



1

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 and finally recognize daily useful common expressions such as

GREETINGS	SALUDOS
Welcome	Bienvenidos
Hello	Hola
Good -morning	Buenos días
Good Afternoon	Buenas Tardes
Good Night	Buenas Noches
Thank you/ Your Welcome	Gracias / de nada
Pleased to meet you	Mucho gusto Encantado
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?

COMMANDS	MANDATOS
Sit down	Sientense
Listen	Escuchen,
Close / open	Abrir / cerrar
Eat and drink	Comer y beber
Let's go	Vamos
Clean up	Limpiar / Recoger
Walking	Caminando
Bathroom, please	Baño porfavor
Cheers/Good health!	Salud
Fast	Rapido
Let's go	Vamos
Wait	Espera

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

1.3 Reading

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

- 1- Reinforce blending and segmentation and counting of syllable
- 2- **phonological Awareness**; Introduce open syllables and close syllables
- 3- students read words with three and more syllables
- 4- Fluency: reading clearly and pronounce properly at an adequate pace
- 5- Students work with Spanish High-Frequency words for grade level
- 6- Label nouns, verbs and adjectives in a sentence
- 7- Practice oral spelling

1.4 Writing:

- 1- Print and spacing awareness
- 2- Write first name and last name
- 3- Differentiated among sentences (? ! .)
- 4- Introduction to paragraph
- 5- Spelling and writing vocabulary
- 6- Words with (C Q K J G X)



Fronteras Spanish stars Readers and writers

**Develop Phonemic Awareness.*

**Connect Sound-Spelling*

**Develop Reading Fluency*

**Develop Writing skills*

Standard 2 CULTURE

Students will develop an understanding and appreciation of the Spanish cultures.

2.1 Listening

- 1- Develop critically thinking skill
- 2- Main idea
- 3- Differentiated colloquial expressions
- 4- Discuss oral passages
- 5- Determine the context of the story
- 6- Track the print as it is read

2.2 Reading

- 1- Guide comprehension
- 2- genre
- 3- Main idea
- 4- Spanish Culture: character and setting
- 5- Use Illustrations to demonstrate reading comprehension
- 6- Review and revise culture of reading assignments

2.2 Speaking

- 1- Latin countries presentations
- 2- Precise intonation and expression
- 3- Dramatic interpretation
- 4- Sequential narrative
- 5- Isolate the initial syllable
- 6- Discuss oral passages

2.4 Writing

- 1- Personal narrative
- 2- Coordinate correctly subject and verb
- 3- Brief report/ brainstorm
- 4- Alphabetize
- 5- Sequence of the story with more than one detail
- 6- Synonyms and antonyms

Standard 3 CONNECTIONS

Connect with other disciplines and acquire information in Spanish.

3.1 Listening (recognition of vocabulary)

Science / Social Studies

- 1- Research and inquiry
- 2- Give and follow directions
- 3- Language connections
- 4- Introduce to hiatus, diphthongs
- 5- Animal Habitats/Adaptations
- 6- Weather/Air

3.2 Reading

Science /Social Studies

- 1- Apply knowledge to decode unknown words
- 2- Research and inquiry
- 3- Introduce cause and effect
- 4- Explore compare and contrast
- 5- Classify(shapes, sizes and colors)
- 6- Solar System- Sun, Moon, and Earth

3.2 Speaking

Science/Social Studies

- 1- Apply appropriately gender and articles
- 2- Daily Fluency practice
- 3- Retell a narrative
- 4- Use correctly oral common expressions(gustar,querer and poder)
- 5- Cultural Traditions
- 6- Introduction of regular verbs (ar, er ir) families

Writing

Science/ Social Studies

- 1- Show procedure
- 2- Appropriate phrasing
- 3- Gender and articles
- 4- Fact and details
- 5- Classify adjectives
- 6- Narrative nonfiction
- 7- Introduction of proper and common nouns
- 8- Review suffixes prefixes



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 comprehension
- 5- Words for feelings
- 6- Location words (ser / estar)

4.3 Reading

- 1- Able to decode in both languages (Read aloud)
- 2- Identify and main ideas
- 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

4.2 Speaking

- 1- Recognize specific Spanish letters and sounds.(ll, ch ,ñ ,rr)
- 2- Develop Spanish pronunciation (letters and syllables)
- 3- Introduction to homonyms/ homograph
- 4- Master spelling first and last name in both languages
- 5- Pronouns (pronombres) Introduce to plurals
- 6- Accent orthographic

4.4 Writing

- 1- Writing orientation from left to right
- 2- Orthography(legible hand writing)
- 3- Write accents when require
- 4- Practice of articles
- 5- Expand suffixes prefixes
- 6- Similarities between the languages (punctuation . , ? !)
- 7- Introduce to plurals

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
- 2- Recognize primary and extended family members
- 3- Observe/Participate in presentations/field trips
- 4- Familiar with communities structures
- 5- Identify community services
- 6- Introduction to homophones

5.3 Reading

- 1- Develop characters in the story
- 2- Explore community professions
- 3- Read and discuss our school community
- 4- Learn about community's helpers around the world
- 5- Recognition of a compound subject and verb
- 6- Fluency, expression and intonation

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 occupation
- 4- Recall information from field trips/presentations
- 5- Show and Tell
- 6- Develop character in the community, house, and school

5.4 writing

- 1- Write short sentences about our community characters
- 2- Abbreviation
- 3- Compare/contrast communities
- 4- Paragraph Indentation
- 5- Recognition of 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 door but also to other cultures, people, and lands.

1. COMMUNICATION

2. CULTURE

Introduce songs, dances and special celebration in Spanish countries

3 COMPARISONS

Words for feelings	Palabras para Sentimientos	Opposites	Opuestos		
Happy	Feliz	Up /down	Arriba /abajo	First	Primero
Sad	Triste	Left /right	Izquierda derecha	Second	Segundo
Nervous	Nervioso/a	Front/back	Adelante/atras	Third	Tercero
Tired	Cansado/a	Inside /outside	Adentro/afuera	Last	Ultimo
Mad	Enojado/a	Open/close	Abrir/cerrar	He/she is not here	El ella no está aquí
Hungry	Hambriento/a	Here/there	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

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

Hispanic Heritage Month

4 • CONNECTIONS Ordinals numbers