--*Introduction*--

I can find my world language classroom without having to ask another student or a teacher for directions. (Intercultural Competencies)

--*Chapitre 1 : De nouveaux amis en France*--

I can read and understand a text about a French weekend hobby. (Interpretive Reading)

I can recognize and identify the various accent marks used in the French language. (Interpretive Reading)

I can understand a simple biography about a historical person. (Interpretive Reading)

I can understand basic information from a website. (Interpretive Reading)

I can understand the general idea of an authentic French document. (Interpretive Reading)

I can understand the general idea of a comparison in French. (Interpretive Reading)

I can understand a simple greeting and respond appropriately. (Interpretive Listening)

I can understand basic information about someone. (Interpretive Listening)

I can understand basic numbers in French. (Interpretive Listening)

I can understand familiar vocabulary in a commercial. (Interpretive Listening)

I can understand lyrics to a song when they are supported by gestures. (Interpretive Listening)

I can understand short conversations about age. (Interpretive Listening)

I can answer questions in French about myself. (Presentational Speaking)

I can greet someone. (Presentational Speaking)

I can introduce myself to a group of people in French. (Presentational Speaking)

I can pronounce and spell French words out loud. (Presentational Speaking)

I can write a paragraph that gives basic information about myself using practiced and memorized French words and phrases. (Presentational Writing)

I can ask for and tell my age. (Interpersonal Speaking)

I can communicate basic information about myself. (Interpersonal Speaking)

I can communicate basic information about myself. (Interpersonal Speaking)

I can greet someone and introduce myself in French. (Interpersonal Speaking)

I can respond to an introduction. (Interpersonal Speaking)

I can understand and respond to basic greetings and questions. (Interpersonal Speaking)

I can describe how differing alphabets affect technology. (Intercultural Competencies)

I can describe some geographical characteristics of continental France. (Intercultural Competencies)

I can determine appropriate ways to greet people in France. (Intercultural Competencies)

I can identify popular foods in Grenoble. (Intercultural Competencies)

I can identify where French is spoken. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 2 : À l'école en Martinique et en Guadeloupe*--

I can identify school supplies from a list. (Interpretive Reading)

I can identify the general topic and some basic information by recognizing practiced words in a written ad. (Interpretive Reading)

I can read a short text about a historical event in French. (Interpretive Reading)

I can recognize familiar school subjects on a visual schedule. (Interpretive Reading)

I can understand basic information from a website. (Interpretive Reading)

I can understand most of a short reading about someone's school day. (Interpretive Reading)

I can understand a description of a back-to-school shopping experience. (Interpretive Listening)

I can understand some words in an interview. (Interpretive Listening)

I can understand the general ideas of a TV advertisement. (Interpretive Listening)

I can understand the main idea of a short back-to-school video in French. (Interpretive Listening)

I can answer some questions about myself and my school in French. (Presentational Speaking)

I can communicate basic information about my classroom. (Presentational Speaking)

I can identify common school supplies. (Presentational Speaking)

I can state the school supplies I have. (Presentational Speaking)

I can talk about what is in my backpack. (Presentational Speaking)

I can talk about which school supplies I like and don't like. (Presentational Speaking)

I can write about school classes and classroom furnishings. (Presentational Writing)

I can answer questions about my classes in French. (Interpersonal Speaking)

I can ask about items in the classroom. (Interpersonal Speaking)

I can respond to yes/no questions about my classroom. (Interpersonal Speaking)

I can talk about the classes I take at school. (Interpersonal Speaking)

I can describe the historical events that shaped the foods in Martinique. (Intercultural Competencies)

I can identify a popular festival in Martinique, say how it is celebrated, why it is important, and compare it to festivals in my home culture. (Intercultural Competencies)

I can identify practices related to education and cultural aspects of school. (Intercultural Competencies)

I can identify territories of overseas France and how they are governed. (Intercultural Competencies)

I can recognize a unique sporting event and talk about its characteristics. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Martinique to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 3 : On se décrit à La Réunion*--

I can differentiate between singular and plural subject pronouns in French. (Interpretive Reading)

I can identify the topic and recognize related vocabulary on a poster summarizing people's characteristics. (Interpretive Reading)

I can read an article about a nonprofit that helps the environment locally. (Interpretive Reading)

I can read and understand information about musical styles in La Réunion. (Interpretive Reading)

I can recognize color words and adjectives that describe personality. (Interpretive Reading)

I can recognize familiar words used to describe people. (Interpretive Reading)

I can understand and interpret the organization and content of a poster using cognate words and memorized words. (Interpretive Reading)

