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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	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 conocerlo /a
What's your name?	¿Cómo te llamas?
Cool!	¡Chevere !
So sad!	¡Ni modo !
Too bad!	¡Que lastima !

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	¿Puedo ir al baño por favor?
Cheers/Good health!	Salud
Fast	Rapido
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. Apply repetition of pronunciation rules and intonation patterns. Uses vocabulary, and practicing of grammatical forms through academic lessons. Enforce 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- Skill appropriate phrasing
- 2- **Phonological Awareness**; Literary terms
- 3- **Fluency** Skill fluency expression and intonation.
- 4- Skill stressed syllables ( agudas, graves, esdrújulas, y sobreesdrújulas)
- 5- Rising action and climax
- 6- Skill homographs
- 7- Master fact and opinion
- 8- Recognized type of accent ( prosodic, orthographic)

#### 1.4 Writing

- 1- Skill: dictionary and glossary
- 2- Letter write an proportion
- 3- Skill writing complete paragraph with details 5 or more sentences.
- 4- Writing with Em-Dash and quotation marks
- 5- Skill formal dictation
- 6- Words ending in (ando,iendo,ido,ado,to,so,cho)
- 7- Skill Inflection, prefixes, suffixes
- 8- Write poetry, shape, limerick
- 9- Skill word with ( M) before P and B
- 10- Skill 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.

### 2.1 Listening

- 1- Extend critically thinking skill
- 2- Analyze main idea and details
- 3- Persuasive speech
- 4- Idioms and jargon
- 5- Determine strategy summarize
- 6- Track the print as it is read
- 7- Use of Graphic organizer
- 8- Character development

### 2.2 Speaking

- 1- Latin traditions presentations
- 2- Develop attitudes and abilities to interact with diverse groups and cultures
- 3- Idioms and jargon
- 4- Use of adjectives (descriptions)
- 5- Practice formal speaking skills
- 6- Rate and Skits

### 2.2 Reading

- 1- Skill visualize story
- 2- Skill similes and metaphors
- 3- Skill story structure conflict
- 4- Spanish Culture: skill structure elements of drama
- 5- Hyperbole ( exaggeration)
- 6- Homographs and Homonyms
- 7- Connect to reading selection
- 8- Storytelling

### 2.4 Writing

- 1- Thesaurus ( synonyms)
- 2- Skill writing friendly letter
- 3- Formal letter ( appropriate conventions) ( date, salutation)
- 4- Relative pronoun( que and quien) vs Interrogative words qué?, quién?
- 5- Use of transition words
- 6- Infinitive and reflexive pronouns
- 7- Figurative language ( simile)
- 8- Suffixes derived from Latin: able, -

## Standard 3 CONNECTIONS

Connect with other disciplines and acquire information in Spanish.  
ible, -ancia, -oso, -osa

### 3.1 Listening (recognition of vocabulary ) Science / Social Studies

- 1- Research and inquiry
- 2- Give and follow directions
- 3- Language connections by using context clues
- 4- Strategy background knowledge
- 5- Explore Para vs por
- 6- Facts and opinions summarize
- 7- Summarize and understand selection vocabulary

### 3.2 Reading

Science /Social Studies

- 1- Apply knowledge of diphthongs and hiatus for fluency
- 2- Skill story elements (character, settings, conflict and solution)
- 3- Skill cause and effect of reading
- 4- Skill compare and contrast
- 5- Skills character and plot
- 6- Read Magazine / periodical /almanac

### 3.2 Speaking

Science/Social Studies

- 1- Round table discussion
- 2- Daily Fluency practice
- 3- Abbreviations
- 4- Use correctly oral common expressions( gustar,querer poder jugar, nesecitar, saber)
- 5- Strategy of questioning
- 6- Informational speech
- 7- Humor Theatre play

### 3.4 Writing

Science/ Social Studies

- 1- Independent and dependent clauses
- 2- Skill writing on demand
- 3- Skill note taking
- 4- Reinforce paraphrasing
- 5- Classify type of words ( aguda, grave, esdrújula, y sobreesdrújula)
- 6- Introduction to irregular verbs
- 7- Skill quick write for fluency
- 8- Skill 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- Skill context clues
- 2- Differentiate between accents.
- 3- (ortográfico y prosódico) .
- 4- Tall tale
- 5- Skill multiple meaning words
- 6- Skill: prepositions
- 7- Practice compound prepositions/compound expressions
- 8- Oral vocabulary routine

### 4.3 Reading

- 1- Newspaper and newsletter
- 2- Skill: Literacy styles Prose
- 3- Skill: four kinds of sentences
- 4- conflict and solution
- 5- Skill: author, title, and illustrator
- 6- Language connections
- 7- Character, setting, and plot
- 8- Map/globe/atlas
- 9- Understand the difference between ser and ir  
Past participle tense

### 4.2 Speaking

- 1- Debate (public speaking practice)
- 2- Recognize specific Spanish letters and sounds.( ll, ch ,ñ ,rr)
- 3- Expression of obligation
- 4- Understand :preguntar vs pedir
- 5- Understand: hay – hubo- había vs there is there are there was-there were
- 6- Understand: Saber vs conocer
- 7- Build oral vocabulary

### 4.4 Writing

- 1- Reinforce plurals and singulars (-S,- ES,- CES)
- 2- Proper use of possessive pronouns and possessive adjectives)
- 3- Character, setting, and plot
- 4- Skill subject and predicate
- 5- skill suffixes prefixes
- 6- Introduction to modifiers
- 7- Introduction compound and complex sentences
- 8- Use Common, proper and collective nouns

## 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- Skill words structure
- 2- Parody
- 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

### 5.3 Reading

- 1- Skill fact and opinion
- 2- Strategy of predict and set purpose
- 3- Read and discuss our state and community
- 4- Sensory details
- 5- Use of a compound subject, verb, and predicate
- 6- Fluency, expression and intonation daily practice
- 7- Story structure conflict and resolution

### 5.2 Speaking

- 1- Practicing speaking compound sentences to introduce themselves.
- 2- Symbolism
- 3- Use short phrases in Spanish to describe occupation
- 4- Recall information from field trips/presentations
- 5- Theatre play
- 6- conjugation ser/estar present, past, and future
- 7- Use new words is a variety of context

### 5.4 writing

- 1- Write job advertisement
- 2- Write media literacy: sportscast
- 3- Use of stem-changing verbs/ reflexives verbs
- 4- Skill: Paragraph Indentation and summarization
- 5- Use Augmentative suffixes
- 6- Use Pejorative and superlative suffixes
- 7- Reinforce persuasive Essay
- 8- Order form/ application

# 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 Step up to writing-color

Coding topic sentence, support sentence, example sentences, and conclusion sentence.

## 2. CULTURE Celebrate El Grito de la Independencia de Mexico. (September)

Hispanic month classroom representation  
Christmas / Navidad

## 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

## 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