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**World Language Spanish at Gateway**

**What are the guiding principles or goals of the program?**

Students will develop all modes and skills of the language-- listening, reading, writing and speaking-- at the specified proficiency level. Communication is emphasized, and students learn that making mistakes is a necessary part of the process. Students will learn about the products, perspectives and practices from different Spanish-speaking cultures to help students understand and connect with others.

**What are the power standards emphasized in all grades?**

The Spanish department emphasizes the GHS school-wide Reading Power Standard across all levels. The Spanish department at Gateway adheres to the ACTFL national standards for language learning and the California World Language standards. Each Spanish class focuses on the proficiency standards that are appropriate for the level of learning.

**What are the key practices across all grades?**

In-class experiences model real life situations. Students will be challenged to use Spanish as much as possible during class. Reading and listening strategies will be developed throughout the program.

**Heritage Spanish at Gateway**

**What are the guiding principles or goals of the program?**

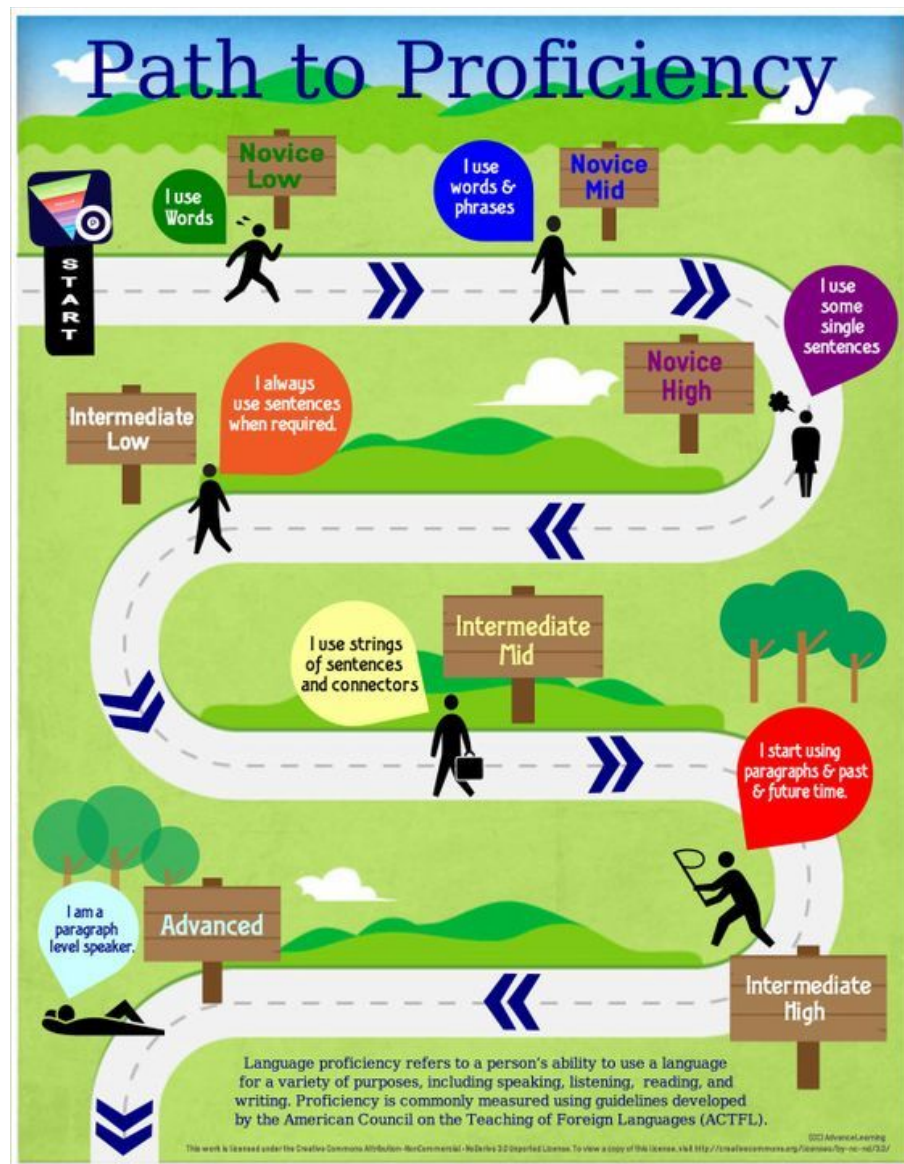
Students will develop all modes and skills of the language-- listening, reading, writing and speaking-- at the specified proficiency level. Communication is emphasized, and students learn that making mistakes is a necessary part of the process. The Heritage Spanish program will build on students' existing Spanish language skills and further develop their biliteracy. Through course content, students will take pride in their language and culture as Spanish speakers. They will think critically and reflect on their identity as Latinxs in the United States in order to be better equipped to advocate for themselves.

## What are the power standards emphasized in all grades?

The Spanish department emphasizes the GHS school wide Reading Power Standard across all levels. The Spanish department at Gateway adheres to the ACTFL national standards for language learning and the California World Language standards. Each Spanish class focuses on the proficiency standards that are appropriate for the level of learning.