I can understand the main idea and many words in an infographic about personalities. (Interpretive Reading)

I can understand some words in an interview. (Interpretive Listening)

I can answer some questions about myself in French. (Presentational Speaking)

I can introduce myself. (Presentational Speaking)

I can talk about a picture of my friends. (Presentational Speaking)

I can describe six of my classmates in French. (Presentational Writing)

I can describe someone's appearance and personality. (Presentational Writing)

I can ask for information about someone's family and friends. (Interpersonal Speaking)

I can describe my friends as I answer questions in a written text message. (Interpersonal Speaking)

I can describe other people. (Interpersonal Speaking)

I can give basic information about myself, my friends, and my family. (Interpersonal Speaking)

I can analyze the impact of slavery on La Réunion's society, and compare the experiences of people enslaved there with those in other parts of the world. (Intercultural Competencies)

I can describe the practice and significance of a family tradition. (Intercultural Competencies)

I can identify festivals and holidays along with the practices and perspectives unique to these celebrations. (Intercultural Competencies)

I can identify some elements of a house and how culture and geography affect its structure. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in La Réunion to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 4 : En famille au Cameroun*--

I can interpret a graphic presenting data about family pets. (Interpretive Reading)

I can make family relationship connections. (Interpretive Reading)

I can read about diversity in sports. (Interpretive Reading)

I can read and understand an article about the food of Cameroon. (Interpretive Reading)

I can understand a family relationship based on a vocabulary riddle. (Interpretive Reading)

I can understand an advertisement related to family relationships and events. (Interpretive Reading)

I can understand some information about someone's family, as described in a letter. (Interpretive Reading)

I can understand the main idea and some specific facts in an internet article about a famous family from Monaco. (Interpretive Reading)

I can understand familiar vocabulary in a commercial. (Interpretive Listening)

I can understand some words in an interview about someone's family. (Interpretive Listening)

I can use familiar vocabulary to understand the events in a commercial. (Interpretive Listening)

I can use familiar vocabulary to understand the main ideas in an advertisement. (Interpretive Listening)

I can answer some questions in French about myself and my family. (Presentational Speaking)

I can describe myself and the members in my family. (Presentational Speaking)

I can introduce myself and give basic information about myself and my family. (Presentational Speaking)

I can tell a friend about a picture of a family member. (Presentational Speaking)

I can answer some basic questions about myself. (Presentational Writing)

I can write phone numbers in French. (Presentational Writing)

I can answer questions about my family in a reply to an email from a French-speaking friend. (Interpersonal Writing)

I can ask and answer basic questions about the size of someone's family. (Interpersonal Speaking)

I can give basic information about my family members. (Interpersonal Speaking)

I can understand and answer basic questions about myself and my family. (Interpersonal Speaking)

I can compare crafts and art in Cameroon to crafts and art where I live. (Intercultural Competencies)

I can describe indigenous groups in Cameroon. (Intercultural Competencies)

I can describe the different languages of the Bamiléké people of Cameroon. (Intercultural Competencies)

I can identify examples of traditional dance and music and their importance to the community. (Intercultural Competencies)

I can identify how culture and history is reflected in flags. (Intercultural Competencies)

I can understand an informative article about biodiversity and identify related French cognate words. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Cameroon to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 5 : Le temps en Suisse*--

I can interpret weather information and the best times to go to Zurich to ski and hike. (Interpretive Reading)

I can read and understand an article about the four languages spoken in Switzerland. (Interpretive Reading)

I can read and understand an article about the Swiss watch and clockmaking tradition. (Interpretive Reading)

I can understand a list of advice and ideas provided in a lifestyle blog and presented in a familiar context. (Interpretive Reading)

I can understand a poster presenting a schedule of activities using graphics and visual aids. (Interpretive Reading)

I can understand a school vacation calendar and identify cultural practices using graphic and visual support. (Interpretive Reading)

I can understand some of what a French speaker says about their climate. (Interpretive Listening)

I can understand the main idea and many words and phrases as I listen to a weather report in French. (Interpretive Listening)

I can answer some questions about the climate where I am from. (Presentational Speaking)

I can give a weather forecast. (Presentational Speaking)

I can talk about what I do during the week and weekend. (Presentational Speaking)

I can describe different types of weather. (Presentational Writing)

I can write a blog post about the weather and what I am going to do today. (Presentational Writing)

I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. (Interpersonal Speaking)

I can ask and talk about important information about the weather. (Interpersonal Speaking)

I can communicate basic information about the date and weather. (Interpersonal Speaking)

I can have a phone conversation with a friend about the weather and my future plans. (Interpersonal Speaking)

