



1  
COMMUNICATION  
CULTURES  
COMPARISONS  
CONNECTIONS  
COMMUNITIES



### Contents

<b>STANDARD 1</b>	1
<b>COMUNICACION</b>	
1.1 Listening	1.1
1.2 Speaking	1.2
1.3 Reading	1.3
1.4 Writing	1.4
<b>STANDARD 2</b>	2
<b>CULTURE</b>	
2.1 Listening	2.1
2.2 Speaking	2.2
2.3 Reading	2.3
2.4 Writing	2.4
<b>STANDARD 3</b>	3
<b>CONNECTIONS</b>	
3.1 Listening	3.1
3.2 Speaking	3.2
3.3 Reading	3.3
3.4 Writing	3.4
<b>STANDARD 4</b>	4
<b>COMPARISONS</b>	
4.1 Listening	4.1
4.2 Speaking	4.2
4.3 Reading	4.3
4.4 Writing	4.4
<b>STANDARD 5</b>	5
<b>COMMUNITIES</b>	
5.1 Listening	5.1
5.2 Speaking	5.2
5.3 Reading	5.3
5.4 Writing	5.4
<b>Key Spanish Topics</b>	<b>6</b>

### STANDARD 1: COMMUNICATION

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

#### 1.1 Listening:

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

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

COMMANDS	MANDATOS
Sit down	Sientense/ asiento
Listen	Escuchen,
Close / open	Abrir / cerrar
Eat and drink	Comer y beber
Lets 'go	Vamos
Clean up	Limpiar / Recoger
Walking	Caminando
Bathroom, please	Por favor el baño
Cheers/Good health!	Salud
Fast	Rapido
Let's go	Vamos
Wait	Espera
quiet	Silencio
Ready	Listos/as
Line up	A la línea

#### 1.2 Speaking

At Fronteras Spanish Immersion 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

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

- 1- Students master Spanish vowels and consonants sounds
- 2- **Phonetic knowledge** students are introduce to oral blending (Consonants & Vowel) they learn to recognized Spanish alphabet and sounds of each letter which allow students to connect the sound and read words with one and two syllables
- 3- Students recognize Spanish question and grammar punctuation.
- 4- Students are introduced to Spanish High-Frequency words.
- 5- Introduction to verbal spelling

#### 1.4 Writing:

- 1- Develop legible handwriting
- 2- Write first name
- 3- Segmentation activities will lead to spelling, in which students begin blending sounds in order to write them.
- 4- Master of capital and lower case letters. (mayuscula/ minuscula)
- 5- Spelling, Introduction to writing vocabulary
- 6- Understanding how to list items on the list.



## 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- Word for textures
- 6- Listen for story elements

### 2.2 Reading

- 1- Family members
- 2- Community helpers/ professions
- 3- Read aloud cultural stories
- 4- Introduction to Spanish Cultural
- 5- Traditions

### 2.2 Speaking

- 1- Sing Spanish songs
- 2- Recite poems
- 3- Spanish games with learned vocabulary
- 4- Expresses personal opinions and desires with learned phrases.
- 5- Ask and answers simple questions
- 6- Reinforcing the concept that words consist of specific sounds.

### 2.4 Writing

- 1- Draw activities about culture traditions.
- 2- Knowing difference between a letter and a word.
- 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- Simple rules and responsibilities
- 2- Scientific Properties- hard, soft, sink, float
- 3- Wood, Paper and Trees
- 4- Words for clothes
- 5- Animal Habitats/Adaptations
- 6- Weather/Air
- 7- My family and I

### 3.2 Reading

Science /Social Studies

- 1- Colors and shapes
- 2- Poems
- 3- Days of the week and months of the year
- 4- Counting number in Spanish 1 to 100
- 5- Solar System- Sun, Moon, and Earth
- 6- People and animals
- 7- Name 15 Body parts
- 8- Personal Safety

### 3.2 Speaking

Science/Social Studies

- 1- Colors and shapes
- 2- Scientific Properties- hard, soft, sink, float
- 3- Count numbers to 100 in Spanish
- 4- Family members
- 5- Cultural Traditions- Celebrations around the world
- 6- Animal Habitats/Adaptations
- 7- Opposites
- 8- Introduction to gender