## What are the key practices across all grades?

Students will be challenged to use Spanish as much as possible during class. Building on existing language proficiency, writing skills, reading and listening strategies will be developed.



# Spanish 1

## **Key Learning Goals**

*By the end of the school year, all Spanish 1 students should be able to ...*

- ☑ Pronounce Spanish words using the sounds of the Spanish alphabet.
- ☑ Follow along with songs and read-alouds in Spanish.
- ☑ Ask routine classroom questions in Spanish.
- ☑ Use formulaic language (learned words and phrases).
- ☑ Construct short sentences in Spanish.

## **Essential Questions**

- ¿Quién soy yo?
- ¿Qué me hace igual o diferente de los demás seres?
- ¿De dónde viene nuestro sentido de identidad?
- ¿Qué es la personalidad?
- ¿Crees que la personalidad afecta su identidad?

## **Units of study**

### ***Cultural Context:***

Cultural practices, products & perspectives of various Spanish speaking countries

### ***Language Focus:***

Classroom Objects  
Months & Days  
Cognates  
Alphabet / Greetings / Numbers (1-30)  
Nouns, articles, and adjectives  
Weather/ Days/ Months  
Food (Likes/ Dislikes)

## **Resources, Texts, and Approaches**

- Teaching Proficiency Through Reading and Storytelling, TPRS
- Excerpts from other language materials
- *Quia* and other online practice and play sites
- Constructivist and experiential learning using realia and creating artificial realities
- Language games
- Creative projects

## Spanish 2

### **Key Learning Goals**

*By the end of the school year, all Spanish 2 students should be able to ...*

*Interpersonal communication:*

- Participate in conversations on familiar topics using sentences and series of sentences.
- Participate in short social interactions in everyday situations by asking and answering a variety of questions.
- Be able to express and describe the basics about themselves and their everyday life.

*Presentational speaking:*

- present information on most familiar topics using a series of simple sentences.

*Writing:*

- Write on a wide variety of familiar topics using connected sentences.

*Listening:*

- Understand the main idea in conversations that they overhear.
- Understand the main idea in messages and presentations on a variety of topics related to everyday life, personal interests, and studies.

*Reading:*

- Understand the main idea of texts related to everyday life, personal interests, and studies.
- Follow stories and descriptions about events and experiences in various time frames.

### **Essential Questions**

- ¿Qué me hace igual o diferente de los demás seres?
- ¿De dónde viene nuestro sentido de identidad?
- ¿Por qué es importante entender otras culturas?
- ¿Crees que juzgamos a otras culturas a base de nuestra cultura?
- ¿Qué piensas que ocurre con la cultura y tradiciones cuando una persona se muda a otro país?

### **Units of study and language focus:**

- |  |   |
|--|---|
| <input type="checkbox"/> Hobbies and leisure time      | <input type="checkbox"/> Daily Routine            |
| <input type="checkbox"/> Food and culture, restaurants | <input type="checkbox"/> Shopping                 |
| <input type="checkbox"/> Home life                     | <input type="checkbox"/> Community & Neighborhood |

### **Cultural Context:**

Cultural practices, products & perspectives  
of various Spanish speaking countries

### **Resources, Texts, and Approaches**

- Excerpts from authentic target language materials (articles, music, stories)
- *Quizlet* and other online practice and play sites
- Constructivist and experiential learning using realia and creating artificial realities
- Language games & role playing
- Performance Assessment projects

## Spanish 3

### Key Learning Goals

*By the end of the school year, all Spanish 3 students should be able to ...*

- ☑ Exchange information orally and in writing in the target language in a culturally appropriate manner to provide and obtain information, express feelings and emotions, and exchange opinions.
- ☑ Understand and interpret the target language in its spoken and written form on a variety of topics.
- ☑ Present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.
- ☑ Demonstrate understanding of another people and way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.
- ☑ Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs, and values of the target culture.
- ☑ Reinforce and further knowledge of other content areas through a language other than English.
- ☑ Acquire information and recognize the distinctive viewpoints that are available only through a language and its cultures.
- ☑ Demonstrate understanding of the nature of language and the concept of culture through comparisons of the language and cultures studied and their own.
- ☑ Use the language both within and beyond the school setting, for personal enjoyment & enrichment.

### Essential Questions

1. How can I communicate with people in Spanish through conversation, reading, and presentations?
2. What are the perspectives and products of other cultures?
3. How can I compare other languages and cultures to my own?
4. What connections can I make to other content areas?
5. What additional resources are available only through the target language, and how can I access them?
6. What opportunities are available in my community and the global community?

