

Voces® Notre histoire Level 2 Digital Courseware Alignment to ACTFL's World-Readiness Standards for Learning Languages

Notre histoire Level 2 is an interactive French Comprehensible Input (CI) curriculum with proficiency-based materials for novice-level learners. Level 2 will take your middle or high school students from a Novice-Mid level of proficiency to a Novice-High level 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 2 aligns to ACTFL's World-Readiness Standards for Learning Languages. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Unité 1 : L'aventure commence			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Les résultats de mon test ADN</i>	Speaking	I can have a conversation about the results of a DNA ancestry test.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le marché By</i>	Speaking	I can talk about visiting a market.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les fortifications de Québec</i>	Speaking	I can talk about a historical site.
Communicative Task	<i>Mon voyage à Saint-Pierre</i>	Writing	I can write an email about a vacation to Saint Pierre, France.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	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.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do

<i>Encore ! Encore !</i>	<i>Articles : L'amour de sa vie</i>	Reading	I can understand an article about a historical legend.
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a trip to New Orleans.
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about a French person living in Chicago.
<i>Encore ! Encore !</i>	<i>Articles : L'ouragan Katrina</i>	Reading	I can understand an article about a natural disaster.
Communicative Task	<i>Les Nuits Cajun et Zydeco</i>	Reading	I can read an article about a festival in France that is based on Louisiana's culture and music.
<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	<i>Activité 1 : C'est un problème ?</i>	Reading	I can understand a story about the benefits of being bilingual.
<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about Acadian history.
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about Cajun and French culture.
<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a story about a surprising trip to France.
Communicative Task	<i>Bienvenue au Nouveau-Brunswick</i>	Listening	I can understand some words and phrases and the main idea of a video about the Canadian province of New Brunswick.
<i>Encore ! Encore !</i>	<i>Interviews : Maxime</i>	Listening	I can understand some of what someone says about a trip they took.
<i>Le voyage d'une vie : Chapitre 1</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a chapter in an ongoing story.

Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read an infographic about the use of French in the Canadian province of New Brunswick.
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>Mon été à Chicago</i>	Speaking	I can make a voice recording about French cultural experiences during a visit to Chicago.
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about a French person living in Chicago.
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about Cajun and French culture.
<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	<i>Activité 4 : Une fin alternative</i>	Speaking	I can retell a story about a surprising trip to France with an alternative ending.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can give information about myself such as my name, where I am from, and details of a trip I have taken.
Communicative Task	<i>Les colons acadiens</i>	Writing	I can write a short report about Acadian colonists and their experiences in the New World.
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a trip to New Orleans.
<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about Acadian history.
<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	<i>Activité 4 : Continue l'histoire</i>	Writing	I can continue a story about the benefits of being bilingual.

<i>Le voyage d'une vie : Chapitre 1</i>	<i>Activité 4 : Qu'est-ce qui va se passer ensuite ?</i>	Writing	I can write what I think will happen next in an ongoing story.
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 areas in North America influenced by French culture and why I want to go there.
2. Culture			
2.1 Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.			
Section	Title	Can-Do/Description	
<i>Petite histoire 4 : Les frères Thibodeau</i>	<i>Les frères Thibodeau</i>	Cajun music and French roots	
<i>Encore ! Encore !</i>	<i>Interviews : Maxime</i>	Travel and culture shock	
Integrated Performance Assessment	Interpretive Reading Task	Investigation of where in Canada French-speaking people live	
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 : Le cimetière Saint-Vincent de Paul</i>	I can use single words and phrases to identify products and practices that reflect perspectives in New Orleans.	
<i>Encore ! Encore !</i>	<i>Panoramas : Le Petit Champlain</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Quebec.	
<i>Petite histoire 2 : Un expatrié français à Chicago</i>	<i>Un expatrié français à Chicago</i>	American food and French food	
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
Explore le monde francophone	Lien avec les autres matières	I can research the history of a place or group of people and compare it to my own family history.
Petite histoire 3 : La tragédie et le triomphe des Acadiens	La tragédie et le triomphe des Acadiens	An investigation of the history of French-speaking immigrants in North America

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

Section	Title	Can-Do/Description
Explore le monde francophone	Visitons l'Amérique du Nord !	Photos and maps of North America and its French-speaking regions, with exploratory questions
Petite histoire 1 : Bérénice va à la Nouvelle-Orléans	Bérénice va à la Nouvelle-Orléans	French influence in New Orleans
Petite histoire 2 : Un expatrié français à Chicago	Un expatrié français à Chicago	American culture from the perspective of a French expatriate

