i> | <i>Dans ma communauté</i> | I can use the French language both within and beyond my classroom to interact |

|  |   |   |
|--|---|---|
|  |   | and collaborate in my community and the globalized world.   |
| <i>Explore le monde francophone</i>  | <i>Lien avec les autres matières</i>              | I can compare common cultural practices in a French-speaking country to my own cultural practices.          |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Le carnaval de Binche</i> | I can compare a festival in Belgium to other festivals I know.  |
| Integrated Performance Assessment  | Interpretive Reading Task                         | I can read an infographic about immigration in France.  |
| <b>2.2 Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</b>           |   |   |
| <b>Section</b>   | <b>Title</b>                                      | <b>Can-Do/Description</b>   |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Chefchaouen</i>                    | I can use single words and phrases to identify products and practices that reflect perspectives in Morocco. |
| <i>Encore ! Encore !</i>   | <i>Panoramas : L'église Saint-Michel</i>          | I can use single words and phrases to identify products and practices that reflect perspectives in Belgium. |
| <b>3. Connections</b>  |   |   |
| <b>3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</b> |   |   |
| <b>Section</b>   | <b>Title</b>                                      | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>  | <i>Lien avec les autres matières</i>              | I can compare common cultural practices in a French-speaking country to my own cultural practices.          |
| <b>3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</b>                                     |   |   |
| <b>Section</b>   | <b>Title</b>                                      | <b>Can-Do/Description</b>   |
| <i>Encore ! Encore !</i>   | <i>Interviews : Isam</i>                          | I can understand some of what a person says about where they live   |

|  |   | and where they have been.   |
|--|---|---|
| <i>Encore ! Encore !</i>   | <i>Articles : Marjane Satrapi : une fille qui ne voulait pas se taire</i> | I can understand an article about an author from Iran.                      |
| <i>Explore le monde francophone !</i>  | <i>Visitons la France !</i>   | Photos of France, with exploratory questions                                |
| <i>Explore le monde francophone !</i>  | <i>Visitons la Belgique !</i>   | Photos and a map of Belgium, with exploratory questions                     |
| <i>Explore le monde francophone !</i>  | <i>Visitons le Maroc !</i>  | Photos and a map of Morocco, with exploratory questions                     |
| <b>4. Comparisons</b>  |   |   |
| <b>4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</b> |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Petite histoire 1 : Un vol à destination de Bruxelles</i>   | <i>Un vol à destination de Bruxelles : Attention !</i>                    | Reflexive pronoun <i>se</i>   |
| <i>Longue histoire 3 : Le rêve de Benjamin</i>   | <i>Note de grammaire</i>  | <i>Les articles partitifs</i>   |
| <i>Petite histoire 2 : Alors on danse</i>  | <i>Version alternative : Une interview de Stromae : Attention !</i>       | <i>Comment poser des questions</i>  |
| <i>Encore ! Encore !</i>   | <i>Interviews : Fatima</i>  | I can understand some of what a person says about the languages they speak. |
| <i>Encore ! Encore !</i>   | <i>Articles : Les trois langues de la Belgique</i>                        | I can understand an article about languages spoken in Belgium.              |
| <b>4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</b>  |   |   |
| <b>Section</b>   | <b>Title</b>  | <b>Can-Do/Description</b>   |
| <i>Encore ! Encore !</i>   | <i>Articles : Les Berbères du Maroc</i>                                   | Investigation of indigenous group in Morocco                                |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Le carnaval de Binche</i>                         | Carnival in Belgium   |
| <i>Encore ! Encore !</i>   | <i>Panoramas : Chefchaouen</i>  | Comparison of a street in Morocco and student's own country                 |

| <i>Encore ! Encore !</i>  | <i>Panoramas : L'église Saint-Michel</i> | Comparison of a city in Belgium and student's own   |
|---|--|---|
| <b>5. Communities</b>   |  |   |
| <b>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</b> |  |   |
| <b>Section</b>  | <b>Title</b>                             | <b>Can-Do/Description</b>   |
| <i>Explore le monde francophone !</i>   | <i>Dans ma communauté</i>                | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |
| <b>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</b>                                     |  |   |
| <b>Title</b>  |  | <b>Can-Do/Description</b>   |
| Can-Do Checklist  |  | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection  |
| Integrated Performance Assessment   | Can-Do Self-Assessment                   | Self-assessment on IPA Can-Do statements  |

