

Merrimack School District
Essential Learning Competencies

School	MHS
Discipline	World Language
Course Title	Spanish 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 select a movie based on a short description.</p>	<p>Practice with interpretation and production of vocabulary words.</p> <p>Read descriptions of movies and match them to the movie poster.</p> <p>Read and listen to shows and movies in a TV guide.</p>	<p>Read or listen to descriptions of movies or TV shows to identify elements such as the genre, actors, characters, directors, etc.</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 tweet my opinion about a new movie in response to other's tweets.</p>	<p>Participate in class conversation questions about movies and TV.</p> <p>Interview classmates on their movie and TV preferences.</p> <p>React with agreement or disagreement to reviews of TV shows and movies.</p>	<p>Read a short review of a movie or TV show and respond with agreement or disagreement and briefly explain why.</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>Writing practice with <i>gustar</i> like verbs.</p> <p>Practice describing and reviewing TV</p>	<p>Present a brief description and opinion of a TV show.</p>

	Performance indicator: I can tell about my favorite or least favorite TV show or movie.	shows and movies.	
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 house or apartment in a Spanish speaking community.</p>	<p>Practice identifying and producing vocabular words.</p> <p>Interpretation of authentic images of houses in Mexico.</p> <p>Listen to a house described and draw what you hear.</p> <p>Read advertisement for a house to show comprehension.</p>	Read an informative text about <i>La casa azul</i> and Mexican architecture and answer comprehension questions.
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 homes in their community and compare them to my own.</p>	<p>Class interpretation and discussion of homes in Merrimack and Mexico.</p> <p>Partner interview activities.</p>	Listen or read a description of a house and respond with comparisons and contradictions, describing what houses 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 houses look like in my community, identifying parts and using basic descriptive adjectives.</p>	<p>Practice with descriptive adjectives and the verb ser.</p> <p>Practice describing houses in the Merrimack community.</p>	Write or say a description of an image of a house.

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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 understand and follow directions to a location in a place I am visiting.</p>		
2. Interpersonal communication (novice high)	<p>Performance benchmark: I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</p> <p>Performance indicator: I can ask for directions when I'm lost.</p>		
3. Presentational communication (novice high)	<p>Performance benchmark: I can present on familiar and everyday topics, using simple sentences most of the time.</p> <p>Performance indicator: I can give or write simple directions to a nearby location.</p>		
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Quarter 3

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			
3.			
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6.			

Quarter 4

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			

3.			
4.			
5.			
6.			