

*¡Bienvenidos  
a Todos!*



¡BIENVENIDOS A LOS GATOS HIGH SCHOOL!  
(DE LOS PROFESORES DEL ESPAÑOL 1 Y 2)





LUCÍA CONTRERAS



DANIELLE STINSON



MEET THE  
SPANISH 1 & 2  
TEACHERS

LIV JOHNSON



DOMINIC CALMELS



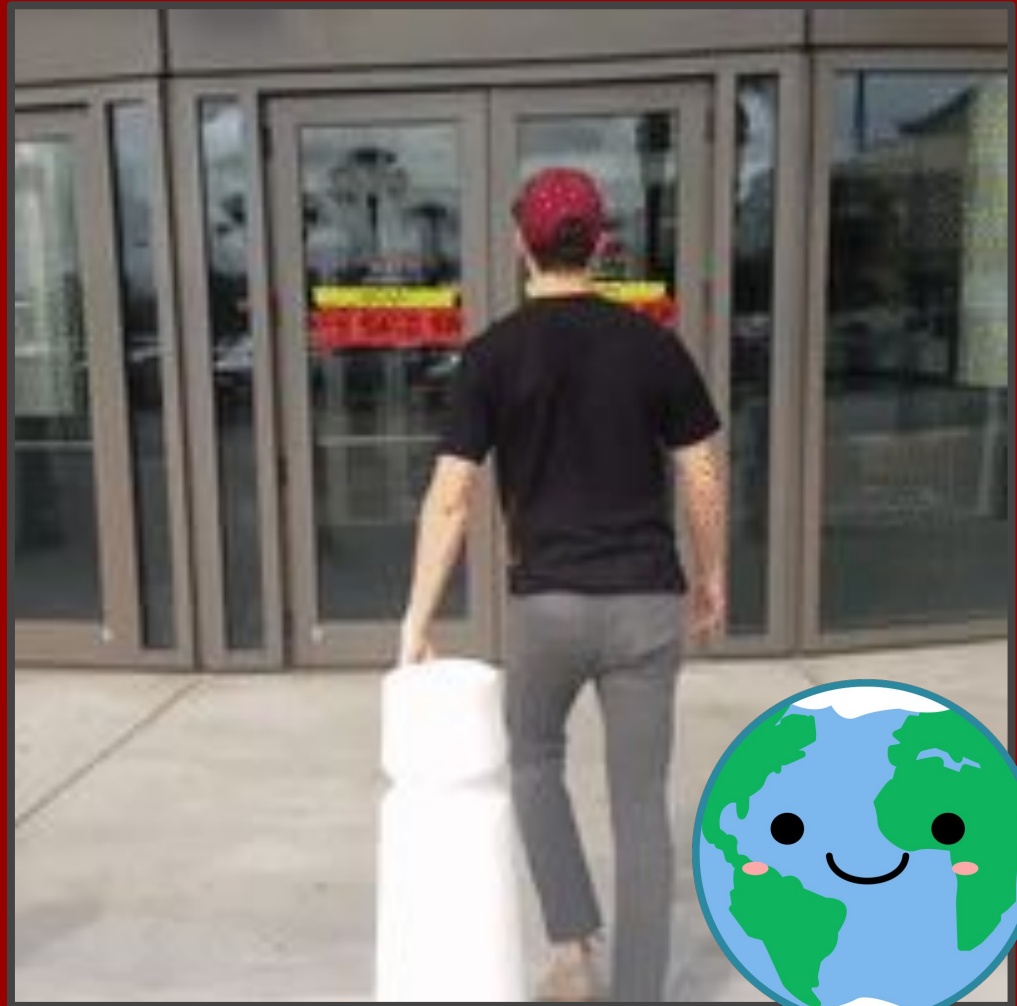
TAKING SPANISH IS AN EXCELLENT CHOICE!