| <b>Unité 6 : Les traditions culturelles</b>  |   |             |  |
|--|---|-------------|--|
| <b>1. Communication</b>  |   |             |  |
| <b>1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</b> |   |             |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>Le Luxembourg et la France</i>             | Speaking    | I can have a conversation about cultural experiences in France.<br>I can compare traditions in Luxembourg to traditions in France. |
| Communicative Task   | <i>Un match de football en France</i>         | Writing     | I can write an email about a soccer match.   |
| Integrated Performance Assessment  | Interpersonal Speaking Task                   | Speaking    | I can tell someone important information about the French culture.   |
| <b>1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</b>  |   |             |  |
| <b>Section</b>   | <b>Title</b>                                  | <b>Mode</b> | <b>Can-Do</b>  |
| Communicative Task   | <i>Ce qui représente la République</i>        | Reading     | I can read a web page about symbols that represent France.   |
| <i>Encore ! Encore !</i>   | <i>Articles : Qui est Marianne ?</i>          | Reading     | I can understand an article about the history of a French cultural symbol.   |
| <i>Petite histoire 1 : Noah fait la bise</i>   | <i>Activité 1 : Est-ce que c'est arrivé ?</i> | Reading     | I can understand a story about a way to greet people in France.  |
| <i>Petite histoire 2 : Le serveur luxembourgeois</i>   | <i>Activité 1 : Vrai ou faux ?</i>            | Reading     | I can understand a story about a trip to Luxembourg.   |
| <i>Longue histoire 1 : L'apéritif chez Christine</i>   | <i>Activité 1 : Mets dans l'ordre</i>         | Reading     | I can understand a story about two cultural practices in France.   |
| <i>Petite histoire 3 : Les Lions Indomptables</i>  | <i>Activité 1 : Décris la photo</i>           | Reading     | I can understand a story about a soccer player.  |
| <i>Petite histoire 4 : Marianne, le visage de la République</i>  | <i>Activité 1 : Réponse courte</i>            | Reading     | I can understand a story about a cultural symbol of France.  |

|  |   |           |   |
|--|---|-----------|---|
| <i>Encore ! Encore !</i>                                       | <i>Articles : Joel Embiid au Cameroun</i>             | Reading   | I can understand an article about a famous athlete from Cameroon.   |
| <i>Longue histoire 2 : Un nouvel ami camerounais</i>           | <i>Activité 1 : Complète la phrase</i>                | Reading   | I can understand a story about two people who become friends.   |
| <i>Longue histoire 3 : La procession dansante d'Echternach</i> | <i>Activité 1 : Réponse courte</i>                    | Reading   | I can understand a story about a religious tradition in Luxembourg.   |
| <i>Longue histoire 4 : Les rêves à travers le monde</i>        | <i>Activité 1 : Complète la phrase</i>                | Reading   | I can understand a story about people's dreams and goals.   |
| Communicative Task   | <i>La bise</i>  | Listening | I can understand many words, phrases, and ideas in a video about the custom of greeting someone using <i>la bise</i> in France. |
| <i>Encore ! Encore !</i>                                       | <i>Interviews : La cathédrale Notre-Dame de Paris</i> | Listening | I can understand some of what a person says about a famous historic place.  |
| Integrated Performance Assessment                              | Interpretive Listening Task                           | Listening | I can understand the main idea and many words and phrases in a video about symbols of the French culture.                       |

**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   |
|---|--|----------|--|
| <i>Petite histoire 4 : Marianne, le visage de la République</i> | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about a cultural symbol of France.  |
| <i>Encore ! Encore !</i>  | <i>Interviews : Qui es-tu ?</i>            | Speaking | I can give information about myself, like how I greet people and what traditions and historical figures are important to me. |
| <i>Longue histoire 2 : Un nouvel ami camerounais</i>            | <i>Activité 4 : Raconte-moi l'histoire</i> | Speaking | I can tell a story about two people who  |



|  |  |   |   |
|--|--|---|---|
|  |  |   | become friends.   |
| <i>Longue histoire 4 : Les rêves à travers le monde</i>  | <i>Activité 4 : Raconte-moi l'histoire</i>     | Speaking  | I can tell a story about people's dreams and goals.                             |
| <i>Petite histoire 2 : Le serveur luxembourgeois</i>   | <i>Activité 4 : Raconte-moi l'histoire</i>     | Speaking  | I can tell a story about a trip to Luxembourg.                                  |
| Communicative Task   | <i>Combien de bises ?</i>                      | Speaking  | I can talk about how to greet someone correctly in different regions of France. |
| <i>Encore ! Encore !</i>   | <i>Le monde en photos : Les femmes Wodaabe</i> | Speaking  | I can talk about adornments and beauty.   |
| <i>Petite histoire 3 : Les Lions Indomptables</i>  | <i>Activité 4 : Raconte-moi l'histoire</i>     | Writing   | I can write a story about a soccer player.                                      |
| <i>Longue histoire 1 : L'apéritif chez Christine</i>   | <i>Activité 4 : Raconte-moi l'histoire</i>     | Writing   | I can write a story about two cultural practices in France.                     |
| <i>Longue histoire 3 : La procession dansante d'Echternach</i>   | <i>Activité 4 : Raconte-moi l'histoire</i>     | Writing   | I can write a story about a religious tradition in Luxembourg.                  |
| <i>Petite histoire 1 : Noah fait la bise</i>   | <i>Activité 4 : Raconte-moi l'histoire</i>     | Writing   | I can write a story about a way to greet people in France.                      |
| Communicative Task   | <i>Je rêve de...</i>                           | Writing   | I can write a journal entry about something I dream of doing.                   |
| End-of-Unit Review and Assessment  | <i>Mon histoire originale !</i>                | Writing   | I can write an original story.  |
| End-of-Unit Review and Assessment  | <i>Raconte-nous une histoire originale</i>     | Speaking  | I can tell an original story.   |
| Integrated Performance Assessment  | Presentational Writing Task                    | Writing   | I can write an email about cultural experiences in France.                      |
| <b>2. Culture</b>  |  |   |   |
| <b>2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</b> |  |   |   |
| <b>Section</b>   | <b>Title</b>                                   | <b>Can-Do/Description</b>                                     |   |
| <i>Explore le monde francophone</i>  | <i>Lien avec les autres matières</i>           | I can compare the history of cultural traditions in a French- |   |