Comment [AW1]: [MC]: Please check

4. Comparisons

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

Section	Title	Can-Do/Description
Petite histoire 2 : Un expatrié français à Chicago	Note de grammaire	La place des adjectifs
Petite histoire 3 : La tragédie et le triomphe des Acadiens	Note de grammaire	Avoir ou être ?
Longue histoire 2 : Liam a conduit jusqu'en France	Note de grammaire	Le futur proche et le futur simple
Petite histoire 4 : Les frères Thibodeau	Les frères Thibodeau	Cajun French and European French
Longue histoire 1 : Être bilingue, c'est un avantage !	Être bilingue, c'est un avantage !	Bilingualism in Canada

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

Section	Title	Can-Do/Description
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<i>Encore ! Encore !</i>	<i>Le monde en photos : Le marché By</i>	Comparison of a market in Ottawa to a market where the student lives
<i>Explore le monde francophone</i>	<i>L'Alliance française</i>	Exploration of the <i>Alliance française</i> around the world
<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	<i>Bérénice va à la Nouvelle-Orléans</i>	The experience of a French traveler in the U.S.

Comment [AW2]: [MB]: française should not be capitalized. Correction needed throughout the chapter/section
re: alliancefr.org

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.		
Title		Can-Do/Description
Dans ma communauté		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	Self-assessment on IPA Can-Do statements

Unité 2 : Liens d'affection			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>J'ai rencontré quelqu'un...</i>	Speaking	I can have a conversation about someone I would like to go out with.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La cathédrale Notre-Dame de Taiohae</i>	Speaking	I can talk about churches and culturally significant places.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Des manchots en France</i>	Speaking	I can talk about animals in a French overseas territory.
Communicative Task	<i>Monique est stressée !</i>	Writing	I can write an email about why I am stressed and why I would like to go on a relaxing vacation to Bora Bora.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can text answers to questions about a destination wedding in Bora Bora.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Le voyage d'une vie : Chapitre 2</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a chapter in an ongoing story.
<i>Petite histoire 1 : Un pique-nique magnifique</i>	<i>Activité 1 : Qui est-ce ?</i>	Reading	I can understand a story about a traditional picnic in <i>la Réunion</i> .
Communicative Task	<i>Un mariage célébré sur la plage</i>	Reading	I can read a web page of information about Polynesian weddings.
<i>Longue histoire 1 : Merci, mon frère ! Merci, ma sœur !</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a romantic interest between two people.
<i>Petite histoire 2 : Une leçon de vie à Bora Bora</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about life in Bora Bora.

<i>Petite histoire 3 : Une conversation à Kourou</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a trip to French Guiana.
<i>Petite histoire 4 : Une lune de miel à Tahiti</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a wedding and a honeymoon in Tahiti.
<i>Longue histoire 2 : Le mythe polynésien de Rangî et Papa</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a Polynesian creation myth.
<i>Encore ! Encore !</i>	<i>Articles : Le Papillon a-t-il volé ?</i>	Reading	I can understand an article about a French prisoner.
<i>Encore ! Encore !</i>	<i>Articles : Les trois hommes : Une légende de la Réunion</i>	Reading	I can understand an article about a legend.
Communicative Task	<i>Carte postale de vacances</i>	Listening	I can understand some words and phrases and the main idea of a video about French Guiana.
<i>Encore ! Encore !</i>	<i>Interviews : Walid</i>	Listening	I can understand some of what someone says about their family. I can compare someone else's family to my own.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand some words and phrases and the main idea of a video about a vacation destination in Bora Bora.
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>Notre mariage à la polynésienne</i>	Speaking	I can talk about a traditional Polynesian wedding ceremony.
<i>Petite histoire 2 : Une leçon de vie à Bora Bora</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about life in Bora Bora.

<i>Petite histoire 4 : Une lune de miel à Tahiti</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about a wedding and a honeymoon in Tahiti.
<i>Longue histoire 2 : Le mythe polynésien de Rangî et Papa</i>	<i>Activité 4 : Une fin alternative</i>	Speaking	I can retell a Polynesian creation myth with an alternative ending.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can give information about myself and my family members, such as age, description, and interests.
<i>Le voyage d'une vie : Chapitre 2</i>	<i>Activité 4 : Qu'est-ce qui va se passer ensuite ?</i>	Speaking	I can talk about what I think will happen next in an ongoing story.
Communicative Task	<i>L'île de la Réunion</i>	Writing	I can write a journal entry about a trip to <i>la Réunion</i> .
<i>Petite histoire 1 : Un pique-nique magnifique</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a traditional picnic in <i>la Réunion</i> .
<i>Petite histoire 3 : Une conversation à Kourou</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a trip to French Guiana.
<i>Longue histoire 1 : Merci, mon frère ! Merci, ma sœur !</i>	<i>Activité 4 : Continue l'histoire</i>	Writing	I can continue a story about a romantic interest between two people.
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 make a voice recording about a traditional Polynesian wedding.
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 research the culture and history of a French overseas territory.	

