

Merrimack School District
Essential Learning Competencies

School	MHS
Discipline	World Language
Course Title	French 2

Quarter 1

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1. Interpretive communication (novice high)	<p>Performance benchmark: I can identify the topic and some isolated facts from simple sentences in informational texts.</p> <p>Performance indicator: I can identify school activities in a short text or a comic strip.</p>	<p>Practice with interpretation and production of vocabulary words.</p> <p>Identify main ideas, key phrases, supporting details, guessing meaning from context.</p> <p>Read and listen to kids' comics.</p>	<p>Read or listen to kids' comics TV shows to identify elements such as activities in school setting.</p>
2. Interpersonal communication (novice high)	<p>Performance benchmark: I can express, my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> <p>Performance indicator: I can express what I prefer to do at school.</p>	<p>Participate in class conversation questions about school.</p> <p>Interview classmates on their school activities preferences.</p> <p>React with agreement or disagreement to your peer's preference</p>	<p>Read a comics strips about French students getting in trouble at school.</p>
3. Presentational communication (novice high)	<p>Performance benchmark: I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <p>Performance indicator: I can tell about my favorite activities or subject at school.</p>	<p>Writing practice with <i>aimer</i> like verbs.</p> <p>Writing using <i>passé composé</i> and <i>imparfait</i> verb tense</p>	<p>Present a brief description of your schedule at school</p>

		Practice describing school activities.	
4. Interpretive communication (novice high)	<p>Performance benchmark: I can identify the topic and some isolated facts from simple sentences in informational texts.</p> <p>Performance indicator: I can understand someone's description of their school or school activities in a French speaking community.</p>	<p>Practice identifying and producing vocabular words.</p> <p>Interpretation of authentic images of school in France and other French speaking countries.</p>	Read an informative text about school in French speaking countries.
5. Interpersonal communication (novice high)	<p>Performance benchmark: I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</p> <p>Performance indicator: I can converse with someone about school in their community and compare them to my own.</p>	<p>Class interpretation and discussion of school in Merrimack and France.</p> <p>Partner interview activities.</p>	Listen or read a description of a school and respond with comparisons and contradictions, describing what schools look like in Merrimack.
6. Presentational communication (novice high)	<p>Performance benchmark: I can present information about my life and activities, using simple sentences most of the time.</p> <p>Performance indicator: I can describe what schools look like in my community, identifying parts and using basic descriptive adjectives.</p>	<p>Practice with descriptive adjectives and the ir, re and er verb</p> <p>Practice describing schools in the Merrimack community.</p>	Write or say a description of an image of a school or school activities.