

Merrimack School District
Essential Learning Competencies

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| School | MHS |
| Discipline | World Language |
| Course Title | Spanish 1 |

| Essential Learning Competencies | Links to the Rubrics/Standards/Competency | Formative Assessments | Summative Assessments |
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| <p>1. Interpretative Communication (Novice Low Level) (Competency: Reading)</p> | <p>Performance benchmark: I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> • I can read and understand a basic biography of someone. • I can read and understand the text of a basic conversation. • I can use cognates to help me understand what I read. | <ul style="list-style-type: none"> • Practice with interpretation and production of vocabulary words. • Reading practice activity: pen pal letters • Activity to match facial expressions with words • Quizlet Live to practice vocabulary recognition • Vocab Flashcards BINGO • Surveying the class about likes and dislikes, graphing, and analyzing | <p>Reading: Read the pen pal letter and then answer the comprehension questions in English that follow about age, origin, description, introductions of friends and family, date, activities</p> <p>Reading: Read the conversation between three students. Then answer the comprehension questions that follow about time of day, introductions vs. already friends, feelings, and common questions (date, weather, time)</p> <p>Reading: Read the results from two different surveys about free-time activities in the graphs provided. Answer the comprehension questions in English about the activities people do most, least, and what adjectives could be used to describe them</p> <p>Reading: Read the pen pal letter and then answer the comprehension questions in English that follow</p> |

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| | | | about appearance, personality and likes/dislikes. |
| 2. Interpretive Communication (Novice Low Level) (Competency: Reading) | Performance benchmark: I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. Performance Indicators: | Read stories based on short videos and music videos. Answer comprehension questions, complete graphic organizers or retell the information in various ways. | Reading: Read excerpts from the text and then answer the comprehension questions in English that follow |
| 3. Interpretive Communication (Novice Low Level) (Competency: Listening) | Performance benchmark: I can identify and understand memorized or familiar words that are spoken or viewed when they supported by gestures or visuals. Performance Indicators: | Watch and listen to videos and music videos. Listen to recorded audio and teacher provided audio. Answer comprehension questions, complete graphic organizers or retell the information in various ways. | Listening: Listen to some people saying hello, introducing themselves, or saying goodbye. Put a checkmark in the appropriate column. Listening: You will hear three phone numbers. Write the phone numbers in the boxes Listening: Write the ages you hear in digits. Listening: Listen to each character was tell two things he or she likes to do and one thing he or she does not like to do. Match the picture to the information given by each character. Listening: Listen as people talk about their friends. They each have at least one good thing to say about the friend, but they also mention personality flaws. As you listen, look at the definitions in English in the grid that correspond to the Spanish vocabulary for personality traits. Put check marks in the column that correspond to the good traits and check marks in the column that correspond to the flaws that you hear for each person. |
| 4. Interpersonal Communication | Performance benchmark: | Daily review of: | |

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| <p>(Novice Low Level) (Competency: Listening)</p> | <p>I can understand familiar questions and statements from simple sentences in conversations.</p> <p>Performance Indicators: I can understand when my teacher reviews the date, weather and time each day.</p> | <ul style="list-style-type: none"> • ¿Cuál es la fecha de hoy? Date • ¿Qué tiempo hace hoy? Weather • ¿Qué hora es? Time | |
| <p>5. Interpersonal Communication (Novice Mid Level) (Competencies: Listening/Speaking or Reading/Writing)</p> | <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 Indicators: I can say my name and ask someone their name. I can ask and say someone else's name. I can ask someone who they are and say how I feel. I can say where I am from and ask someone where they are from. I can ask and say where someone else is from. I can say how old I am and ask someone how old they are. I can ask and say a phone number in Spanish. I can ask and tell what time it is I can ask and tell the date I can ask and say what the weather is like</p> | <ul style="list-style-type: none"> • Speaking practice activity: greetings by time of day • Speaking practice activity: Introductions • Speaking practice activity: How are you? • Speaking practice activity: Where are you from? • Speaking practice activity: How old are you? • Speaking/listening activity with phone numbers • Speaking practice activity: Likes and Dislikes • Practice writing activities | <p>Writing: answer the following basic questions- names, feelings, age, origin</p> <p>Writing: You have been matched up with a pen pal in a Spanish-speaking country and want to introduce yourself . In your letter make sure to: Greet your penpal. Tell your name Ask how they are. Tell how you are. Ask their age. Tell your age. Ask where they are from. Tell where you are from. Ask what the weather is where they live. Tell what the weather is here. Write an appropriate goodbye. Don't put them in □bullets! Make sure you write COMPLETE SENTENCES.</p> <p>Speaking: With a partner In your conversation make sure that you both: Greet your partner. Ask how they are.</p> |

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| | I can ask people about how they describe themselves. This means I can form questions in Spanish. | | Tell how you are. Ask their age. Tell your age. Ask where they are from. Tell where you are from. Ask what the weather is where they live. Tell what the weather is here. Say an appropriate goodbye. |
| 6. Interpersonal Communication (Novice Mid Level) (Competencies: Listening/Speaking or Reading/Writing) | <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, and questions.</p> <p>Performance Indicators: I can talk about what I like and do not like to do in my free time. This means I can use the phrases “me gusta” and “no me gusta” in conversations to express what I like and do not like. I can express that I agree or disagree with someone. This means I understand how to use the word “no” in Spanish in order to make sentences negative.</p> | Paired speaking practice activities with classmates and teacher | <p>Speaking: With a partner. In your conversation make sure that you: Greet your partner and then introduce yourself. Name an activity you really like to do. Ask your partner if he or she enjoys it also. Ask your partner what else he or she likes to do. Tell your partner one thing you don't like to do, and then ask your partner's opinion. Ask your partner what else he or she doesn't like to do. When it is your turn, respond to your partner's questions. You may want to use the expressions for “Me too!” or “Me neither” in the conversation.</p> |
| 7. Presentational Communication (Novice Low - Mid Level) (Competencies: Speaking/Writing) | <p>Performance benchmark: I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</p> <p>Performance Indicators:</p> | Class activities both out loud and written. | <p>Writing: You have been matched up with a pen pal in a Spanish-speaking country and want to introduce yourself and tell them what you like to do. In your letter, you must include: your name your age where you are from</p> |

I can say hello and goodbye to someone.
I can say my name.
I talk about my personality traits and the personality traits of others. This means I can use descriptive adjectives and the verb ser when describing people. I can correctly place adjectives in sentences.
I can list likes and dislikes such as my favorite free-time activities, sports, etc. This means I can use my understanding of vocabulary words necessary to talk about leisure activities.

four things you like to do – make sure you say which you like the MOST
two things you do not like to do
a question asking your pen pal what they like to do
Don't put them in □bullets! Make sure you write COMPLETE SENTENCES.

Writing: Respond to a pen pal letter and be sure to include the following:

- Your name
- Your age
- where you are from
- Start one sentence with the expression, “Según mi familia,”
 - Your physical characteristics including hair color and eye color and your height.
 - Your personality traits. Include four adjectives that describe what you are like and what you are not like.

Activities you like and dislike.
Include four things that you like to do and four things that you do not like to do.