# LEARNING SPANISH CAN OPEN DOORS AND:

- BROADEN APPRECIATION TO CULTURES IN THE SPANISH-SPEAKING WORLD.
- OFFER A COMPETITIVE EDGE IN THE JOB MARKET.
- IMPROVE COGNITIVE SKILLS.
- AMPLIFY THE HUMAN EXPERIENCE BY CREATING DEEPER CONNECTIONS WITH OTHERS.
- MAKE TRAVEL EXPERIENCES COME ALIVE.





AND WE  
SURE DO  
HAVE A  
LOT OF  
FUN!



FOR MEXICAN INDEPENDENCE DAY, WE REENACTED "EL GRITO DE DOLORES" OUT ON THE FRONT LAWN. THE TEACHERS STOOD ON A CHAIR AND RANG A BELL SHOUTING LINES FROM FATHER HIDALGO'S ORIGINAL "GRITO" WITH THE STUDENTS CALLING BACK, "¡VIVA!" ....



...THEN THE STUDENTS TOOK TURNS STANDING ON THE CHAIR AND SHOUTED OUT THEIR OWN "GRITOS" WITH THE CLASSES AFFIRMING BACK, "¡VIVA!".  
"¡VIVA LA AMISTAD!" .... ¡VIVA!"  
"¡VIVA EL HELADO DE CHOCOLATE!... ¡VIVA!"





THIS YEAR WE HAD A FANTASTIC DÍA DE LOS MUERTOS CELEBRATION WITH OUR SPANISH CLASSES! THE STUDENTS PARTICIPATED IN VARIOUS CULTURAL ACTIVITIES ROTATING THROUGH STATIONS IN THE SMALL GYM FOR OUR ANNUAL FIESTA!

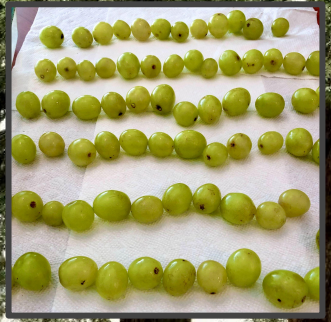


# OUTDOOR PAELLA





COUNTING OUT 155 SETS  
OF 12 GRAPES FOR EACH  
STUDENT.



REENACTING NEW YEAR'S EVE WITH 12 GRAPES AT "MIDNIGHT" (A TRADITION IN SPAIN AND SOME LATINAMERICAN COUNTRIES).





IN THE SPRING, THE LEVEL 3 STUDENTS THROW A SALSA PARTY AND COMPETITION FOR THE LEVEL 2 STUDENTS. INVITATIONS ARRIVE HANDWRITTEN IN SPANISH. THE LEVEL 3 STUDENTS PREPARE THEIR 100% HANDMADE SALSA FOR THE LEVEL 2 STUDENTS TO TASTE AND CAST THEIR VOTES. THEY ALSO PERFORM A SALSA DANCE. IT'S A SUPER FUN CROSS-LEVEL ACTIVITY THAT THE LEVEL 2 STUDENTS PARTICIPATE IN AND LOOK FORWARD TO BECOMING THE HOSTS WHEN THEY ARE IN LEVEL 3.






TRAVEL SIMULATIONS,  
CONTINUOUS PRACTICE  
OF INTERPERSONAL,  
INTRAPERSONAL AND  
PRESENTATIONAL  
SKILLS, DELICIOUS  
PAN DE MUERTO, AND  
A CROSS-CURRICULAR  
PROJECT WITH GRAPHIC  
DESIGN.







A GROUP "DECADES PROJECT" TO DEMONSTRATE UNDERSTANDING OF ONE OF THE USES OF THE IMPERFECT TENSE (WHAT "USED TO" BE EATEN, WORN, LISTENED TO, WATCHED, ETC. DURING THE 50'S, 60'S, 70'S, 80'S & 90'S.)

A close-up photograph of a sloth hanging upside down from a thick, dark tree branch. The sloth's face is the central focus, with its large, dark eyes and prominent brown nose looking directly at the viewer. Its brown and white fur is clearly visible. In the background, a person in a blue shirt and khaki shorts is standing on a grassy area, and a building with orange walls is partially visible. The scene is brightly lit, suggesting a sunny day.

