

Merrimack School District
Essential Learning Competencies

School	MHS
Discipline	World Language
Course Title	Spanish 3

Quarter 1

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1. Interpretive communication (novice high)	<p>Proficiency benchmark: I can identify the topic and isolated facts from simple sentences in informational texts.</p> <p>Performance indicator: I can interpret people's daily schedules in order to consider how they spend their time.</p>	<p>Read informational texts about mealtimes in Spain.</p> <p>Listen/read authentic advertisements for items used in daily routines.</p> <p>Read tweets about how different people get ready for school.</p> <p>Listen to audio resources about people's daily routines.</p> <p>Interpret infographics related to how people spend their time.</p>	<p>Listen to people describe what they do during the week and identify if it is a weekday or a weekend routine.</p>
2. Interpersonal communication (novice high)	<p>Proficiency benchmark: I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p>Performance indicator: I can exchange information with a partner and compare schedules.</p>	<p>Class conversations on daily routines.</p> <p>Interview classmates using practiced questions about their daily routines.</p> <p>Compare/contrast students'</p>	<p>Converse with someone about a daily routine in order to compare and contrast.</p>

		schedule to those presented in interpretive activities.	
3. Presentational communication (novice high)	<p>Proficiency benchmark: I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>Performance indicator: I can describe a simple routine such as getting ready for school.</p>	<p>Write a daily schedule.</p> <p>Write or say sentences that correspond to illustrations of someone's daily routine.</p> <p>Summarize how classmates spend their time.</p>	Explain the steps of a daily routine.
4. Interpretive communication (intermediate low)	<p>Proficiency benchmark: I can understand the main idea and key information in straightforward informational texts.</p> <p>Performance indicator: I can understand information about food and the steps to a recipe.</p>	<p>Read a recipe and put the steps in order.</p> <p>Watch authentic cooking tutorial videos online and identify ingredients needed and the basic steps to prepare the recipe.</p> <p>Read articles about the gastronomy of different Spanish speaking countries.</p>	Read or listen to ingredients and steps to prepare a recipe and answer comprehension questions.
5. Interpersonal communication (intermediate low)	<p>Proficiency benchmark: I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Performance indicator: I can exchange information with a partner about preparing a recipe.</p>	<p>Participate in class discussions about how to prepare foods.</p> <p>Interview classmates about how they would prepare a recipe.</p>	Converse and exchange basic information about a recipe.
6. Presentational communication	<p>Proficiency benchmark: I can communicate information about familiar topics using</p>	Summarize recipe steps	Present the basic steps to prepare

(intermediate low)	<p>simple sentences and series of connected sentences.</p> <p>Performance indicator: I can state multi-step instructions for preparing a recipe.</p>	<p>presented in cooking videos.</p> <p>Practice writing affirmative tú and negative tú commands.</p>	
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Quarter 2

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1. Interpretive communication (intermediate low)	<p>Proficiency benchmark: I can identify the topic and related information from simple sentences in short informational texts.</p> <p>Performance indicator: I can understand someone's description of how their family celebrates a holiday of their culture.</p>	<p>Isolated practice with vocabulary identification and production.</p> <p>Jigsaw activity to read and listen to informational texts on holidays and celebrations.</p> <p>Practice identifying cultural products, practices, and perspectives mentioned in informational texts.</p>	Identify the cultural products, practices & perspectives mentioned in a description of a holiday or celebration.
2. Interpersonal communication (intermediate low)	<p>Proficiency benchmark: I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> <p>Performance indicator: I can exchange information with a partner about how I celebrate a holiday that is important to me.</p>	<p>Participation in class discussions on holidays and celebrations.</p> <p>Interview classmates on holidays they celebrate.</p> <p>Practice reacting with comparisons and/or contradictions.</p>	Converse with a peer about a holiday they celebrate and react to their comments with comparisons and/or contradictions.

3. Presentational communication (intermediate low)	<p>Proficiency benchmark: I can present on familiar and some concrete topics I have researched, using sentences and series of connected sentences.</p> <p>Performance indicator: I can compare how I celebrate a holiday with holidays celebrated in Spanish speaking cultures.</p>	<p>Guided writing of cultural comparison.</p> <p>Jigsaw activity to practice presenting, explaining holidays and celebrations.</p>	<p>Write a cultural comparison for how a holiday is celebrated in the US and in a Spanish-speaking country.</p>
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Quarter 3

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			
3.			
4.			
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6.			

Quarter 4

Essential Learning Competencies	Links to the Rubrics/Standards/Competency	Formative Assessments	Summative Assessments
1.			
2.			
3.			
4.			
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6.			