



COMMUNICATION
CULTURES
COMPARISONS
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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 to listen, recognize and understand daily useful common expression such as

GREETINGS	SALUDOS
Welcome	Recibimiento
Hello	Que tal
How are you?	¿Cómo te va?
What's your name?	¿Cómo te llamas?
BE well	Que te/le/les vaya bien
Thank you/ Your Welcome	Gracias / de nada/no hay de que
Take care	Cuidate/se
Questions	Preguntas
Where can I find it ?	¿Dónde lo encuentro?
Can I help you?	Te puedo ayudar?
What happened?	¿Qué hubo?
Where have you been?	Donde has estado?
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	Permitame presentarle a
Who is he/she?	¿ Quién es él/ella?
Pleased to meet you	Es un placer de 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
- 8- Create a visual image

- 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
- 6- Hypothesize

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

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 Spanish.

3.1 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
- 8- Art in the Spanish –Speaking world

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
- 6- Evaluate and critique ideas and text
- 7- Read Magazine / periodical /almanac

3.2 Speaking

Science/Social Studies

- 1- Participate in group discussions
- 2- Daily Fluency practice
- 3- Use visual aids to clarify oral presentations
- 4- Use correctly oral common expressions(gustar,querer poder jugar, nesecitar, saber, ver,)
- 5- Strategy of questioning
- 6- Informational speech contributes to mood
- 7- Speak with command of standard Spanish conventions

3.4 Writing

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, esdrújula, y sobreesdrújula)
- 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

4.3 Reading

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

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

5.3 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

5.4 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

“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”

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

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 de nuevo?

2. CULTURE

Hispanic month classroom representation

Incorporate Hispanic celebration into curriculum

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.

3. COMPARISONS

5. COMMUNITIES

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

4 • CONECTIONS

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