--*Introduction*--

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

--*Chapitre 1 : Un plat parfait en France*--

I can describe activities related to preparing and enjoying foods using regular present tense verbs. (Interpretive Reading)

I can identify food items based on a description. (Interpretive Reading)

I can identify the main steps and some supporting details from a video recipe. (Interpretive Reading)

I can identify the steps to preparing a pie recipe. (Interpretive Reading)

I can read an article about the repas gastronomique—a cultural practice connecting food, family, and heritage. (Interpretive Reading)

I can read and understand an infographic about the dietary budget of French households. (Interpretive Reading)

I can recognize correct object pronouns to replace the objects of sentences. (Interpretive Reading)

I can recognize ingredients in iconic French dishes. (Interpretive Reading)

I can understand commands in French. (Interpretive Reading)

I can understand information about the French culinary school « Le Cordon Bleu ». (Interpretive Reading)

I can identify the steps to preparing a breakfast recipe. (Interpretive Listening)

I can understand a description about a Mediterranean chicken and vegetables recipe. (Interpretive Listening)

I can understand instructions for preparing a New Year's meal. (Interpretive Listening)

I can understand someone describing how to prepare a traditional French dish. (Interpretive Listening)

I can understand someone describing how to prepare a traditional Senegalese dish. (Interpretive Listening)

I can communicate my preferences for ingredients and flavors. (Presentational Speaking)

I can explain how to prepare a dish of my choice. (Presentational Writing)

I can use object pronouns to replace objects in sentences. (Presentational Writing)

I can write a simple recipe to post on social media. (Presentational Writing)

I can write sentences about cuisine using irregular verbs in the present tense. (Presentational Writing)

I can write sentences using object pronouns. (Presentational Writing)

I can write a simple profile or infographic about a recipe. (Presentational Writing)

I can give cooking instructions using French commands. (Interpersonal Writing)

I can communicate ingredient and food preferences. (Interpersonal Speaking)

I can discuss eating healthy and give suggestions to others. (Interpersonal Speaking)

I can interact with a friend while cooking, asking and answering questions about the recipe. (Interpersonal Speaking)

I can respond to questions about food and ingredients. (Interpersonal Speaking)

I can describe a type of fast food available in France. (Intercultural Competencies)

I can describe how and why restaurants receive Michelin stars. (Intercultural Competencies)

I can describe some French pastries and compare them to pastries where I live. (Intercultural Competencies)

I can explain why the baguette is important to French culture and give some reasons why it was added to UNESCO’s Representative List of the Intangible Cultural Heritage of Humanity. (Intercultural Competencies)

I can identify an important component of French cuisine. (Intercultural Competencies)

I can identify different specialty dishes from French regions. (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 : Mes amis et mes proches en Amérique du Nord*--

I can determine a person's nationality after reading where they are from. (Interpretive Reading)

I can identify the general topic of an infographic about social media and interpret the data. (Interpretive Reading)

I can read and understand an infographic about what age young people leave home. (Interpretive Reading)

I can understand a short blog post about friendship. (Interpretive Reading)

I can understand a short text and compare statements made in the text to my own experience. (Interpretive Reading)

I can understand and share information about a French-speaking singer. (Interpretive Reading)

I can understand comparison phrases in French. (Interpretive Reading)

I can understand essential information about francophone Louisiana and its most well-known advocate, Zachary Richard. (Interpretive Reading)

I can interpret family relationships depicted in a commercial. (Interpretive Listening)

I can observe family relations in a commercial about shopping. (Interpretive Listening)

I can understand someone describing their close family members. (Interpretive Listening)

I can understand someone talking about and describing their close friend. (Interpretive Listening)

I can state someone's nationality. (Presentational Speaking)

I can talk about how my personality influences my reactions. (Presentational Speaking)

I can describe a fictional family tree. (Presentational Writing)

I can describe the physical appearance of three individuals. (Presentational Writing)

I can draw from my personal experience to provide specific details in response to an email. (Presentational Writing)

I can write sentences describing different people and things. (Presentational Writing)

I can answer questions about my family. (Interpersonal Writing)

I can answer simple prompts about my friendship preferences. (Interpersonal Speaking)

I can discuss important personality traits. (Interpersonal Speaking)

I can discuss personality traits for work. (Interpersonal Speaking)

I can provide personal information about myself and friends. (Interpersonal Speaking)

I can compare Louisiana French to standard French or Québécois French and the different influences on Louisiana French to my first language. (Intercultural Competencies)

I can descibe the significance of a historical event. (Intercultural Competencies)

I can describe some popular Cajun dishes and food traditions and compare them to dishes popular in my culture or where I live. (Intercultural Competencies)

I can describe the vacation habits of French families. (Intercultural Competencies)

I can identify how people celebrate Mardi Gras. (Intercultural Competencies)

I can identify products and practices about songs and music from Acadia. (Intercultural Competencies)

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

--*Chapitre 3 : Un été en Polynésie française*--

I can read and understand a biography about a Polynesian author. (Interpretive Reading)