|                                   |  |   |
|-----------------------------------|--|---|
|                                   |  | speaking country to the history of my own cultural traditions.  |
| <i>Encore ! Encore !</i>          | <i>Le monde en photos : La Schueberfouer</i>       | I can compare a fair in Luxembourg to a similar event where I live.   |
| <i>Encore ! Encore !</i>          | <i>Panoramas : La gare de voyageurs de Yaoundé</i> | I can use single words and phrases to identify products and practices that reflect perspectives in Cameroon.                      |
| Communicative Task                | <i>Le Luxembourg et la France</i>                  | I can have a conversation about cultural experiences in France.<br>I can compare traditions in Luxemburg to traditions in France. |
| Integrated Performance Assessment | Presentational Writing Task                        | I can write an email about cultural experiences 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>Encore ! Encore !</i>            | <i>Panoramas : Les parcs de la Pétrusse</i> | I can use single words and phrases to identify products and practices that reflect perspectives in Luxembourg.                          |
| <i>Explore le monde francophone</i> | <i>Dans ma communauté</i>                   | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |

**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>Explore le monde francophone !</i> | <i>Lien avec les autres matières</i> | I can compare the history of cultural traditions in a French-speaking country to the history of my own cultural traditions. |
|---------------------------------------|--------------------------------------|---|

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

| <b>Section</b>                        | <b>Title</b>                                   | <b>Can-Do/Description</b>                                 |
|---------------------------------------|--|---|
| <i>Explore le monde francophone !</i> | <i>Visitons la France !</i>                    | Photos of France, with exploratory questions              |
| <i>Explore le monde francophone !</i> | <i>Visitons le Cameroun !</i>                  | Photos and a map of Cameroon, with exploratory questions  |
| <i>Explore le monde francophone !</i> | <i>Visitons le Luxembourg !</i>                | Photos and a map of Luxemburg, with exploratory questions |
| <i>Encore ! Encore !</i>              | <i>Le monde en photos : Les femmes Wodaabe</i> | I can talk about adornments and beauty.                   |

## **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.**

| <b>Section</b>  | <b>Title</b>                                   | <b>Can-Do/Description</b>            |
|---|--|--------------------------------------|
| <i>Petite histoire 1 : Noah fait la bise</i>                    | <i>Noah fait la bise : Attention !</i>         | <i>Le pronom « on »</i>              |
| <i>Petite histoire 4 : Marianne, le visage de la République</i> | <i>Note de grammaire</i>                       | <i>Les verbes en -er, -ir et -re</i> |
| <i>Petite histoire 2 : Le serveur luxembourgeois</i>            | <i>Le serveur luxembourgeois : Attention !</i> | <i>Les repas</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.**

| <b>Section</b>                                       | <b>Title</b>                                 | <b>Can-Do/Description</b>   |
|--|--|---|
| <i>Longue histoire 1 : L'apéritif chez Christine</i> | <i>L'apéritif chez Christine</i>             | Investigation of the cultural practice of <i>l'apéritif</i> in France |
| <i>Encore ! Encore !</i>                             | <i>Le monde en photos : La Schueberfouer</i> | I can compare a fair in Luxembourg to a similar event where I live.   |
| <i>Encore ! Encore !</i>                             | <i>Panoramas : Les parcs de la Pétrusse</i>  | Comparison of monument in Luxemburg and                               |

|  |  |   |
|--|--|---|
|  |  | monument in student's own country                                   |
| <i>Encore ! Encore !</i>                     | <i>Le monde en photos : Les femmes Wodaabe</i> | Comparison of beauty standards of a native people and student's own |
| <i>Petite histoire 1 : Noah fait la bise</i> | <i>Noah fait la bise</i>                       | Comparison of greetings in France and in student's own country      |

## 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>Explore le monde francophone !</i> | <i>Dans ma communauté</i> | I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world. |

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

| Title                             | Can-Do/Description   |
|-----------------------------------|--|
| Can-Do Checklist                  | Setting personal language goals, self-assessment on Can-Do statements, and unit reflection |
| Integrated Performance Assessment | Can-Do Self-Assessment<br>Self-assessment on IPA Can-Do statements                         |