### 3.4 Writing

Science/ Social Studies

- 1- Date
- 2- All About Me
- 3- Draw simple maps
- 4- Write number 1 to 20
- 5- Draw Solar System- Sun, Moon, and Earth
- 6- Places and things
- 7- Plants
- 8- Personal Safety
- 9- Introduction to gender



## 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 out letters
- 2- Recognize specific Spanish letters and sounds.( ll, ch ,ñ ,rr)
- 3- Develop Spanish pronunciation
  - a. (letters and syllables)
- 4- Basic vocabulary
- 5- Spelling first name in both languages
- 6- Tú, Usted vs. You

### 4.3 Reading

- 1- Able to decode in both languages
- 2- Introduce syllable division
- 3- Understanding rhyming words rules
- 4- Introduce order sequence in a story
- 5- Recognize author, title, and illustrator
- 6- Drawing conclusions
- 7- Introduction Spanish accents

### 4.4 Writing

- 1- Writing orientation from left to right, top to bottom
- 2- Orthography( legible hand writing)
- 3- Write First name
- 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- How do we live, work, and play together

### 5.2 Speaking

- 1- Practicing speaking short sentences to introduce themselves.
- 2- Knowledge of two question words (Why? How?)
- 3- Recall information from field trips/presentations
- 4- Show and Tell
- 5- Colors
- 6- Question words what and where

### 5.3 Reading

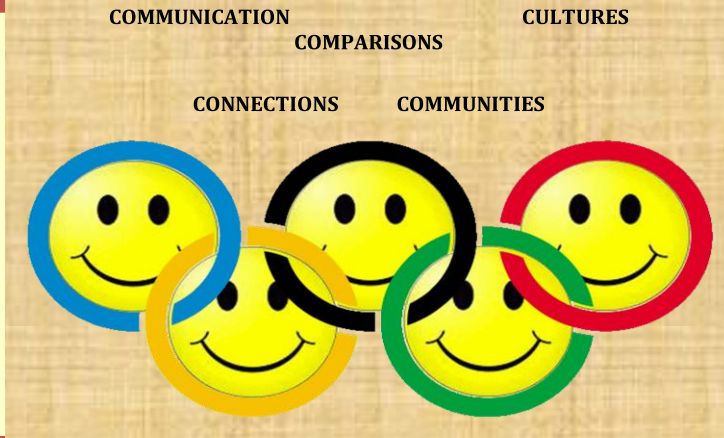
- 1- Recognize basic vocabulary about our community
- 2- Explore community professions
- 3- Read and discuss our school community
- 4- Learn about community helpers around the world
- 5- Safety environment recognition

### 5.4 writing

- 1- Draw our neighborhood
- 2- Draw family members
- 3- Compare/contrast communities
- 4- Draw our school Fronteras
- 5- Create a cooperation poster
- 6- Draw places and things

# 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 door but also to other cultures, people, and lands.

## 1. COMMUNICATION

COMMANDS	MANDATOS
Turn on- off lights	Prende la luz Apaga la luz
Put the books away	Guarden los libros
Stand up, please	De pie por favor
Put the trash in the trashcan	Bote la basura en el basurero
Put your jackets on	Ponganse sus chaquetas
Push your chair under the table	Empuje su silla debajo de la mesa

## 2. CULTURE

Celebrate El Grito de la Independencia de Mexico. Sept 16

## 3 COMPARISONS

Words for feelings	Palabras para Sentimientos	Opposites
Happy	Feliz	Up /down
Sad	Triste	Left /right
Nervous	Nervioso/a	Front/back
Tired	Cansado/a	Inside /outside
Mad	Enojado/a	Open/close
Hungry	Hambriento/a	Here/there

## 4. CONECTIONS

Oppuestos	Opuestos		
Arriba /abajo	First	Primero	
Izquierda derecha	Second	Segundo	
Adelante/atras	Third	Tercero	
Adentro/afuera	Last	Ultimo	
Abrir/cerrar	He/she is not here	El ella no está aquí	
Aca/alla	He /she is sick	Esta enfermo/ a	
	Present	Presente	

### 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

Field trips participation  
Community member's presentations.

## 4 • CONECTIONS

Spanish Spelling Bee  
Spanish Science Fair