



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

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 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
Good Night	Buenas Noches
What's your name?	¿Cómo te llamas?
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
Lets 'go	Vamos
Clean up	Limpiar / Recoger
Walking	Caminando
Bathroom, please	El baño, porfavor
Cheers/Good health!	Salud
Fast	Rápido
Let's go	Vamos
Espera	Wait

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. In addition, usage of proper verbal coniugation in a conversation.

1.3 Reading:

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

- 1- Master blending and segmentation and counting of syllables
- 2- **Phonological Awareness;** Manipulate open syllables and close syllables
- 3- **Fluency** reading clearly and pronounce properly at an adequate pace.
- 4- Introduce types of accents(agudas, graves, esdrújulas, y sobreesdrújulas
- 5- Label nouns, verbs and adjectives in a sentence
- 6- Practice oral spelling

1.4 Writing

- 1- Introduce to cursive writing
- 2- Reinforce phonetic awareness
- 3- Write a paragraph of 5 sentences
- 4- Differentiated among sentences (? !, “”-.)
- 5- Spelling and writing vocabulary
- 6- Words with (C K Q)- (B V) - (R RR) (GE GUE GÜE) (H)



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- Extend critical thinking skill
- 2- finding Main idea
- 3- Differentiated colloquial expressions
- 4- Bases opinions on facts
- 5- Determine the context of the story
- 6- Track the print as it is read

2.2 Reading

- 1- Guide comprehension
- 2- Genre
- 3- Myths
- 4- Spanish Culture: character and setting
- 5- Use code words to demonstrate reading comprehension
- 6- Biography and autobiography

2.2 Speaking

- 1- Latin traditions presentations
- 2- Use exact intonation and expression
- 3- Dramatic interpretation
- 4- Sequential narrative
- 5- Express opinion on oral reading
- 6- Formal speaking skills

2.4 Writing

- 1- Personal narrative
- 2- Coordinate correctly subject and verb
- 3- Writing process
- 4- Alphabetize
- 5- Use of three sequence words (primero, despues y finalmente)
- 6- Apply 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 in reading
- 2- Give and follow directions
- 3- Language connections
- 4- Reinforce to hiatus, diphthongs
- 5- Animal Habitats/Adaptations
- 6- Weather/Air

3.2 Reading

Science /Social Studies

- 1- Apply knowledge of diphthongs and hiatus for fluency
- 2- Research and inquiry
- 3- Identify cause and effect
- 4- Analize 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 and fantasy
- 4- Use correctly oral common expressions(gustar,querer and poder jugar)
- 5- Cultural Traditions
- 6- Animal Habitats/Adaptations

3.4 Writing

Science/ Social Studies

- 1- Show procedure
- 2- Writing on demand
- 3- Gender and articles/ plurals and singulars
- 4- Fact and details
- 5- Introduction to type of words (aguda, grave, esdrujula, y sobreesdrujula)
- 6- Conjugation of regular verbs
- 7- Utilize proper and common nouns
- 8- Apply suffixes prefixes
- 9- Introduction to homographs



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- Apply alphabet to the corresponding sound
- 2- Differentiate between accents.
- 3- (ortográfico y prosódico) .
- 4- Differentiate letter sounds and sounds blending.
- 5- Use Words for emotions
- 6- Cardinal points

4.2 Speaking

- 1- Public speaking practice
- 2- Recognize specific Spanish letters and sounds.(ll, ch ,ñ ,rr)
- 3- Develop Spanish pronunciation (letters and syllables)
- 4- Introduction to homonyms
- 5- Master spelling first and last name in both languages
- 6- Introduce verb to be (ser / estar)

4.3 Reading

- 1- Able to decode in both languages
- 2- Identify and focus topic
- 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

4.4 Writing

- 1- Plurals and singulars (-S,- ES,-CES)
- 2- Orthography(legible hand writing)
- 3- Write accents when require
- 4- Use of articles, diphthongs and hiatus
- 5- Expand suffixes prefixes
- 6- Similarities and differences between the languages (punctuation marks. , ? !)

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- Identify traditions by listening to songs
- 2- Basic Rules and laws
- 3- Observe/Participate in presentations/field trips
- 4- Identify communities structures
- 5- Visualize what is happening in the text
- 6- Model fluency rate/ reinforce homophones

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- Community helpers presentation
- 6- Introduction to verb conjugation ser/estar

5.3 Reading

- 1- Understand the difference between facts and opinion
- 2- Read community professions
- 3- Read and discuss our state community
- 4- Explore prediction in text features
- 5- Recognition of a compound subject, verb, and predicate
- 6- Fluency, expression and intonation daily practice

5.4 writing

- 1- Write short paragraph about our community characters
- 2- Beginning of writing comics
- 3- Compare/contrast states and cities
- 4- Reinforce Paragraph Indentation and summarization
- 5- Recognition and practice of synonyms and antonyms
- 6- Apply adjectives to nouns

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

Learning center

2. CULTURE

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

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

Words for feelings	Palabras para Sentimientos	Opposites	Opuestos
Happy	Feliz	Up /down	Arriba /abajo
Sad	Triste	Left /right	Izquierda derecha
Nervous	Nervioso/a	Front/back	Adelante/atras
Tired	Cansado/a	Inside /outside	Adentro/afuera
Mad	Enojado/a	Open/close	Abrir/cerrar
Hungry	Hambriento/a	Here/there	Aca/alla

4 • CONECTIONS

Science Fair

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

Key Spanish Topics

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.



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

2. CULTURE

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

3 COMPARISONS

5. COMMUNITIES

4 • CONECTIONS

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