### Units of Study

Unit 1- Castilla la Mancha- Puente/ Adiós al verano (Summer vacation)

Unit 2- Toledo- A pasarlo bien (hobbies, sports, friendships)

Unit 3- Puerto Rico- Todo tiene solución (stereotypes, expressing opinions, giving advice)

Unit 4- El suroeste y Mexico- El Arte y la música

Unit 5- Peru- Mis aspiraciones (goals for the future)

Unit 6- El cono del sur- Huellas del pasado (Myths, legends, story telling)

### Language Focus

Communicating about different time periods

Targeted reading strategies

Adding depth and complexity to responses

### Resources, Texts, and Approaches

- *¡Exprésate!*
- Excerpts from other language materials
- *Quia* and other online practice and play sites

- Constructivist and experiential learning using realia and creating artificial realities
- Language games and creative projects

## **Heritage Spanish A**

### **Key Learning Goals**

*By the end of the school year, all Heritage A students should be able to ...*

- Participate with ease and confidence in conversations on familiar topics and talk about events and experiences in various time frames.
- Describe people, places, and things and handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- Make presentations in an organized way on school, work, and community topics, and on researched topics in various time frames.
- Write on topics related to school, work, and community in an organized way and write simple paragraphs about events and experiences in various time frames.
- Understand the main idea in messages and presentations on a variety of topics related to everyday life, personal interests, and studies; and understand the main idea in conversations that are overheard.
- Understand the main idea of texts related to everyday life, personal interests, and studies; and sometimes follow stories and descriptions about events and experiences in various time frames.

### **Essential Questions**

¿Quién soy?

### **Units of study and language focus**

Identidad

La poesía

Leyendas/Chac Mool

La inmigración

### **Cultural Context**

Cultural practices, products & perspectives of various Spanish speaking countries

### **Resources, Texts, and Approaches**

- Teaching Proficiency Through Reading, Writing, Listening and Speaking practice
- Excerpts from authentic Spanish language materials: books, articles, podcasts, Spanish language web sites
- Performance assessments

## Heritage B

### Key Learning Goals

***By the end of the school year, all Heritage B students should be able to ...***

- ☑ pronounce Spanish words using the sounds of the Spanish alphabet.
- ☑ follow along with songs and read alouds in Spanish.
- ☑ ask routine classroom questions in Spanish.
- ☑ use formulaic language (learned words and phrases).
- ☑ make short sentences in Spanish

### Essential Questions

### Units of study

#### ***Cultural Context:***

Holidays  
Spanish speaking countries

#### ***Language Focus:***

Classroom Objects  
Months & Days  
Cognates  
Alphabet / Greetings / Numbers (1-30)  
Geographic characteristics  
Nouns, articles, and adjectives  
Weather/ Days/ Months  
Food (Likes/ Dislikes)

### Resources, Texts, and Approaches

- Teaching Proficiency Through Reading and Storytelling, TPRS
- Excerpts from other language materials
- *Quia* and other online practice and play sites
- Constructivist and experiential learning using realia and creating artificial realities
- Language games
- Creative projects

## AP Spanish Language & Culture

### Key Learning Goals

***By the end of the school year, all AP Spanish Language students should be able to ...***

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

### Essential Questions

1. What environmental, political, and social issues pose challenges to societies throughout the world?
2. How do developments in science and technology affect our lives?
3. How do societies and individuals define quality of life?
4. How are aspects of identity expressed in different situations?
5. What constitutes a family in different societies?
6. How do individuals contribute to the wellbeing of society?
7. How are perceptions of beauty and creativity established?

### Units of study

1. Being Bilingual
2. Food for a Healthy Life
3. Meaning of Death Around the World
4. Family Celebrations
5. History of Power and Modern Injustices
6. Future of Technology

### ***Cultural Context:***

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

### ***Language Focus:***

Academic vocabulary  
Control of multiple tenses  
Subjuntivo vs. Indicativo  
Reading comprehension

### **Resources, Texts, and Approaches**

- Build your proficiency with authentic materials, including films, news broadcasts, newspaper or magazine articles, and contemporary literature
  - Integrate the communicative competencies you've developed in previous courses to become a more effective communicator
  - Learn to express yourself in different ways and tailor your arguments to various audiences





## AP Spanish Literature

### Key Learning Goals

***By the end of the school year, all AP Spanish Literature students should be able to ...***

- ☑ pronounce Spanish words using the sounds of the Spanish alphabet.
- ☑ follow along with songs and read alouds in Spanish.
- ☑ ask routine classroom questions in Spanish.
- ☑ use formulaic language (learned words and phrases).
- ☑ make short sentences in Spanish

### Essential Questions

#### Units of study

Unit 1 ¡Adiós al verano!

Unit 2 ¡A pasarlo bien!

Unit 3 Todo tiene solución

Unit 4 El arte y la música

Unit 5 Mis aspiraciones

Unit 6 Huellas de pasado

#### ***Cultural Context:***

Students demonstrate knowledge and understanding of another people's way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

#### ***Language Focus:***

Classroom Objects

Months & Days

Cognates

Alphabet / Greetings / Numbers (1-30)

Geographic characteristics

Nouns, articles, and adjectives

Weather/ Days/ Months

Food (Likes/ Dislikes)

### Resources, Texts, and Approaches

- Teaching Proficiency Through Reading and Storytelling, TPRS
- Excerpts from other language materials
- *Quia* and other online practice and play sites
- Constructivist and experiential learning using realia and creating artificial realities
- Language games
- Creative projects

