



COMMUNICATION
CULTURES
COMPARISONS
CONNECTIONS
COMMUNITIES



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STANDARD 1: COMMUNICATION

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

1.1 Listening:

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

GREETINGS	SALUDOS
Welcome	Bienvenidos
Hello	Hola
Good -morning	Buenos dias
Good Afternoon	Buenas Tardes
Good Night	Buenas Noches
Thank you/ Your Welcome	Gracias / de nada
Pleased to meet you	Mucho gusto Encantado de conocerle
Good Night	Buenas Noches
What's your name?	¿Cómo te llamas?
Questions	Preguntas
Where is it?	¿ Donde está?
Can I go?	¿ Puedo ir ?
What happened?	¿ Que paso ?
How are you?	¿Cómo estas?
Really	¿ En serio?
And you?	¿y usted?

COMMANDS	MANDATOS
Sit down	Sientense
Listen	Escuchen,
Close / open	Abrir / cerrar
Eat and drink	Comer y beber
Lets 'go	Vamos
Clean up	Limpiar / Recoger
Walking	Caminando
Can I go to the bathroom	¿Puedo ir al baño ?
Cheers/Good health!	Salud
Fast	Rapido
Let's go	Vamos
Wait	Espera
Line up	A la fila

1.2 Speaking

At Fronteras Spanish Inmersion School, the students have daily Spanish interaction with native Spanish speaker teachers, tutors, staff and other classmates.

Student will have the ability to introduce themselves, express needs and follow directions of two and 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

1.3 Reading

- 1- Students master blending and segmentation and counting of syllables
- 2- **Phonological Awareness**; reinforce Spanish alphabet and sounds which allow students to connect the sound and read words with two and three syllables
- 3- Students practice Spanish questions and grammar punctuation
- 4- Students work with Spanish High-Frequency words for grade level
- 5- Recognize nouns, verbs and adjectives in a sentence
- 6- Practice oral spelling
- 7- Letter Sound of (Cc Gg)

1.4 Writing:

- 1- Reinforce proper pencil position and proper handwriting
- 2- Write first name and last name
- 3- Write simple sentences
- 4- Practice use of upper case and lower case
- 5- Spelling practice to writing vocabulary
- 6- Print awareness



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.

2.1 Listening

- 1- Listen and dance Spanish songs with learned vocabulary
- 2- Understand and follow daily simple instructions.
- 3- Celebrations around the world
- 4- Listen to poems and rhymes
- 5- Descriptive words
- 6- Recognize story elements

2.2 Speaking

- 1- Sing Spanish songs
- 2- Recite poems
- 3- Repetition of high frequency words
- 4- Expresses personal opinions and desires with learned phrases.
- 5- Ask and answers simple questions By using appropriate interrogative words
- 6- Introduction to public speaking.

2.2 Reading

- 1- What is around us at school
- 2- Identify genre
- 3- Read aloud cultural stories
- 4- Awareness of Spanish Cultural celebrations
- 5- Match vocabulary with pictures
- 6- Traditions

2.4 Writing

- 1- Draw activities about cultural traditions.
- 2- Knowing difference between a word and a sentence.
- 3- Rewrite information from a variety of sources.
- 4- Reinforcing the concept that words consist of specific sounds.
- 5- Sequence of the story
- 6- Recognition of rhyming words

Standard 3 CONNECTIONS

Connect with other disciplines and acquire information in Spanish.

3.1 Listening

Science / Social Studies

- 1- Research and inquiry
- 2- Suffixes (ito, ita)
- 3- Language connections
- 4- Introduction to hiatus, diphthongs
- 5- Animal Habitats/Adaptations
- 6- Weather/Air

3.2 Reading

Science /Social Studies

- 1- Recycling
- 2- All About Me
- 3- Maps
- 4- Solids and Liquids
- 5- Solar System- Sun, Moon, and Earth
- 6- People and animals
- 7- Plants
- 8- Personal Safety