I can read and understand an infographic about the favorite sports and activities of French people. (Interpretive Reading)

I can understand a video about the top six sports played at a French vacation camp. (Interpretive Reading)

I can understand key information about the traditional navigation methods of French Polynesians. (Interpretive Reading)

I can identify the main activities a TikToker did at summer camp and her opinions on those activities. (Interpretive Listening)

I can understand and present information about summer activities (Interpretive Listening)

I can understand information in a video about sailing lessons. (Interpretive Listening)

I can understand simple statements about summer activities. (Interpretive Listening)

I can understand someone talking about what they typically do during the summer. (Interpretive Listening)

I can understand someone telling a story about a summer vacation. (Interpretive Listening)

I can talk about my ideal summer vacation in a francophone country. (Presentational Speaking)

I can describe my (imagined) time at a francophone summer camp. (Presentational Writing)

I can describe travel plans to multiple locations. (Presentational Writing)

I can write a paragraph about my summer hobbies. (Presentational Writing)

I can answer simple questions about the summer activities I enjoy. (Interpersonal Writing)

I can discuss my favorite summer activities. (Interpersonal Speaking)

I can discuss what I like to do on vacation. (Interpersonal Speaking)

I can interact to persuade a parent to allow me to do something. (Interpersonal Speaking)

I can respond to questions about summer activities and vacations. (Interpersonal Speaking)

I can talk about a recent trip I took. (Interpersonal Speaking)

I can compare and contrast the traditional musical instruments and their importance to my culture or where I live to those of French Polynesia. (Intercultural Competencies)

I can compare and contrast traditional dance in French Polynesia with dance in my own culture or another culture. (Intercultural Competencies)

I can describe a Polynesian myth of origin. (Intercultural Competencies)

I can identify products of a culture and consider why they may be significant. (Intercultural Competencies)

I can tell why people think differently about tourism. (Intercultural Competencies)

I can understand and compare information about summer camps in France. (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)

--*Chapitre 4 : En route au Sénégal*--

I can analyze and interpret statements about my driving experiences. (Interpretive Reading)

I can interpret the text of a road sign and use context cues to guess the meaning of unfamiliar words. (Interpretive Reading)

I can read and understand an article about navigation apps. (Interpretive Reading)

I can read and understand an infographic about the means of transportation used in Paris. (Interpretive Reading)

I can understand a list of advice about driving in a foreign country. (Interpretive Reading)

I can understand a video about driving in another country and compare it with driving habits in America. (Interpretive Reading)

I can understand and share information about a sculptor from Senegal. (Interpretive Reading)

I can understand the main ideas and key information in a short biography of a historical figure of Senegal. (Interpretive Reading)

I can understand a news report. (Interpretive Listening)

I can understand someone talking about driving in different countries. (Interpretive Listening)

I can understand someone talking about taking their driver's exam. (Interpretive Listening)

I can describe some of what I see at the scene of a car accident. (Presentational Speaking)

I can make a cultural comparison of driving in Senegal compared to driving in my country. (Presentational Speaking)

I can present about the effects of ignoring traffic laws in other countries. (Presentational Speaking)

I can write a paragraph to describe a driving mishap. (Presentational Writing)

I can participate in a written conversation about my city. (Interpersonal Writing)

I can discuss my concerns about driving. (Interpersonal Speaking)

I can explain a car problem and get help sent to my location. (Interpersonal Speaking)

I can respond to text messages to provide details about driving rules in Senegal. (Interpersonal Speaking)

I can talk about driving. (Interpersonal Speaking)

I can compare le grand carnaval de Dakar to a cultural festival with which I am familiar. (Intercultural Competencies)

I can describe a form of public transportation in Senegal and compare it to forms of public transportation where I live. (Intercultural Competencies)

I can describe how people get around in Paris. (Intercultural Competencies)

I can identify and consider beliefs that influence the creation of a community-focused event. (Intercultural Competencies)

I can identify and tell why people make decisions about sporting events. (Intercultural Competencies)

I can identify the place and roles of pirogues in everyday Senegalese coastal culture. (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 5 : Quand j’étais petit(e) en Suisse*--

I can understand a descriptive introduction of a French fairy tale. (Interpretive Reading)

I can understand the introductory paragraph of a fairy tale. (Interpretive Reading)

I can understand the main idea and some pieces of information about a popular music competition. (Interpretive Reading)

I can understand the main ideas and some pieces of information about the biography of the Swiss tennis champion Roger Federer. (Interpretive Reading)

I can interpret a video report about a live reenactment of a school of yesteryear. (Interpretive Listening)

I can understand someone talking about their childhood. (Interpretive Listening)

I can understand someone telling a childhood story. (Interpretive Listening)

I can understand the narration of a fairy tale. (Interpretive Listening)

I can tell a fairy tale that takes place in Switzerland. (Presentational Speaking)

I can tell a fairy tale. (Presentational Speaking)

I can summarize my favorite fairy tale. (Presentational Writing)

I can write a fairy tale. (Presentational Writing)

I can write about what I used to do as a kid. (Presentational Writing)