WITH NO  
DIAGNOSTIC TEST  
THIS YEAR, HOW DO  
YOU KNOW WHICH  
LEVEL TO CHOOSE?





# THE RIGHT FIT IS IMPORTANT!

SIGNING UP FOR LEVEL 2 WHEN  
NOT QUITE READY CAN LEAD TO:

- AN UNDESIRED GRADE.
- THE NEED FOR A SCHEDULE CHANGE WHICH COULD CAUSE A SCHEDULE SHUFFLE.
- ADDED STRESS AND ANXIETY.
- THE NEED TO REPEAT A SEMESTER.

# HERE ARE SOME SPECIFICS TO HELP WITH THE DECISION:

- WE HIGHLY RECOMMEND THAT STUDENTS HAVE A B OR HIGHER GRADE POINT AVERAGE IN ALL SEMESTERS OF MIDDLE SCHOOL SPANISH.
- THE STUDENT SHOULD DEMONSTRATE INDEPENDENT ACADEMIC BEHAVIOR AND MOTIVATION THROUGH EVIDENCE OF VERY FEW MISSING ASSIGNMENTS AND THE SKILLS & KNOWLEDGE TO FIND CLASS INFORMATION ONLINE OR DIRECTLY FROM THE TEACHER.






# SPANISH 1 CURRICULUM

- SPEAKING, LISTENING, READING AND WRITING
- VOCABULARY = INTRODUCTIONS, STUDENT LIFE IN AND OUT OF THE CLASSROOM, FAMILY RELATIONSHIPS, DESCRIPTIONS, FREE TIME ACTIVITIES AND MORE
- GRAMMAR = WE INCLUDE GRAMMAR WITH EACH COMMUNICATION SKILL.
- CONTINUOUS PRACTICE OF INTERPERSONAL, INTERPRETIVE AND PRESENTATIONAL SKILLS THROUGH BUILDING COMMUNITY, AUTHENTIC DIALOGUE, FUN PROJECTS AND A VARIETY OF LEARNING STRATEGIES.

# SPANISH 2 CURRICULUM

- SPEAKING, LISTENING, READING AND WRITING
- VOCABULARY = DAILY ROUTINE (REFLEXIVE VERBS & RELATED VOCABULARY), TRAVEL, CHILDHOOD, AMUSEMENT PARKS, ANIMALS, ART & MUSEUMS, DIRECTIONS & TRANSPORTATION
- REVIEW SPANISH 1, REFLEXIVE VERBS, PRETERITE TENSE, IMPERFECT TENSE, PRETERITE VS. IMPERFECT, COMMANDS (TÚ, USTED, USTEDES), FUTURE TENSE, DIRECT AND INDIRECT OBJECT PRONOUNS, DEMONSTRATIVE ADJECTIVES
- CONTINUOUS PRACTICE OF INTERPERSONAL, INTRAPERSONAL AND PRESENTATIONAL SKILL THROUGH AUTHENTIC DIALOGUE, FUN PROJECTS AND A VARIETY OF LEARNING STRATEGIES.





¿CÓMO TE  
"LLAMAS"?

IS THE PACE "BUSINESS AS USUAL"  
SINCE THE PANDEMIC?  
NOPE! WE ARE WORKING HARD TO MEET  
STUDENTS WHERE THEY ARE, MAKE  
ADJUSTMENTS WHERE NEEDED, ARTICULATE  
BETWEEN LEVELS WHILE TRYING TO MAKE  
SURE THAT THE STUDENTS ON THE AP TRACK  
ARE STILL COVERING WHAT THEY NEED TO.  
TWO OF OUR LEVEL 1 & 2 TEACHERS  
ARE ALSO THE LEVEL 5AP TEACHERS,  
SO THEY HAVE THE PERFECT  
BIG-PICTURE PERSPECTIVE!

# CONTACT INFORMATION: LGHS SPANISH 1 & 2 TEACHERS

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¡GRACIAS POR  
SU TIEMPO!  
WE'RE SO  
EXCITED TO  
MEET YOU  
NEXT YEAR!