

## Foreign Language Department Guide Gateway to Spanish, Level II, Overview

### Course Description: Gateway to Spanish, Level II

Gateway to Spanish, Level II is offered to students in classes 10, 11 and 12. On a seven day cycle the class meets four days out of seven for sixty minutes and one day for one hundred minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

This course continues the Gateway I program. Students continue with the same book expanding on the vocabulary, culture and grammatical structures acquired in the course. A variety of communicative situations, further the skills of reading, writing, listening and speaking are practiced and developed. In addition, the student continues to expand his knowledge of the Spanish culture and various Hispanic regions. Lessons are specifically planned to address all learning styles. Gateway to Spanish II is open only to those students who have successfully completed Gateway to Spanish I.

#### Prerequisites:

- **Successful completion of Gateway to Spanish I, with a recommended grade of C- or better allows the student to continue on to Gateway to Spanish II.**
- **Recommendation of year teacher**
- **Writing sample**

**\* Successful completion of Gateway to Spanish II, with a recommended grade of A- or better allows the student to continue on to Spanish II CP.**

### Major Course Objectives

**When students have completed Gateway to Spanish II, they will know and be able to:**

1. Write about self, others, and describe things with which he/she comes in daily contact.
2. Given a certain learned vocabulary, write a directed composition of at least 40-50 words.
3. Demonstrate proficiency with the following structures: subject-verb agreement, noun-adjective agreement, uses of definite, indefinite, possessive, and demonstrative determiners (replacers).
4. Using a variety of verbs, write about events in the present and the immediate future.
5. Write about events in the past using regular verbs.
6. Imitate proper pronunciation of standard speech.
7. Respond to simple statements in both oral and written form.
8. Express likes and dislikes in both oral and written form.
9. Talk about food and order in a Spanish speaking restaurant.
10. Engage in simple face-to-face conversations.
11. Use word order accurately in simple statements.
12. Use familiar vocabulary in a series of sentences to describe a person, place or event.
13. Discuss the geography and customs of Spain and some Spanish-speaking countries.
14. Read and understand short dialogues, stories, and realia which use the vocabulary and structures studied.

### Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Greet and respond to greetings (1)
2. Introduce and respond to introductions. (1)
3. Ask and answer questions (1)
4. Make and respond to requests. (1)
5. Exchange information and knowledge. (1)
6. Express opinions and ideas. (1, 3)
7. Express needs and emotions, agreement and disagreement. (1, 3)
8. Follow directions. (2)
9. Obtain information and knowledge. (2)
10. Read and interpret signs, simple stories and informational texts. (2)
11. Describe people, places and things. (3)
12. Write lists and short notes. (3)
13. Discuss problems and give advice (3)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Use appropriate words, phrases and expressions in interactions such as greetings, farewells, school routines and other daily activities.
2. Interact appropriately in group cultural activities such as celebrations.
3. Identify distinctive cultural aspects of the target culture in stories, dramas, films and photographs.
4. Identify distinctive cultural products from the target culture such as toys, clothes foods, currencies, games, and traditional crafts.
5. Identify distinctive contributions made by people in the target culture.
6. Demonstrate knowledge of artistic expression in the target culture by identifying, learning and performing songs and by making examples of crafts or visual arts.
7. Demonstrate knowledge of the target culture's geography by identifying features such as rivers, mountains, cities, and climate by name on maps.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following:

1. Ask and answer questions regarding similar/different phonetic/writing systems used in the target language. (5)
2. Give examples of ways in which the target language differs from/is similar to English. (5)
3. Give examples of borrowed and loaned words. (5)
4. Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics. (5)
5. Ask and answer questions regarding different forms of communication in the target culture and their own such as signs and symbols. (6)
6. Compare/contrast patterns of behavior in the target culture with their own. (6)
7. Describe some cultural beliefs and perspectives relating to family and school in both the target culture and their own. (6)

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include obtaining geographical information on printed maps and travel guides or Internet Resources , and converting miles to kilometers and Fahrenheit to Celsius, etc, and using this information to achieve the learning standards from the Geography Strand of the History , social Science Framework and the Mathematics Frameworks.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, ordering and dining in a Spanish restaurant.

## Assessment Tools

**Success in Gateway to Spanish II will be assessed by the following methods:**

1. Vocabulary/grammar quizzes and tests.
2. Paired dialogues.
3. Oral/aural comprehension questions: multiple choice, fill-ins, true and false.
4. Dictados to test spelling and grammar.
5. Oral questions to which students write responses in complete sentences.
6. Oral questions to which students answer in complete sentences.
7. Questions on current events from the Spanish-speaking world.
8. Map identification of Spanish-speaking countries and capitals.
9. Creation of holiday cards in Spanish.
10. Games such as bingo, flyswatter, concentration.
11. Listening Comprehension: a scene. Students identify scenes by matching with pictures.
12. Listening comprehension of music using the cloze form.
13. Oral presentations of Hispanic influence in the South western US.
14. Identification of Latino influence in the US.
15. Written compositions in English comparing the Latino culture with that of their own.
16. Internet exploration requiring students to answer questions in English on Hispanic countries.
17. Questions and answer discussions in English on geography, history, social sciences, food, family life, school and art.
18. Questions and answer discussions in English with people from other countries.

## Instructional Strategies

**Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include**

1. the use of Spanish as the priority language in all classes.
2. lecture and note-taking with the aid of pertinent information written on the board.
3. the use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. the physical manipulation of words and parts of sentences to practice new structures.
5. the use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.

6. the use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
7. role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. carousel brain-storming to review learned material.
9. visits by native speakers to speak about customs of countries where the Spanish is spoken.
10. memorization and recitation of prose passages or poetry for pronunciation practice.
11. physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. oral and written completion exercises or substitution exercises.
13. the use of board games to review vocabulary.
14. regular journaling
15. dictations
16. battleship, jeopardy, pictionary, memory, bingo, connect four, charades, placemat, relay races, flyswatter to practice vocabulary and grammatical structures.
17. micrologs
18. peer editing

### **Materials and Resources**

Humbach, Nancy and Ozete, Dr. Oscar, Ven conmigo! Spanish Level I, (1<sup>st</sup> edition), Holt Rinehart and Winston, Publishers, 1996.  
Miller, Jean and Todd, Dana, Ven conmigo! Grammar and Activity Book (1<sup>st</sup> edition), Holt Rinehart and Winston, Publishers, 1996; cassette tapes, transparencies, and video which accompany the course.

### **Relationship to the High School Expectations:**

Given a basic vocabulary and grammatical structures suitable to Gateway to Spanish, Level I, the student will be able to be:

- An effective reader of Spanish.
- An effective writer of Spanish.
- An effective speaker/presenter/performer of selected topics in Spanish and in English.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short Spanish presentations.
- Interact in Spanish with the community at large through excursions and guest speakers.