<i>Encore ! Encore !</i>	<i>Panoramas : Au sommet du Maïdo</i>	I can use single words and phrases to identify products and practices that reflect perspectives in la Réunion.
Integrated Performance Assessment	Presentational Speaking Task	I can make a voice recording about a traditional Polynesian wedding.
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>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 : La tribu de Mou</i>	I can use single words and phrases to identify products and practices that reflect perspectives in New Caledonia.
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 research the culture and history of a French overseas territory.
<i>Petite histoire 3 : Une conversation à Kourou</i>	<i>Une conversation à Kourou</i>	A discussion about the different living conditions in French Guiana and in France.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone</i>	<i>Visitons la France d'outre-mer !</i>	Photos and maps of Overseas France, with exploratory questions

<i>Petite histoire 3 : Une conversation à Kourou</i>	<i>Une conversation à Kourou</i>	A discussion about the different living conditions in French Guiana and in France.
<i>Encore ! Encore !</i>	<i>Interviews : Walid</i>	I can understand some of what someone says about their family. I can compare someone else's family to my own.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Un pique-nique magnifique</i>	<i>Note de grammaire</i>	<i>Le subjonctif</i>
<i>Petite histoire 2 : Une leçon de vie à Bora Bora</i>	<i>Note de grammaire</i>	<i>Les comparaisons</i>
<i>Petite histoire 3 : Une conversation à Kourou</i>	<i>Note de grammaire</i>	<i>Le passé ou le présent ?</i>
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : La cathédrale Notre-Dame de Taiohae</i>	Comparison of a cathedral in French Polynesia to a cathedral where the student lives
<i>Encore ! Encore !</i>	<i>Panoramas : La tribu de Mou</i>	Exploration of a festival in New Caledonia
<i>Longue histoire 2 : Le mythe polynésien de Rangi et Papa</i>	<i>Le mythe polynésien de Rangi et Papa</i>	Polynesian myth about the creation of the world
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.		
Title		Can-Do/Description
<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	Self-assessment on IPA Can-Do statements

Unité 3 : Mon propre style			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Ton style</i>	Speaking	I can have a conversation about my fashion preferences.
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'Académie française</i>	Speaking	I can talk about influences on the French language.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La principauté de Monaco</i>	Speaking	I can talk about a principality. I can compare Monaco to where I live.
Communicative Task	<i>Un problème avec les bagages</i>	Writing	I can have a conversation about shopping for new clothes because my suitcase got lost.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about what style of clothing I like.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Le voyage d'une vie : Chapitre 3</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a chapter in an ongoing story.
Communicative Task	<i>La maigreur des mannequins</i>	Reading	I can read an article about a health law in France concerning body image and weight loss in the fashion industry.
<i>Petite histoire 1 : Clémentine, jeune mannequin</i>	<i>Activité 1 : Décrit la photo</i>	Reading	I can understand a story about a young woman in the modeling industry.
<i>Petite histoire 2 : Le style unique d'Agnès B.</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about a French fashion designer.

<i>Encore ! Encore !</i>	<i>Articles : Les instagrameuses</i>	Reading	I can understand an article about social media influencers.
<i>Encore ! Encore !</i>	<i>Articles : Une « nouvelle » chemise ?</i>	Reading	I can understand an article about a controversial clothing item.
<i>Petite histoire 3 : À chacun ses goûts</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a fashion blogger.
<i>Longue histoire 1 : Olivier X Agnès</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about an aspiring fashion designer.
<i>Petite histoire 4 : La valise perdue</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a trip where something goes wrong.
<i>Longue histoire 2 : La Fête des costumes</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about an event that celebrates traditional clothing.
<i>Le voyage d'une vie : Chapitre 4</i>	<i>Activité 1 : Questions et réponses</i>	Reading	I can understand the events and details of the first four chapters of an ongoing story.
Communicative Task	<i>Tendances printemps</i>	Listening	I can understand some words and phrases and the main idea of a video about fashion trends.
<i>Encore ! Encore !</i>	<i>Interviews : Fanny</i>	Listening	I can understand someone who tells about where they shop and what kind of clothes they like.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read and understand a quiz about fashion.
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>Le voyage d'une vie : Chapitre 4</i>	<i>Activité 6 : Qu'est-ce qui va se passer ensuite ?</i>	Speaking	I can talk about what I think will happen next in an ongoing story.