3.2 Speaking

Science/Social Studies

- 1- Gender and articles
- 2- Scientific Properties- hard, soft, sink, float
- 3- Wood, Paper and Trees
- 4- Use of oral common expressions(gustar,querer and poder)
- 5- Cultural Traditions- Celebrations around the world
- 6- Animal Habitats/Adaptations
- 7- Weather/Air and Flight- kites,

3.4 Writing

Science/ Social Studi

- 1- Suffixes (ito, ita)
- 2- Appropriate phrasing
- 3- Gender and articles
- 4- Introduction to hiatus, diphthongs
- 5- Classify adjectives
- 6- Solids and Liquids mini experiments
- 7- Draw Solar System- Sun, Moon, and Earth
- 8- Places and things
- 9- Plants
- 10- Personal Safety



Standard 4 COMPARISONS

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

“A Spanish Immersion K-8 academic center that promotes high academic success in a nurturing, creative, multiage environment; and foster increased culture understanding, communication and citizenship in our community, nation, and world”

4.1 Listening

- 1- Distinguish alphabet letters and sounds for each respective language.
- 2- Recognize each language intonation.
- 3- Differentiate letter sounds and sounds blending.
- 4- Develop listening skills
- 5- Words for feelings
- 6- Location words

4.2 Speaking

- 1- Sound syllables
- 2- Recognize specific Spanish letters and sounds.(ll, ch ,ñ ,rr)
- 3- Develop Spanish pronunciation (letters and syllables)
- 4- Introduction to homonyms
- 5- Spelling first and last name in both languages
- 6- Tú, Usted vs. You

4.3 Reading

- 1- Able to decode in both languages
- 2- Compound words
- 3- Understanding and practice rhyming words rules
- 4- Organize order sequence in a story
- 5- Recognize author, title, and illustrator
- 6- Give proper intonation to words with accents
- 7- Language connections (Cc Gg)

4.4 Writing

- 1- Writing orientation from left to right
- 2- Orthography (legible hand writing)
- 3- Write accents when required
- 4- Introduction of articles
- 5- Exposure to Spanish grammar punctuation
- 6- Similarities between the languages

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- Listening to songs in Spanish about community helpers
- 2- Recognize primary and extended family members
- 3- Observe/Participate in presentations/field trips
- 4- Familiar with communities structures
- 5- Identify community services
- 6- Calendar

5.2 Speaking

- 1- Practicing speaking short sentences to introduce themselves.
- 2- Knowledge of five question words Why, how, where, when and what
- 3- Use short phrases in Spanish to describe occupations
- 4- Recall information from field trips/presentations
- 5- Show and Tell
- 6- What can we see around our neighborhood

5.3 Reading

- 1- Recognize basic vocabulary about our community
- 2- Explore community professions
- 3- Read and discuss our school community
- 4- Learn about community's helpers around the world
- 5- Safety environment recognition
- 6- Fluency, expression and intonation

5.4 writing

- 1- Write short sentences about our neighborhood
- 2- Draw and label family members
- 3- Compare/contrast communities
- 4- Calendar
- 5- Classify words by synonyms and antonyms
- 6- Describe nouns with learned adjectives

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:



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 doors but also to other cultures, people, and lands.

1. COMMUNICATION

I don't understand - **no entiendo**

I need help – **necesito ayuda**

Can I drink some water, please?-
¿Puedo tomar agua por favor?

Stand, please- **De pie, por favor**

2. CULTURE

3 COMPARISONS

Words for feelings	Palabras para Sentimientos	Opposites	Opuestos	
Happy	Feliz	Up /down	Arriba /abajo	First
Sad	Triste	Left /right	Izquierda derecha	Second
Nervous	Nervioso/a	Front/back	Adelante/atras	Third
Tired	Cansado/a	Inside /outside	Adentro/afuera	Last
Mad	Enojado/a	Open/close	Abrir/cerrar	He/she is not here
Hungry	Hambriento/a	Here/there	Aca/alla	He /she is sick

Instructional Strategies:

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

5. COMMUNITIES

Celebrate El Grito de la Independencia de Mexico. (September 16)

4 • CONECTIONS