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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 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
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. Applying repetition of pronunciation rules and intonation patterns uses vocabulary, and practicing of grammatical forms through academic lessons. Spanish ability interview

#### 1.3 Reading:

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

- 1- Appropriate phrasing
- 2- **Phonological Awareness**; Manipulate open syllables and close syllables
- 3- **Fluency Skill** unfamiliar words.
- 4- Apply and identify stressed syllables and types of accents ( agudas, graves, esdrújulas, y sobreesdrújulas)
- 5- Rising action and climax
- 6- Summarize conclusions
- 7- News articles
- 8- Read aloud

#### 1.4 Writing

- 1- Practice to cursive writing/ typing
- 2- Reinforce phonetic awareness
- 3- Write a three complete paragraph with details
- 4- Writing different type of sentences (? !, ""-)
- 5- Introduce to formal dictation
- 6- Words with ( S C Z)- ( B V) - ( G J X) (LL Y) (GUE GÜI güe güi) (H)
- 7- Gender, common, and proper nouns
- 8- Introduction to poetry, shape, limerick
- 9- Word with ( M) before P and B
- 10- 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- Practice colloquial expressions and Idioms and jargon
- 4- Determine strategy summarize
- 5- Track the print as it is read
- 6- Character development

### 2.2 Speaking

- 1- Latin traditions presentations
- 2- Use exact intonation and expression
- 3- Develop dramatic interpretation
- 4- Idioms and jargon
- 5- Express opinion generalizing
- 6- Practice formal speaking skills
- 7- Develop skits

### 2.2 Reading

- 1- Introduction comprehension strategy context
- 2- Introduction to Similes and metaphors
- 3- Myths conclusion
- 4- Spanish Culture: structure elements of drama
- 5- Use details to demonstrate reading comprehension
- 6- Connect to reading selection
- 7- Sensory words

### 2.4 Writing

- 1- Personal narrative
- 2- Coordinate correctly subject and verb
- 3- Writing process
- 4- Transfer information from one place to other
- 5- Beginner use of transition words
- 6- Apply Synonyms and antonyms
- 7- Prefix astro; greek and latin roots

## Standard 3 CONNECTIONS

Connect with other disciplines and acquire information in Spanish.

### 3.1 Listening (recognition of vocabulary )

#### Science / Social Studies

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

### 3.2 Reading

#### Science /Social Studies

- 1- Apply knowledge of diphthongs and hiatus for fluency
- 2- Introduction to story elements (character, settings, conflict and solution)
- 3- Review cause and effect
- 5- Graphic sources to compare and contrast
- 6- Rate and accuracy
- 7- Magazine / periodical
- 8- Research and inquiry

### 3.2 Speaking

#### Science/Social Studies

- 1- Introduction to panel discussion
- 2- Daily Fluency practice
- 3- Abbreviations
- 4- Use correctly oral common expressions( gustar,querer and poder jugar, nesecitar)
- 5- Presentation of cultural Traditions
- 6- Informational speech
- 7- Humor
- 8- Spanish ability interview

### 3.4 Writing

#### Science/ Social Studies

##### Continue to develop:

- 1- Show procedure
- 2- Practice Writing on demand
- 3- Note taking
- 4- Paraphrasing
- 5- Classify type of words ( aguda, grave, esdrújula, y sobreesdrújula)
- 6- Conjugation of regular verbs
- 7- Record findings
- 8- Continue develop apply suffixes/ prefixes according to latin roots



## 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- Differentiate between accent.
- 2- (ortográfico y prosódico) .
- 3- Differentiate idioms
- 4- Interrogative words
- 5- Strategy infer
- 6- Strategy of monitor and clarify
- 7- Use picture to help determine word meaning

### 4.2 Speaking

- 1- Debate (public speaking practice)
- 2- Recognize specific Spanish letters and sounds.( ll, ch ,ñ ,rr)
- 3- Proper Spanish pronunciation (letters and syllables)
- 4- Reinforce of homonyms
- 5- Ask questions
- 6- Practice verb to be (ser / estar)

### 4.3 Reading

- 1- Magazines and periodical
- 2- Identify and focus topic
- 3- Understanding and practice rhyming words rules
- 4- Introduction to story elements
- 5- conflict and solution
- 6- Recognize author, title, and illustrator
- 7- Language connections
- 8- Character, setting, and plot

### 4.4 Writing

- 1- Plurals and singulars (-S,- ES,-CES)
- 2- Beginning of proper use of possessive pronouns)
- 3- Character, setting, and plot
- 4- Use of articles, diphthongs and hiatus
- 5- Expand suffixes prefixes
- 6- Similarities and differences between the languages (punctuation marks).
- 7- Base, or root, words and inflected endings; gender and number

## 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- Free verse
- 3- Use short phrases in Spanish to describe occupation
- 4- Recall information from field trips/presentations
- 5- Community professions presentation
- 6- Use verb conjugation ser/estar present, past, and future
- 7- Use new words is a variety of context

### 5.3 Reading

- 1- Understand the difference between facts and opinion
- 2- Strategy of predict and set purpose
- 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- Introduce comics and organization
- 3- Compare/contrast states and cities
- 4- Reinforce Paragraph Indentation and summarization
- 5- Recognition and practice of synonyms and antonyms
- 6- Introduction to persuasive Essay

# 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

Celebrate El Grito de la Independencia de Mexico. ( Septembe)

## 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

Continue to develop research and inquiry.

## 4 • CONECTIONS

Science Fair

Spelling Bee

### 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