Comment [AW3]: [MC]: Removed second can-do statement because that appears later under "Writing"

Communicative Task	<i>Un festival à Nendaz</i>	Speaking	I can leave a voicemail describing traditional Swiss costumes.
<i>Petite histoire 4 : La valise perdue</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about a trip where something goes wrong.
<i>Longue histoire 2 : La Fête des costumes</i>	<i>Activité 4 : Une fin alternative</i>	Speaking	I can retell a story about an event that celebrates traditional clothing with an alternative ending.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can give information about my clothing style, my favorite clothes, and where I get my clothes from.
<i>Petite histoire 2 : Le style unique d'Agnès B.</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about a French fashion designer.
Communicative Task	<i>Défilé femme hiver 2018</i>	Writing	I can write an email about a fashion show I saw.
<i>Petite histoire 1 : Clémentine, jeune mannequin</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a young woman in the modeling industry.
<i>Petite histoire 3 : À chacun ses goûts</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a fashion blogger.
<i>Longue histoire 1 : Olivier X Agnès</i>	<i>Activité 4 : Continue l'histoire</i>	Writing	I can continue a story about an aspiring fashion designer.
<i>Le voyage d'une vie : Chapitre 3</i>	<i>Activité 4 : Une autre perspective</i>	Writing	I can rewrite a chapter in an ongoing story from a different perspective.
<i>Encore ! Encore !</i>	<i>Interviews : Fanny</i>	Writing	I can answer questions about what kinds of clothes I like to wear and where I like to shop.
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 short summary about fashion and the fashion industry in France.
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 reflect on how different concepts are covered in the media both in a French-speaking culture and my own.	
<i>Encore ! Encore !</i>	<i>Le monde en photos : La principauté de Monaco</i>	I can compare Monaco to where I live.	
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 : Exposition de costumes au Festival de cinéma de Visan</i>	I can use single words and phrases to identify products and practices that reflect perspectives at a festival in France.	
<i>Encore ! Encore !</i>	<i>Panoramas : Le Mont-Saint-Michel</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Mont-Saint-Michel, France.	
Integrated Performance Assessment	Presentational Writing Task	I can write a short summary about fashion and the fashion industry in France.	

3. Connections		
3.1 Other Disciplines: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone</i>	<i>Lien avec les autres matières</i>	I can reflect on how different concepts are covered in the media both in a French-speaking culture and my own.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone</i>	<i>Visitons la France métropolitaine !</i>	Photos and a map of metropolitan France, with exploratory questions
<i>Explore le monde francophone</i>	<i>Visitons l'Europe francophone !</i>	Photos and maps of francophone Europe, with exploratory questions
<i>Encore ! Encore !</i>	<i>Interviews : Fanny</i>	I can understand someone who tells about where they shop and what kind of clothes they like.
<i>Encore ! Encore !</i>	<i>Articles : Une « nouvelle » chemise ?</i>	I can understand an article about a controversial clothing item.
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Clémentine, jeune mannequin</i>	<i>Note de grammaire</i>	<i>Le suffixe « -ment »</i>
<i>Petite histoire 3 : À chacun ses goûts</i>	<i>Note de grammaire</i>	<i>La préposition « chez »</i>
<i>Encore ! Encore !</i>	<i>Le monde en photos : L'Académie française</i>	Regulation of the French language
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of		

culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : La principauté de Monaco</i>	I can compare Monaco to where I live.
<i>Encore ! Encore !</i>	<i>Articles : Une « nouvelle » chemise ?</i>	Discussion of a controversial clothing item from Mexican culture
<i>Explore le monde francophone</i>	<i>Lien avec les autres matières</i>	Investigation of journalism in different French-speaking countries
<i>Petite histoire 3 : À chacun ses goûts</i>	<i>À chacun ses goûts</i>	Comparison of different fashion tastes within one 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.		
Title		Can-Do/Description
<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	Self-assessment on IPA Can-Do statements

Comment [AW4]: [MC]: Consider adjusting description to mention something about the controversy – cultural appropriation, cost of designer clothes, etc.

Unité 4 : Bonne santé, bonne vie			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Un examen médical</i>	Speaking	I can have a conversation with someone about why they should get a check-up and what the doctor will do during the appointment.
Communicative Task	<i>Je suis malade</i>	Writing	I can text about how I feel when I am sick and give someone directions to a pharmacy.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about feeling ill and give directions to a pharmacy.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Le voyage d'une vie : Chapitre 5</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a chapter in an ongoing story.
Communicative Task	<i>Ce qu'il faut savoir sur le paludisme</i>	Reading	I can read an infographic about a disease.
<i>Encore ! Encore !</i>	<i>Articles : Services de santé pour tous</i>	Reading	I can understand an article about an international health organization.
<i>Encore ! Encore !</i>	<i>Articles : Le vaudou et le virus Ebola</i>	Reading	I can understand an article about voodoo and traditional healers.
<i>Petite histoire 1 : Les moustiquaires de Victoria</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about a treatment for someone who is sick.
<i>Petite histoire 2 : Où est la pharmacie ?</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about asking for