I can describe a Swiss folk hero. (Intercultural Competencies)

I can describe a yearly celebration in France. (Intercultural Competencies)

I can describe an important part of Swiss cuisine. (Intercultural Competencies)

I can describe the importance of animals that serve as symbols of Switzerland. (Intercultural Competencies)

I can identify some of the national symbols of Switzerland. (Intercultural Competencies)

I can identify traditional musical forms and their importance to the community. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Switzerland to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

I can identify how culture is influenced by language. (Intercultural Competencies)

--*Chapitre 6 : Faire des achats au Sénégal*--

I can identify and understand targeted vocabulary about fashion and clothing in an authentic visual. (Interpretive Reading)

I can identify essential facts about sale periods and types of sales on an authentic infographic. (Interpretive Reading)

I can interpret data about shopping habits. (Interpretive Reading)

I can read a graph about people's shopping plans. (Interpretive Reading)

I can read and understand an article about a Senegalese division of the French Army. (Interpretive Reading)

I can understand details about a Senegalese artist. (Interpretive Reading)

I can understand some of what a French speaker says about their clothing. (Interpretive Listening)

I can understand some of what someone says about the traditional clothing in their culture and what they like to wear. (Interpretive Listening)

I can understand the main idea and many words and phrases in a video about shopping for clothes. (Interpretive Listening)

I can understand the purpose of an authentic video. I can also understand the basic facts about a store and its goods, and express my opinion of a client's outfit in an authentic video. (Interpretive Listening)

I can answer some simple questions about clothing. (Presentational Speaking)

I can talk about clothes. (Presentational Speaking)

I can create a list of clothing I would wear for different activities. (Presentational Writing)

I can describe what someone is wearing. (Presentational Writing)

I can describe what someone is wearing. (Presentational Writing)

I can write an email about clothes I am going to buy during a trip to a French-speaking country. (Presentational Writing)

I can ask and answer questions about shopping/size/color. (Interpersonal Writing)

I can have a conversation in a store. (Interpersonal Speaking)

I can hold a conversation with a salesperson about purchasing clothes. (Interpersonal Speaking)

I can shop for clothes. (Interpersonal Speaking)

I can understand and answer questions about clothing. (Interpersonal Speaking)

I can compare Senegalese practices of transmission of knowledge with products and practices of my own culture. (Intercultural Competencies)

I can describe a piece of traditional Senegalese clothing. (Intercultural Competencies)

I can describe Fashion Week in France (Intercultural Competencies)

I can describe the events and importance of Dakar Fashion Week. (Intercultural Competencies)

I can describe the life and achievements of an important fashion designer. (Intercultural Competencies)

I can identify a geological formation and what it represents to people. (Intercultural Competencies)

I can identify traditional foods and how they reflect the community. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Senegal to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 7 : Bon appétit au Maroc*--

I can identify purpose, audience, and main ideas in an authentic visual that displays menus. (Interpretive Reading)

I can identify targeted vocabulary, as well as the message, in an authentic visual that displays a few beverages and their prices. (Interpretive Reading)

I can identify targeted vocabulary, foods, and purpose in an authentic visual. (Interpretive Reading)

I can interpret data from a graph about food. (Interpretive Reading)

I can read about a traditional Moroccan dish. (Interpretive Reading)

I can read and understand an article about henna tattoos in Morocco. (Interpretive Reading)

I can understand information on a menu. (Interpretive Reading)

I can understand main ideas in an authentic visual featuring a French school's cafeteria weekly menu. (Interpretive Reading)

I can understand some of what someone says about their favorite foods. (Interpretive Listening)

I can understand targeted vocabulary, purpose, and ideas in a short video. (Interpretive Listening)

I can answer some questions in French about the foods that I like. (Presentational Speaking)

I can describe a simple routine, like what I eat for breakfast, lunch, and dinner. (Presentational Speaking)

I can write a description of a meal I plan to serve and the ingredients I need for each dish. (Presentational Writing)

I can write a shopping list. (Presentational Writing)

I can write about what I normally eat for each meal. (Presentational Writing)

I can ask and answer questions about what foods I like and dislike. (Interpersonal Speaking)

I can ask and talk about what my family likes to eat. (Interpersonal Speaking)

I can communicate basic information about my favorite foods and restaurants. (Interpersonal Speaking)

I can interact with a server at a restaurant. (Interpersonal Speaking)

I can order a meal. (Interpersonal Speaking)

I can order food in a restaurant. (Interpersonal Speaking)

I can place an order in French. (Interpersonal Speaking)

