FRONTERAS

MIDDLE SCHOOL SPANISH LANGUAGE ARTS CONTENT STANDARDS



STANDARD 1: COMMUNICATION

COMMUNICATION
CULTURES
COMPARISONS
CONNECTIONS
COMMUNITIES



Communicate in a World Language while demonstrating in all four essential skills.

1.1 Listening:

The purpose of Fronteras is for the students to listen, recognize and understand daily useful common expression such as

GREETINGS	SALUDOS
Welcome	Recibimiento
Hello	Oue tal
How are you?	Que tal
<u> </u>	¿Cómo te va?
What's your name?	¿Cómo te llamas?
BE well	Que te/le/les vaya bien
Thank you/	Gracias / de
Your Welcome	nada/no hay de que
Take care	Cuidate/se
Questions	Preguntas
Where can I find	¿Dónde lo
it ? Can I help you?	encuentro?
What happened?	Te puedo ayudar? ¿Qué hubo?
Where have you	Donde has estado?
been?	
What do you need?	Qué necesitas?
What should we do?	Qué hacemos?
COMMANDS	MANDATOS
Get ready	Preparate / Preparese
Tell me about it	Cuentamelo
Give it to me	Damelo
Ponganse de pie	On your
	feet/Stand up
Agarraren sus	Get your
Abran	Open
Recogan	Gather
Introductios	Presentaciones
Let me introduce	
	presentarle a
Who is he/she?	¿ Quién es
	él/ella?
Pleased to meet	Es un placer de
you	conocerlo/a
Likewise	Igualmente 🕌
Meet /to know	Conocer

1.2 Speaking

At Fronteras Spanish Immersion School, the students have daily Spanish interaction with native Spanish speaking teachers, tutors, staff and other classmates. Student will have the ability to introduce themselves, express needs and follow directions of two or more steps in Spanish during the entire school day. Applying repetition of pronunciation rules and intonation patterns uses vocabulary, and practicing of grammatical forms through academic lessons. Proper use of verb conjugation in a conversation for dialogue and narration. Spanish ability interview.

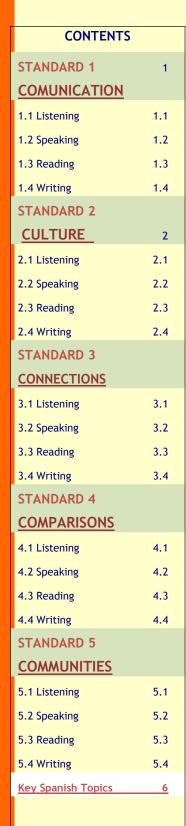
1.3 Reading:

Spanish is a phonetic language; words are more readily split into syllables.

- 1- Reads books written by Spanish speaking authors
- 2- **Phonological Awareness**; Literary terms
- 3- **Fluency** Skill fluency expression and intonation.
- 4- Appropriate use of accents(agudas, graves, esdrújulas, y sobreesdrújulas)
- 5- Rising action and climax
- 6- Identify homographs
- 7- Master fact and opinion
- 8- Recognized type of accent (prosodic,

1.4 Writing

- 1- Skill: dictionary and glossary
- 2- Letter write in proportion
- 3- Skill writing complete paragraph with details
- 4- Writing with Em-Dash and quotation marks
- 5- Master formal dictation
- 6- Master Words ending in Present participle & Past participle (ando,iendo,ido,ado,to,so,cho)
- 7- Skill Inflection, prefixes, suffixes
- 8- Write poetry, shape, limerick
- 9- Master word with (M) before P and B
- 10- Master words with (N) before D





Fronteras Spanish stars Readers and writers

- *Develop Phonemic Awareness.
- *Connect Sound-Spelling
- *Develop Reading **Fluency**
- *Develop Writing skills