			directions in Paris.
<i>Longue histoire 1 : À la recherche du guérisseur</i>	<i>Activité 1 : Réponse courte</i>	Reading	I can understand a story about following directions and finding a traditional healer.
<i>Petite histoire 3 : Notre Hawa</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a story about someone overcoming adversity.
<i>Petite histoire 4 : Jacques a dit</i>	<i>Activité 1 : Décrit la photo</i>	Listening	I can understand a story about playing a game in French.
<i>Longue histoire 2 : Patience et Irène jouent à un jeu</i>	<i>Activité 1 : Une interview d'Irène</i>	Reading	I can understand a story about an interaction between a nurse and a patient.
<i>Encore ! Encore !</i>	<i>Interviews : Teresa</i>	Listening	I can understand someone talking about their lifestyle and health.
Communicative Task	<i>C'est quoi le paludisme ?</i>	Listening	I can understand some words and phrases and the main idea of a video about a disease.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand the main idea and many words and phrases in a video about malaria.

Comment [H5]: In the textbook, this is listed under interpretive reading, but it should be under interpretive listening

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>Jouons à un jeu !</i>	Speaking	I can tell someone what to do while playing the game <i>Jacques a dit</i> .
<i>Petite histoire 2 : Où est la pharmacie ?</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about asking for directions in Paris.
<i>Petite histoire 4 : Jacques a dit</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about playing a game in French.

<i>Longue histoire 2 : Patience et Irène jouent à un jeu</i>	<i>Activité 4 : Une fin alternative</i>	Speaking	I can retell a story about an interaction between a nurse and a patient with an alternative ending.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can give information about my health and my lifestyle.
<i>Encore ! Encore !</i>	<i>Le monde en photos : En Côte d'Ivoire</i>	Speaking	I can talk about clothing that reflects health and culture.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Maison de Santé Saint-Paul</i>	Speaking	I can talk about a famous artist and a mental health hospital.
<i>Le voyage d'une vie : Chapitre 5</i>	<i>Activité 4 : Qu'est-ce qui va se passer ensuite ?</i>	Writing	I can write what I think will happen next in an ongoing story.
Communicative Task	<i>La médecine traditionnelle</i>	Writing	I can write a blog post about a person who practices traditional medicine in the Democratic Republic of the Congo.
<i>Petite histoire 1 : Les moustiquaires de Victoria</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a treatment for someone who is sick.
<i>Longue histoire 1 : À la recherche du guérisseur</i>	<i>Activité 4 : Continue l'histoire</i>	Writing	I can continue a story about following directions and finding a traditional healer.
<i>Petite histoire 3 : Notre Hawa</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about someone overcoming adversity.
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 journal entry about my observations and experiences while serving with <i>Médecins Sans Frontières</i> in

			the République démocratique du Congo.
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	
Explore le monde francophone	Dans ma communauté	I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.	
Encore ! Encore !	Panoramas : La guelta d'Archeï	I can use single words and phrases to identify products and practices that reflect perspectives in Chad.	
Integrated Performance Assessment	Presentational WritingTask	I can write a journal entry about my observations and experiences while serving with Médecins Sans Frontières in the République démocratique du Congo.	
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	
Explore le monde francophone	Lien avec les autres matières	I can compare medicine where I live to medicine used in francophone Africa.	
Encore ! Encore !	Le monde en photos : En Côte d'Ivoire	I can talk about clothing that reflects health and culture. I can compare children's clothing to what I wore when I was a child.	
Encore ! Encore !	Panoramas : Grand-Bassam	I can use single words	

Comment [AW6]: [MB]: PID366 shows 2 Can-Do

		and phrases to identify products and practices that reflect perspectives in the Ivory Coast.
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 medicine where I live to medicine used in francophone Africa.
<i>Encore ! Encore !</i>	<i>Le monde en photos : La Maison de Santé Saint-Paul</i>	I can talk about a famous artist and a mental health hospital.
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone</i>	<i>Visitons l'Afrique francophone !</i>	Photos and a map of francophone Africa, with exploratory questions
<i>Petite histoire 3 : Notre Hawa</i>	<i>Notre Hawa</i>	Story of a young girl born with a deformity in Mali
<i>Longue histoire 1 : À la recherche du guérisseur</i>	<i>À la recherche du guérisseur</i>	Story about using traditional medicine
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Les moustiquaires de Victoria</i>	<i>Note de grammaire</i>	« <i>Il y a</i> » to express a duration of time
<i>Petite histoire 3 : Notre Hawa</i>	<i>Note de grammaire</i>	Using <i>le passé composé</i> and <i>l'imparfait</i> to tell a story
<i>Longue histoire 2 : Patience et Irène jouent à un jeu</i>	<i>Note de grammaire</i>	Another look at <i>tu</i> and <i>vous</i>
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		

Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Le monde en photos : En Côte d'Ivoire</i>	Comparison of clothing in the Ivory Coast to student's own
<i>Petite histoire 1 : Les moustiquaires de Victoria</i>	<i>Les moustiquaires de Victoria</i>	How people in the Democratic Republic of the Congo protect themselves from disease
<i>Encore ! Encore !</i>	<i>Articles : Le vaudou et le virus Ebola</i>	Exploration of the practice of voodoo and traditional healing
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.		
Title		Can-Do/Description
<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	Self-assessment on IPA Can-Do statements

Unité 5 : Héros nationaux			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>La diversité en France</i>	Speaking	I can have a conversation about the diverse heritage of some of the people in France.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Tataouine ou Tatioine ?</i>	Speaking	I can talk about a popular film saga and where it was filmed.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les langues du Maroc</i>	Speaking	I can talk about a place where multiple languages are spoken.
Communicative Task	<i>L'héritage de mon pays</i>	Writing	I can write an email about people and cultures that have contributed to the heritage of my country.
Integrated Performance Assessment	Interpersonal Writing Task	Writing	I can complete a survey about important things that influenced the heritage and culture of my country.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Le voyage d'une vie : Chapitre 6</i>	<i>Activité 1 : Complète la phrase</i>	Reading	I can understand a chapter in an ongoing story.
<i>Petite histoire 1 : Le tajine de Grand-mère</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about a family recipe.
<i>Encore ! Encore !</i>	<i>Articles : Jeanne d'Arc</i>	Reading	I can understand an article about a French historical figure.
<i>Petite histoire 2 : Napoléon Bonaparte, héros ou tyran ?</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about Napoleon Bonaparte.
<i>Encore ! Encore !</i>	<i>Articles : Le Printemps arabe</i>	Reading	I can understand an article about the Arab Spring.

<i>Longue histoire 1 : L'exil de Napoléon</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can understand a story about the end of Napoleon's life.
Communicative Task	<i>Le Musée Berbère de Tamezret</i>	Reading	I can read a web page with information about the <i>Musée Berbère de Tamezret</i> in Tunisia.
<i>Petite histoire 3 : Patrick Bruel, un Pied-noir célèbre</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a story about a French immigrant and his career.
<i>Petite histoire 4 : Une visite du Musée Berbère</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about visiting a museum.
<i>Longue histoire 2 : Le pouvoir de la musique</i>	<i>Activité 1 : Vrai ou faux ?</i>	Reading	I can understand a story about someone describing their hero.
Communicative Task	<i>Une recette de tajine</i>	Listening	I can understand some words and phrases and the main idea of a video about cooking tajine.
Integrated Performance Assessment	Interpretive Reading Task	Reading	I can read an infographic about Napoleon.

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 2 : Napoléon Bonaparte, héros ou tyran ?</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about Napoleon Bonaparte.
<i>Petite histoire 4 : Une visite du Musée Berbère</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about visiting a museum.
Communicative Task	<i>Le Sacre de Napoléon</i>	Speaking	I can talk about how Napoleon Bonaparte contributed to the history and heritage of the French people.
<i>Longue histoire 2 : Le pouvoir de la musique</i>	<i>Activité 4 : Continue l'histoire</i>	Speaking	I can continue a story about someone describing their hero.

<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can give information about someone I consider a hero.
<i>Le voyage d'une vie : Chapitre 6</i>	<i>Activité 4 : Qu'est-ce qui va se passer ensuite ?</i>	Writing	I can write what I think will happen next in an ongoing story.
<i>Petite histoire 1 : Le tajine de Grand-mère</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a family recipe.
Communicative Task	<i>Le Coup de Sirocco</i>	Writing	I can write a short report about the life and heritage of the actor and singer Patrick Bruel.
<i>Longue histoire 1 : L'exil de Napoléon</i>	<i>Activité 4 : Une autre perspective</i>	Writing	I can rewrite a story about the end of Napoleon's life from a different perspective.
<i>Petite histoire 3 : Patrick Bruel, un Pied-noir célèbre</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a French immigrant and his career.
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 make a voice recording about the diverse heritage of the French people for a travel blog.

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>Encore ! Encore !</i>	<i>Panoramas : Cuicil</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Algeria.
<i>Explore le monde francophone</i>	<i>Lien avec les autres matières</i>	I can compare politics in a French-speaking country to politics where I live.
Integrated Performance Assessment	Presentational Speaking Task	I can make a voice recording about the diverse heritage of the French people for a travel blog.