I can describe a traditional tea-making practice. (Intercultural Competencies)

I can describe the Indigenous people of North Africa. (Intercultural Competencies)

I can describe what happens during a traditional Amazigh wedding and an Amazigh marriage festival. (Intercultural Competencies)

I can explain why face tattoos were once important in Amazigh culture. (Intercultural Competencies)

I can identify a traditional product that is important to the Moroccan economy. (Intercultural Competencies)

I can investigate what I and other people around the world eat for breakfast. (Intercultural Competencies)

I can understand and analyze information related to Moroccan shopping culture, and I can compare related cultural practices with my own. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Morocco to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 8 : La nature en Guyane française*--

I can identify the Indigenous people who were the original inhabitants of French Guiana and their current roles in the community. (Interpretive Reading)

I can interpret an infographic about vacations. (Interpretive Reading)

I can read an infographic about fishing. (Interpretive Reading)

I can read and understand an article about the space program in French Guiana. (Interpretive Reading)

I can recognize written cognates and vocabulary in a video. (Interpretive Reading)

I can talk about leatherback turtles from French Guiana. (Interpretive Reading)

I can recognize familiar vocabulary in an advertisement. (Interpretive Listening)

I can understand many words, phrases, and ideas in a video about an excursion to a tropical rain forest in French Guiana. (Interpretive Listening)

I can understand most of what someone says about the nature and geography of where they live. (Interpretive Listening)

I can answer simple comparative questions. (Presentational Speaking)

I can make a voice recording about what I see and what I am going to do during a vacation in an area of natural beauty. (Presentational Speaking)

I can talk about what I do and don't like to do on vacation. (Presentational Speaking)

I can make simple comparisons. (Presentational Writing)

I can write about the weekend plans of my classmates. (Presentational Writing)

I can write answers to a friend’s questions about a trip to French Guiana in a postcard message. (Interpersonal Writing)

I can answer simple questions about my vacation preferences. (Interpersonal Speaking)

I can ask and answer questions about my vacation preferences. (Interpersonal Speaking)

I can talk about teenagers' preferred pastimes. (Interpersonal Speaking)

I can describe an important celebration of French Guiana. (Intercultural Competencies)

I can describe some the attractions one might find on the beaches and islands of French Guiana. (Intercultural Competencies)

I can describe the Amazon Rainforest and the inselbergs found in French Guiana. (Intercultural Competencies)

I can explain the significance of a wetland nature reserve and an Indigenous artifact found in French Guiana. (Intercultural Competencies)

I can explain why the Midi Canal is a popular destination. (Intercultural Competencies)

I can name some typical foods from French Guiana. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 9 : On s’amuse au Québec*--

I can interpret an infographic about sports. (Interpretive Reading)

I can interpret an infographic presenting information about habits around physical activities in France. (Interpretive Reading)

I can interpret text captions in a video about sports. (Interpretive Reading)

I can read an article about popular sports in Quebec. (Interpretive Reading)

I can read and understand an article about the sport of hockey in Quebec. (Interpretive Reading)

I can read and understand information about a contemporary circus. (Interpretive Reading)

I can understand a blog about Winter Carnival activities in Quebec City using memorized words and phrases, visual support, and related cognate words. (Interpretive Reading)

I can understand a video advertising winter activities in Quebec using memorized words and phrases, visual support, and related cognate words. (Interpretive Reading)

I can understand short descriptions of activities. (Interpretive Reading)

I can understand most of what someone says about their favorite hobbies. (Interpretive Listening)

I can understand some of what a French speaker says about their hobbies and pastimes. (Interpretive Listening)

I can answer some questions in French about what I like to do in my free time. (Presentational Speaking)

I can discuss what I like to do in my free time. (Presentational Speaking)

I can introduce myself and say what activities I enjoy. (Presentational Speaking)

I can talk about what my friends and I do for fun. (Presentational Speaking)

I can write about what I do in my free time. (Presentational Writing)

I can have a text conversation about my favorite pastimes and sports. (Interpersonal Writing)

I can ask and answer questions about what activities I like and dislike. (Interpersonal Speaking)

I can communicate basic information about my free time. (Interpersonal Speaking)

I can discuss what I do and do not like to do. (Interpersonal Speaking)

I can say what activities my family likes to do. (Interpersonal Speaking)

I can say what my grandparent enjoys doing as well as what they never do in their spare time. (Interpersonal Speaking)

I can describe the Great Canadian Maple Syrup Heist. (Intercultural Competencies)

I can describe the québécois tradition of a sugar shack. (Intercultural Competencies)

I can describe the significance of maple syrup production in Quebec. (Intercultural Competencies)