I can write an original ending to a story using the *imparfait* and *passé composé* tenses. (Presentational Writing)

I can ask questions using appropriate adjectives or pronouns. (Interpersonal Writing)

I can compare popular childhood activities between Switzerland and that of my own culture. (Interpersonal Speaking)

I can discuss my favorite fairy tale. (Interpersonal Speaking)

I can talk about my childhood and the activities I enjoyed doing as a kid. (Interpersonal Speaking)

I can use the imperfect tense in a conversation about my childhood. (Interpersonal Speaking)

I can compare a ghost legend from my own culture to a ghost legend from Switzerland. (Intercultural Competencies)

I can describe the celebrations of a carnival in Switzerland. (Intercultural Competencies)

I can describe the celebrations of Switzerland's national holiday. (Intercultural Competencies)

I can explain why a community promotes and protects a local product. (Intercultural Competencies)

I can explain why carousels are a cherished part of childhood in France. (Intercultural Competencies)

I can identify and discuss the ways that school holidays reflect local traditions. (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)

--*Chapitre 6 : La prochaine étape de ma vie en Belgique*--

I can interpret simple sentences about the education and characteristics one needs to obtain a job. (Interpretive Reading)

I can interpret simple sentences about various professions. (Interpretive Reading)

I can understand an ad for a job posting. (Interpretive Reading)

I can understand information about a Belgian writer. (Interpretive Reading)

I can understand information about the life and work of the Belgian painter René Magritte. (Interpretive Reading)

I can understand information in a job posting. (Interpretive Reading)

I can understand a short video about a job search. (Interpretive Listening)

I can understand a video about a job fair presented by the French government. (Interpretive Listening)

I can understand someone talking about their career path and professional interests. (Interpretive Listening)

I can understand someone talking about their friend's career aspirations. (Interpretive Listening)

I can understand the main idea and some pieces of information from a video resumé. (Interpretive Listening)

I can talk about how to interview well for a job. (Presentational Speaking)

I can describe what I would do in a hypothetical situation. (Presentational Writing)

I can write une lettre de motivation (a cover letter) to accompany my CV. (Presentational Writing)

I can answer questions using the conditional tense. (Interpersonal Writing)

I can determine some necessary classes when presented with a career path. (Interpersonal Writing)

I can answer questions during a job interview. (Interpersonal Speaking)

I can compare jobs in my country and Belgium with my partner. (Interpersonal Speaking)

I can discuss what to write on a scholarship application. (Interpersonal Speaking)

I can have a simple conversation about the career paths that interest me. (Interpersonal Speaking)

I can respond to questions about my educational and professional interests. (Interpersonal Speaking)

I can compare how job hunting in France differs from that in the United States. (Intercultural Competencies)

I can compare the tradition of shrimp fishing on horseback in Belgium to an important tradition in my own culture or where I live. (Intercultural Competencies)

I can describe an animal-focused celebration in Belgium and compare it to other festivals I am familiar with. (Intercultural Competencies)

I can identify and compare elements of an art movement. (Intercultural Competencies)

I can identify and discuss how events express a culture's values and beliefs. (Intercultural Competencies)

I can identify products and practices associated with December holidays in Belgium. (Intercultural Competencies)

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

--*Chapitre 7 : Un monde connecté au Rwanda*--

I can read and understand information about the youth press in France. (Interpretive Reading)

I can understand an article about technology. (Interpretive Reading)

I can understand and share information about a French Rwandan actress. (Interpretive Reading)

I can understand many ideas in an article about Rwanda. (Interpretive Reading)

I can understand simple sentences about the news. (Interpretive Reading)

I can understand the main idea and detailed information of an article about women leaders from Rwanda. (Interpretive Reading)

I can understand the main idea of an informational article. (Interpretive Reading)

I can understand the main idea of an informational website. (Interpretive Reading)

I can understand a news report about screen time. (Interpretive Listening)

I can understand someone talking about French media and news sources. (Interpretive Listening)

I can understand someone talking about how they typically get their news. (Interpretive Listening)

I can give an oral presentation about Rwanda, my impressions of the country, and what I did while I was there. (Presentational Speaking)

I can talk about important news articles. (Presentational Speaking)

I can answer simple questions about the news and media. (Interpersonal Writing)

I can write answers to questions in a friend's text about my experiences during a trip to Rwanda. (Interpersonal Writing)

I can discuss a powerful and positive news story and its impact. (Interpersonal Speaking)

I can discuss various news sources. (Interpersonal Speaking)

I can respond to questions about my favorite news sources. (Interpersonal Speaking)

I can compare community service in Rwanda to community service where I live. (Intercultural Competencies)

I can compare products and practices associated with a well-known person in Rwanda to similar figures from my own country. (Intercultural Competencies)

I can compare the national parks of Rwanda to the national parks or state parks where I live. (Intercultural Competencies)

I can describe how a dance tradition has evolved in Rwanda. (Intercultural Competencies)

I can identify and discuss factors that affect efforts that drive technological innovation. (Intercultural Competencies)

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