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 : Bab El Bhar</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Tunisia.
<i>Petite histoire 1 : Le tajine de Grand-mère</i>	<i>Le tajine de Grand-mère</i>	Traditional family recipe in Morocco

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 research political figures and movements in the francophone world. I can compare politics in a French-speaking country to politics where I live.
<i>Encore ! Encore !</i>	<i>Articles : Jeanne d'Arc</i>	I can understand an article about a French historical figure.

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

Section	Title	Can-Do/Description
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<i>Explore le monde francophone</i>	<i>Visitons l'Afrique du Nord !</i>	Photos and a map of North Africa, with exploratory questions
<i>Petite histoire 3 : Patrick Bruel, un Pied-noir célèbre</i>	<i>Patrick Bruel, un Pied-noir célèbre</i>	French singer born in Algeria
<i>Petite histoire 4 : Une visite du Musée Berbère</i>	<i>Une visite du Musée Berbère</i>	Description of the Berber people in Tunisia
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 1 : Le tajine de Grand-mère</i>	<i>Note de grammaire</i>	Another look at gender
<i>Petite histoire 3 : Patrick Bruel, un Pied-noir célèbre</i>	<i>Note de grammaire</i>	<i>Le conditionnel</i>
<i>Longue histoire 2 : Le pouvoir de la musique</i>	<i>Note de grammaire</i>	<i>Venir de + infinitif</i>
<i>Encore ! Encore !</i>	<i>Le monde en photos : Les langues du Maroc</i>	I can talk about a place where multiple languages are spoken.
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Articles : Le Printemps arabe</i>	Description of a political movement
<i>Petite histoire 1 : Le tajine de Grand-mère</i>	<i>Le tajine de Grand-mère</i>	Traditional family recipe in Morocco
<i>Petite histoire 2 : Napoléon Bonaparte, héros ou tyran ?</i>	<i>Napoléon Bonaparte, héros ou tyran ?</i>	Discussion of an important French historical figure
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.		
Title		Can-Do/Description
<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	Self-assessment on IPA Can-Do statements

Unité 6 : Un monde meilleur			
1. Communication			
1.1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.			
Section	Title	Mode	Can-Do
Communicative Task	<i>Une visite à la pagode Phap Hoa</i>	Speaking	I can have a conversation about a visit to <i>la pagode Phap Hoa</i> .
<i>Encore ! Encore !</i>	<i>Le monde en photos : Angkor Wat</i>	Speaking	I can talk about an ancient temple in Cambodia.
<i>Encore ! Encore !</i>	<i>Le monde en photos : Le pont doré</i>	Speaking	I can talk about a unique tourist attraction.
Communicative Task	<i>Enseigner au Vietnam</i>	Writing	I can write an email about why someone went to Vietnam to become a French teacher.
Integrated Performance Assessment	Interpersonal Speaking Task	Speaking	I can have a conversation about why people relocate to different areas of the French-speaking world.
1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			
Section	Title	Mode	Can-Do
<i>Le voyage d'une vie : Chapitre 7</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a chapter in an ongoing story.
<i>Petite histoire 1 : Bienvenue à Hô-Chi-Minh-Ville !</i>	<i>Activité 1 : De faux à vrai</i>	Reading	I can understand a story about moving to Vietnam.
Communicative Task	<i>Le Québec</i>	Reading	I can read a web page about why French people are choosing to move to Quebec, Canada.
<i>Encore ! Encore !</i>	<i>Articles : La première république noire</i>	Reading	I can understand an article about the history of Haiti.

<i>Encore ! Encore !</i>	<i>Articles : Le rêve américain</i>	Reading	I can understand an article about someone who migrated to the United States.
<i>Petite histoire 3 : La marchande haïtienne</i>	<i>Activité 1 : Logique ou illogique ?</i>	Reading	I can understand a story about a market on the border between Haiti and the Dominican Republic.
<i>Petite histoire 4 : À l'École Khmère de Paris</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about the history and traditional dance of Cambodia.
<i>Longue histoire 2 : Un déjeuner à la pagode Phap Hoa</i>	<i>Activité 1 : Choix multiple</i>	Reading	I can understand a story about visiting a Buddhist temple.
<i>Le voyage d'une vie : Chapitre 8</i>	<i>Activité 1 : Réponse courte</i>	Reading	I can understand the final chapter in an ongoing story.
<i>Petite histoire 2 : Marguerite fait un documentaire</i>	<i>Activité 1 : Décris la photo</i>	Reading	I can understand a story about French people in Quebec.
<i>Longue histoire 1 : Le médecin tunisien</i>	<i>Activité 1 : Mets dans l'ordre</i>	Reading	I can understand a story about a doctor in Tunisia.
Communicative Task	<i>Que faire à Hô-Chi-Minh-Ville ?</i>	Listening	I can understand some words and phrases and the main idea of a video about Ho Chi Minh City.
Integrated Performance Assessment	Interpretive Listening Task	Listening	I can understand a video about the history of Haiti and the Dominican Republic.
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 2 : Marguerite fait un documentaire</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about French people in Quebec.