Standard 2 CULTURE

Develop an understanding and appreciation of the Spanish cultures. 2.2 Reading

2.1 Listening

- 1- Extend and practice critically thinking skill
- 2- Analyze main idea and details
- **3-** Identify Persuasive speech elements
- 4- Understand idioms and jargon
- 5- Determine strategy summarize
- 6- Track the print as it is read
- **7-** Character development

2.2 Speaking

- 1- Presentations
- 2- Provide directions and location
- 3- Develop attitude and abilities to interact with diverse groups and cultures
- 4- Use of idioms and jargon
- 5- Use colorful adjectives (descriptions)
- 6- Practice formal public speaking
- 7- Connect experiences and ideas with variety of language

- 1- Comprehend basic plots of classic tales from around the world
- 2- Master similes and metaphors
- 3- Analyze cultural, economic governmental influences
- 4- Spanish Culture: skill structure elements of drama
- 5- Draw inferences, conclusions, or generalizations
- Hypothesize

- 2.4 Writing
 1- Thesaurus (synonyms)
 - 2- Skill writing friendly letter
 - 3- To retell paraphrase, or explain information
 - 4- Compare and contrast tales from different cultures
 - **5-** Use of prepositional phrases
 - 6- Master Infinitive and reflexive pronouns
 - 7- Figurative language (simile)
 - 8- Translate dictation text

Standard 3 CONNECTIONS

Connect with other disciplines and acquire information in

Daily Fluency practice

Strategy of questioning

Participate in group discussions

poder jugar, nesecitar, saber, ver,)

Use visual aids to clarify oral presentations

Informational speech contributes to mood

Use correctly oral common expressions(gustar, querer

Speak with command of standard Spanish conventions

Listening (recognition of Vocabulary)

Science / Social Studies

- 1-Conduct Research
- 2-Distinguish between fact and opinion
- 3-Language connections by using context clues
- 4-Strategy background knowledge
- 5-Master Para vs por
- 6-Analyze and evaluate ideas, information, experiences
- 7-Recognize and understand content vocabulary
- Art in the Spanish -Speaking world

3.4 Writing

2-

3-

4-

5-

6-

3.2 Reading **Science / Social Studies**

- 1-Higher order thinking skills
- 2-Analyze text with various organizational patterns
- 3-Make judgments about ideas and text
- 4-Skill cause and effect of reading
- 5-Master compare and contrast
- Evaluate and critique ideas and text 6-
- 7-Read Magazine / periodical /almanac

3.2 Speaking

Science/Social Studies

Science/ Social Studies

- 1- Working on thematic units: relating an event, giving advice, requesting driving directions, requesting permissions, making invitations and others
- 2- Practice skill writing on demand
- 3- Practice skill note taking
- 4- Independent and dependent clauses
- 5- Classify type of words (aguda, grave, esdrujula, y sobreesdrujula)
- 6- Use of irregular verbs in writing
- 7- Spell high frequency irregular verbs
- 8- Practice skill suffixes/ prefixes

Standard 4 COMPARISONS

Demonstrate understanding of the nature of language through comparison of the languages studied.

4.1 Listening

- 1- Engages in a variety of listening situations
- **2-** Evaluates a speaker's delivery; identify tone. mood, and emotion.
- 3- Recognizes misused words
- 4- Skill multiple meaning words(homographs)
- 5- Expand vocabulary and ideas
- **6-** Combine and compare information
- **7-** Identify questions

4.3Reading

- **1-** Recognize the author's point of view and purpose
- **2-** Recognize words, phrases, idiomatic expressions, and grammatical structures
- 3- Identify foreshadowing
- **4-** Demonstrates comprehension of reading materials
- 5- Analyze conflict and solution of story
- 6- Uses and applies information from reading
- 7- Identifies worldwide types of governments
- 8- Identifies vocabulary for Map/globe/atlas
- **9-** Practice the difference between ser and ir Past participle tense

