Merrimack School District Essential Learning Competencies

| School | MHS |
|--------------|----------------|
| Discipline | World Language |
| Course Title | French 4 |

Quarter 1

| Quarter 1 | Timbro 40 4h o | Es mas stirus | Cymranativa |
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| Essential | Links to the | Formative | Summative |
| Learning | Rubrics/Standards/Competency | Assessments | Assessments |
| Competencies | | | - |
| 1. Interpretive | Proficiency benchmark: I can | | Interpret |
| communication | understand the main idea and | Watch | websites to |
| (intermediate | key information in short | authentic | create a |
| mid) | straightforward informational | videos about | presentation |
| | texts. | French | |
| | | stereotypes. | |
| | Performance indicator: I can | | |
| | understand information | Listen and read | |
| | provided informational text | stories about | |
| | about French stereotypes. | stereotypes in | |
| | as out Trenen stereotypes. | our society | |
| | | our society | |
| | | Research and | |
| | | interpret | |
| | | information | |
| | | found on | |
| | | websites about | |
| | | | |
| | | French | |
| | | | |
| 0.1. | D 60 1 1 1 1 1 | Stereotypes | D 1 1 |
| 2. Interpersonal | Proficiency benchmark: I can | Class | Read and react |
| communication | express, ask about, and react | Class discussions | to an |
| communication (intermediate | express, ask about, and react with some details to | Class discussions about | to an informational |
| communication | express, ask about, and react with some details to preferences, feelings, or | Class discussions about stereotypes in | to an informational text about |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by | Class discussions about | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and | Class discussions about stereotypes in our society | to an informational text about |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up | Class discussions about stereotypes in our society Interpret and | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and | Class discussions about stereotypes in our society | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up | Class discussions about stereotypes in our society Interpret and | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can | Class discussions about stereotypes in our society Interpret and react to videos, text and | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. | Class discussions about stereotypes in our society Interpret and react to videos, | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes | Class discussions about stereotypes in our society Interpret and react to videos, text and | to an informational text about stereotypes in |
| communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about | Class discussions about stereotypes in our society Interpret and react to videos, text and | to an informational text about stereotypes in |
| communication (intermediate mid) | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. | to an informational text about stereotypes in French societies |
| communication (intermediate mid) 3. Presentational | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation | to an informational text about stereotypes in French societies |
| communication (intermediate mid) 3. Presentational communication | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a | to an informational text about stereotypes in French societies Research a stereotype and |
| communication (intermediate mid) 3. Presentational communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, activities, events, and other | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a presentation on | to an informational text about stereotypes in French societies Research a stereotype and |
| communication (intermediate mid) 3. Presentational communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, activities, events, and other social experiences using sentences and series of | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a presentation on | to an informational text about stereotypes in French societies Research a stereotype and |
| communication (intermediate mid) 3. Presentational communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, activities, events, and other social experiences using | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a presentation on | to an informational text about stereotypes in French societies Research a stereotype and |
| communication (intermediate mid) 3. Presentational communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, activities, events, and other social experiences using sentences and series of | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a presentation on | to an informational text about stereotypes in French societies Research a stereotype and |
| communication (intermediate mid) 3. Presentational communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, activities, events, and other social experiences using sentences and series of connected sentences. Performance indicator: I can | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a presentation on | to an informational text about stereotypes in French societies Research a stereotype and |
| communication (intermediate mid) 3. Presentational communication (intermediate | express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions. Performance indicator: I can chat with a classmate about stereotypes Proficiency benchmark: I can tell a story about my life, activities, events, and other social experiences using sentences and series of connected sentences. | Class discussions about stereotypes in our society Interpret and react to videos, text and infographic. Class creation of a presentation on | to an informational text about stereotypes in French societies Research a stereotype and |

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|-------------------|-------------------------------------|-----------------|------------------|
| 4. Interpretive | Proficiency benchmark: I can | Practice with | Listen or read |
| communication | understand the main idea and | interpretation | to a summary |
| (intermediate | key information in short | and production | of a podcast |
| mid) | straightforward informational | of vocabulary | and identify |
| | texts. | words. | main ideas and |
| | | | content. |
| | Performance indicator: In | Interpretation | |
| | can interpret a summary of a | of written and | |
| | podcast. | spoken | |
| | | summaries of | |
| | | podcast. | |
| 5. Interpersonal | Proficiency benchmark: I can | Interpret | Interview a peer |
| communication | exchange information in | interviews with | about a |
| (intermediate | conversations on familiar | youtubers. | personal |
| mid) | topics and some researched | | experience with |
| | topis, creating sentences and | Practice with | stereotype. |
| | series of sentences and asking | forming | |
| | a variety of follow-up | questions about | |
| | questions. | stereotypes in | |
| | | societies. | |
| | Performance indicator: I can | | |
| | exchange information with a | Interview | |
| | peer about a podcast. | classmates | |
| | | about their | |
| | | experiences | |
| | | with | |
| | | stereotypes. | |
| 6. Presentational | Proficiency benchmark: I can | | Re tell a |
| communication | tell a story about my life, | Participate in | personal |
| (intermediate | activities, events, and other | class creation | experience |
| mid) | social experiences using | of stories and | mentioning |
| | sentences and series of | summaries of | where and |
| | connected sentences. | personal | when it took |
| | | experience. | place, who |
| | | | competed, what |
| | Performance indicator: I can | | happened |
| | tell a story about a personal | | during the |
| | experience. | | event. |