<i>Petite histoire 4 : À l'École Khmère de Paris</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Speaking	I can tell a story about the history and traditional dance of Cambodia.
<i>Longue histoire 2 : Un déjeuner à la pagode Phap Hoa</i>	<i>Activité 4 : Une autre perspective</i>	Speaking	I can retell a story about visiting a Buddhist temple from a different perspective.
<i>Le voyage d'une vie : Chapitre 8</i>	<i>Activité 6 : Qu'est-ce qui va se passer ensuite ?</i>	Speaking	I can talk about what I think will happen next after the end of a story.
Communicative Task	<i>Une danse traditionnelle khmère</i>	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.
<i>Encore ! Encore !</i>	<i>Interviews : Qui es-tu ?</i>	Speaking	I can talk about a culture that I am familiar with or an immigrant that I know.
Communicative Task	<i>À la frontière</i>	Writing	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>Petite histoire 1 : Bienvenue à Hô-Chi-Minh-Ville !</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about moving to Vietnam.
<i>Petite histoire 3 : La marchande haïtienne</i>	<i>Activité 4 : Raconte-moi l'histoire</i>	Writing	I can write a story about a market on the border between Haiti and the Dominican Republic.
<i>Longue histoire 1 : Le médecin tunisien</i>	<i>Activité 4 : Continue l'histoire</i>	Writing	I can continue a story about a doctor in Tunisia.

<i>Le voyage d'une vie : Chapitre 7</i>	<i>Activité 4 : Une fin alternative</i>	Writing	I can rewrite a chapter in an ongoing story with an alternative ending.
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 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.
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 do research about the economic situation of a place in the francophone world. I can identify whether or not human rights are respected in a given place.	
<i>Petite histoire 4 : À l'École Khmère de Paris</i>	<i>À l'École Khmère de Paris</i>	Learning a traditional Cambodian dance	
Integrated Performance Assessment	Interpersonal Speaking Task	I can have a conversation about why people relocate to different areas of the	

		French-speaking world.
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 : Une vue aérienne de Hô-Chi-Minh-Ville</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Ho Chi Minh City, Vietnam.
<i>Encore ! Encore !</i>	<i>Panoramas : Le Grand Opéra de Hanoï</i>	I can use single words and phrases to identify products and practices that reflect perspectives in Hanoi, Vietnam.
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 do research about the economic situation of a place in the francophone world. I can identify whether or not human rights are respected in a given place.
<i>Petite histoire 2 : Marguerite fait un documentaire</i>	<i>Marguerite fait un documentaire</i>	A story about an aspiring filmmaker
3.2 Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
Section	Title	Can-Do/Description
<i>Explore le monde francophone</i>	<i>Visitons l'Asie du Sud-Est !</i>	Photos and a map of Southeast Asia, with exploratory questions
<i>Longue histoire 1 : Le médecin tunisien</i>	<i>Le médecin tunisien</i>	A doctor who worked in both Tunisia and France
<i>Petite histoire 3 : La marchande haïtienne</i>	<i>La marchande haïtienne</i>	Description of the hardships and history of

		Haiti
4. Comparisons		
4.1 Language: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.		
Section	Title	Can-Do/Description
<i>Petite histoire 2 : Marguerite fait un documentaire</i>	<i>Note de grammaire</i>	<i>Les adjectifs démonstratifs</i>
<i>Longue histoire 1 : Le médecin tunisien</i>	<i>Note de grammaire</i>	<i>Les adverbes de quantité</i>
<i>Petite histoire 3 : La marchande haïtienne</i>	<i>Note de grammaire</i>	Reflexive verbs
<i>Explore le monde francophone</i>	<i>Connaissons la francophonie !</i>	Explanation of L'Organisation internationale de la Francophonie
4.2 Culture: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.		
Section	Title	Can-Do/Description
<i>Encore ! Encore !</i>	<i>Articles : La première république noire</i>	Description of an important historical figure from Haiti
<i>Encore ! Encore !</i>	<i>Le monde en photos : Angkor Wat</i>	Photos and description of a large temple in Cambodia
<i>Longue histoire 2 : Un déjeuner à la pagode Phap Hoa</i>	<i>Un déjeuner à la pagode Phap Hoa</i>	Description of a Buddhist temple in France
<i>Petite histoire 4 : À l'École Khmère de Paris</i>	<i>À l'École Khmère de Paris</i>	Learning a traditional Cambodian dance
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.		
Title		Can-Do/Description
<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	Self-assessment on IPA Can-Do statements