I can explain the significance of snowmobiling in Quebec. (Intercultural Competencies)

I can identify musical forms and genres that are unique to a community and its heritage. (Intercultural Competencies)

I can identify some practices regions use to protect parts of their identity. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in Quebec to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 10 : La santé en République démocratique du Congo*--

I can read about the basketball player Dikembe Mutombo. (Interpretive Reading)

I can read an advertisement for flu vaccinations. (Interpretive Reading)

I can understand a text about gorillas in the Democratic Republic of the Congo. (Interpretive Reading)

I can understand an infographic that explains how to do a simple exercise. (Interpretive Reading)

I can understand basic information in an infographic about COVID-19. (Interpretive Reading)

I can understand many ideas, words, and phrases as I listen to a video about typical health problems and their symptoms. (Interpretive Reading)

I can read and understand an article about the group Doctors Without Borders and their activities in the DRC. (Interpretive Reading)

I can understand many words and phrases and what is happening in a video about an exercise routine. (Interpretive Listening)

I can understand many words, phrases, and ideas in a video about cold and flu symptoms. (Interpretive Listening)

I can understand someone talking about how they feel when they are sick and what they do to feel better. (Interpretive Listening)

I can answer simple questions about my and others' bodies. (Presentational Speaking)

I can call in sick to school and describe my symptoms. (Presentational Speaking)

I can describe my body. (Presentational Writing)

I can write an email to a friend telling her that I am sick and cannot go to class. (Presentational Writing)

I can write sentences to describe myself and others. (Presentational Writing)

I can answer basic questions in a doctor's office. (Interpersonal Speaking)

I can ask and answer questions about what hurts. (Interpersonal Speaking)

I can ask and answer simple questions about my health. (Interpersonal Speaking)

I can have a conversation with a doctor about how I am feeling. (Interpersonal Speaking)

I can interact with a doctor and describe my symptoms. (Interpersonal Speaking)

I can describe a fashion movement in the DRC. (Intercultural Competencies)

I can describe popular forms of dance in the DRC. (Intercultural Competencies)

I can describe the importance of painting and sculpture in the Democratic Republic of the Congo. (Intercultural Competencies)

I can explain the purposes of pharmacies in France. (Intercultural Competencies)

I can identify local fauna of the DRC and the importance of protecting their habitats. (Intercultural Competencies)

I can identify the musical styles and artists of the Democratic Republic of the Congo. (Intercultural Competencies)

I can identify which languages are recognized in the DRC and why. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

--*Chapitre 11 : Une journée typique en Polynésie française*--

I can describe what people of French Polynesia typically eat on a daily basis. (Interpretive Reading)

I can read about the life and work of a famous artist. (Interpretive Reading)

I can read and understand a checklist of items for a trip. (Interpretive Reading)

I can understand information in an infographic about a morning routine. (Interpretive Reading)

I can understand information in an infographic about dental hygiene. (Interpretive Reading)

I can read and understand an article about tattooing in French Polynesia. (Interpretive Reading)

I can understand a native French speaker describing their daily routine. (Interpretive Listening)

I can understand some words and phrases and what is happening in a video about someone’s morning routine. (Interpretive Listening)

I can understand the main idea and basic words and phrases in a video about someone’s morning routine. (Interpretive Listening)

I can talk about the daily routine of a famous person. (Presentational Speaking)

I can talk about what I do on a typical Saturday beginning with when I get up in the morning and ending with when I go to bed at night. (Presentational Speaking)

I can ask questions about someone's daily routine. (Presentational Writing)

I can describe someone else's daily routine. (Presentational Writing)

I can write a paragraph to describe my daily routine. (Presentational Writing)

I can write a review for health and beauty products. (Presentational Writing)

I can write an email about what I do on a typical school day. (Interpersonal Writing)

I can answer questions about my daily routine. (Interpersonal Speaking)

I can describe an ideal daily routine. (Interpersonal Speaking)

I can talk about my daily routine. (Interpersonal Speaking)

I can describe a celebration's importance to the local culture. (Intercultural Competencies)

I can describe the culinary specialties of French Polynesia. (Intercultural Competencies)

I can explain a traditional cooking method in French Polynesia and celebrations for which special foods are prepared. (Intercultural Competencies)

I can identify some traditional products of French Polynesia and how they are made. (Intercultural Competencies)

I can use words, phrases, and simple sentences to identify and describe cultural products and practices in French Polynesia to help me explain and understand the perspectives of the target culture. (Intercultural Competencies)

I can identify some sports that are popular in French Polynesia. (Intercultural Competencies)