4.2 Speaking

- 1- Debate (public speaking practice)
- **2-** Use appropriate language for formal and informal settings
- **3-** Use proper intonation, volume, pitch, modulation, and phrasing
- 4- Apply skill orally using : preguntar vs pedir
- 5- Proper use: hay hubo vs there is there are there was-there were
- 6- Apply skill orally using: Saber vs conocer
- **7-** Build oral vocabulary

4.4 Writing

- 1- Understanding language forms and organizational patterns: formal grammar instruction.
- **2-** Grammar: recognizes verb tenses fragments and run-on sentences
- **3-** Proper use of possessive pronouns and possessive adjectives
- **4-** Understanding grammatical elements: sustantivo,verbo,adjetivo,etc
- **5-** Skill complete subject and compound predicate
- 6- Practice skill suffixes prefixes
- 7- Introduction to modifiers

Standard 5 COMMUNITIES

Show evidence of becoming life-long learners by using the language within and beyond the school settings for personal enjoyment and enrichment.

5.1 Listening

- **1-** Understand political and social statements
- **2-** Analyze cultural, economic, governmental influences -identify relationships
- **3-** Observe/Participate in presentations/field trips
- **4-** Identify worldwide communities structures
- **5-** Paraphrase predictions

"A Spanish

Immersion K-8

a nurturing,

culture

academic center

that promotes high

academic success in

creative, multiage

environment; and

foster increased

understanding,

communication and

community, nation,

citizenship in our

and world"

- **6-** Model fluency rate/ reinforce homophones
- 7- Skill compound words

5.3 Reading

- 1- Collaborate; publish and present; and interact with others
- 2- Identify resolution of the story
- **3-** Read and discuss our state community
- **4-** Interpret diagrams
- **5-** Use of a compound subject, verb, and predicate
- **6-** Fluency, expression and intonation daily practice
- **7-** Story structure conflict and resolution

5.2 Speaking

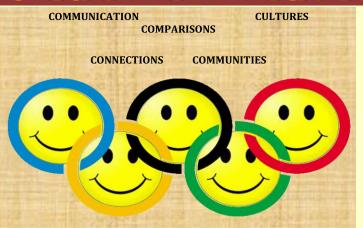
- 1- Construct notes for practicing public speaking
- **2-** Expresses personal reactions to reading materials
- **3-** Use short phrases in Spanish to describe occupation
- **4-** Recall information from field trips/presentations
- **5-** Participate theatre presentations
- **6-** Conjugation ser/estar present, past, and future
- **7-** Use new words in a variety of contexts

5.4 writing

- 1- Use timelines
- **2-** Narrative poetry
- 3- Use of stem-changing verbs/ reflexives verbs
- **4-** Skill: Paragraph Indentation and summarization
- 5- Use superlative and diminutives suffixes
- **6-** Use Pejorative and superlative suffixes
- **7-** Reinforce persuasive Essay
- **8-** Uses specialized vocabulary and more advanced grammatical structures

Key Spanish Topics

Fronteras students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:



1. COMMUNICATION
Use direct, indirect objects

Use direct, indirect reflexives pronouns

Use Reflexive verbs

Dímelo, Dáselo/a

¿Mande usted?

¿ Qué Honda?

¿Cómo te va?

¿Qué hay denuevo?

3 COMPARISONS

2. CULTURE

Hispanic month classroom representation

Incorporate Hispanic celebration into curriculum

Lifelong Learning -

The skills
required to
acquire a World
Language are
basic to the
learning process

Higher Achievement - A higher level of skill is demanded of all workers in a global community

Economic Necessity - In order to ensure our own future, we must be able to communicate with the rest of the world.

Multicultural
Perspective - World
Languages open door
but also to other
cultures, people, and
lands.

Instructional Strategies:

- Identifying similarities and differences
- Differentiated instruction
- Reinforcing effort and recognition
- Homework and Guided Practice
- Floritework and Guided Flactic
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

5. COMMUNITIES

4 • CONECTIONS

- * Adjective contest
- * spelling bee
- *Debate
- * Spanish science fair