

# FRONTERAS

## Kinder & 1 Grade Spanish Curriculum



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## SPANISH CURRICULUM

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### Fronteras Spanish stars Readers and writers

*\*Develop Phonemic Awareness.*

*\*Connect Sound-Spelling*

*\*Develop Reading Fluency*

*\*Develop Writing skills*

### Standard 1: Communication

**Students communicate in a world Language while demonstrating in all four essential skills.**

#### 1.1 Listening:

The purpose of Fronteras is for the students listen and finally recognize daily useful common expression such as:

Welcome	Bienvenidos
Hello	Hola
Good -morning	Buenos dias
What's your name?	Cómo te llamas? (inf)
Pleased to meet you	Mucho gusto Encantado
Bathroom, please	Baño, porfavor
Sit down	Sientense
Listen	Escuchen,
Close / open	Abrir / cerrar
Eat and drink	Comer y beber
Lunch box	Lonchera
Clean up	Limpiar / Recoger
Classroom	Salón de clases
Thank you/ Your Welcome	Gracias / de nada
Good Afternoon	Buenas Tardes
Good Night	Buenas Noches
Cheers/Good health!	Salud
Fast	Rapido
Vamos	Let's go
Esperar	Wait

### 1.2 Speaking

At Fronteras Spanish Inmerssion School, the students have daily Spanish interaction with native Spanish speaker teachers, tutors, staff, and other classmates.

Students will have the ability to express needs and follow directions 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 syllabic language; words are more readily split into syllables.**

**Kinder** \*Students are introduce to oral blending; they learn to recognized Spanish alphabet and sound of each letter which allow students to connect the sound and read words with two or more syllables. \*Additionally, these students recognize Spanish question mark punctuation.

### First Grade

\*Students use and apply the knowledge gained on reading short syllables to develop Spanish reading skills.

\*Following this further, students demonstrate comprehension of Spanish reading materials.

\* Students are introduced to Spanish High-Frequency words.

### 1.4 Writing:

Segmentation activities will lead to spelling, in which students begin segmenting words into their component sound in order to write them.



## Standard 2 Culture

Students need to develop an understanding and appreciation of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

### 2.1 Listening

- Comprehends common learned words, expressions, and cognates when hearing different Spanish country Language spoken.
- demonstrating comprehension of everyday conversations, including familiar situations, and simple instructions

### 2.3 Reading

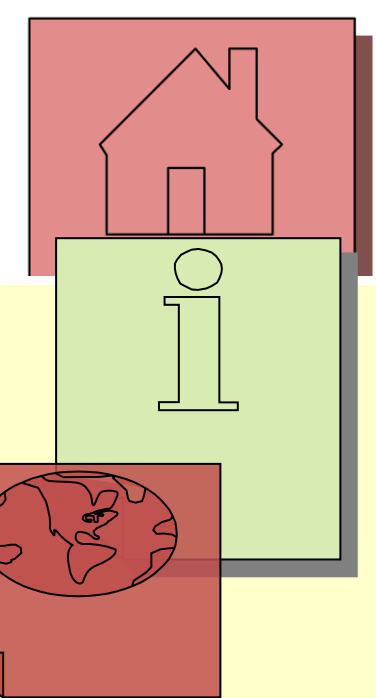
- Recognizes cultural elements found in reading materials
- Cultural Traditions- Spanish Country - one per classroom
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### 2.2 Speaking

- Response properly to what he or she had been asked.
- Uses learned vocabulary and phrases to speak in predictable, familiar situation.
- Expresses personal opinions and desires with learned phrases.
- Ask and answers simple questions

### 2.4 Writing

- Write learned Spanish country vocabulary.
- Draw activities about culture traditions.
- Uses of proper grammar and punctuation.
- Rewrite information from a variety of sources.
- Reinforcing the concept that words consist of specific sounds.



*“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”*

## 3. Science & 4. Social Skills/vocabulary covered in Spanish K-1 year 1

### 3. Science skills

- Rules and Responsibilities
- Scientific Properties- hard, soft, sink, float
- Native Americans
- Wood, Paper and Trees
- Recycling
- Cultural Traditions- Celebrations around the world
- Animal Habitats/Adaptations
- Weather/Air and Flight- kites,

### 4. Social skills

- Recycling
- All About Me
- Maps and Globes
- Solids and Liquids
- Solar System- Sun, Moon, and Earth
- Balance and Motion
- Plants
- Personal Safety
- History of Long Ago-Dinosaurs



1. Alphabet
2. Classroom Objects & Supplies
3. Clothing
4. Colors
5. Days, Months, Dates, & Time
6. Family & Home
7. Foods & Beverages
8. Greetings, Farewells, & Personal Information
9. Numbers
10. Places & Locations
11. Seasons & Weather
12. Daily Activities at School

**1 - Alphabet:**

- Knowledge and use of the alphabet to understand and communicate spelling
- ☞ *Connecting Topics:* All Topics
- μ *Culture:* Distinguishing characteristics of the writing system

**2- Classroom Objects:**

- Names, colors, size of classroom objects
- ☞ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Numbers, Places & Locations
- μ *Culture:* Personal supplies

**3- Clothing:**

- Different types of clothing
- Shopping
- Color and cost
- Appropriate times to wear certain clothes
- ☞ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Season & Weather
- μ *Culture:* Clothing in the culture, ~~Family activities~~

**4- Colors:**

- Description of objects
- Preferences
- ☞ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Daily Activities; Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Places & Locations
- μ *Culture:* Color in the culture

**5- Days, Months, Dates & Time:**

- Names of the days of the week and the months of the year
- Dates of events, holidays, activities, and celebrations
- ☞ *Connecting Topics:* All Topics
- μ *Culture:* Appropriate food and drink During certain seasons, holidays and occasions

**6- Family:**

- Description of immediate family
- ☞ *Connecting Topics:* Alphabet; Clothing; Colors; Daily Activities; Days, Months, Dates & Time; Foods & Beverages; Greetings, Farewells & Personal Information; Numbers; Places & Locations
- μ *Culture:* Importance of the family and family events

**7- Food and beverages**

- Basic opinions
- Description
- ☞ *Connecting Topics:* Alphabet; Colors; Daily Activities; Days, Months, Dates & Time; Family; Numbers; Places & Locations; Seasons & Weather
- μ *Culture:* Specific foods and the occasions on which they are consumed; ordering and paying In restaurants

**8- Greetings, Farewells & Personal Information:**

- Types of greetings
- Exchange of appropriate personal information
- Types of farewells
- ☞ *Connecting Topics:* Alphabet; Daily Activities; Days, Months, Dates & Time; Family

Good morning, Good afternoon, Good night, Thanks, and your welcome.

**9- Numbers:**

- 0-100
- Use of numbers in dates, time, counting, telephone numbers, addresses, currency, shopping, ages, etc.
- ☞ *Connecting Topics:* All Topics
- μ *Culture:* Currencies; exchange rates

**10- Places & Locations:**

- Common building names, e.g. library, museum, store, station
- Common geographic words, e.g. lake, mountain, park, state, country
- ☞ *Connecting Topics:* Alphabet; Classroom Objects; Clothing; Colors; Daily Activities, Days, Months, Dates & Time; Family; Foods & Beverages; Numbers; Season & Weather
- μ *Culture:* Visits to places and locations for business and pleasure

**11- Seasons & Weather:**

- Names of seasons
- Different kinds of weather
- ☞ *Connecting Topics:* Alphabet; Clothing; Daily Activities; Foods & Beverages; Days, Months, Dates & Time; Numbers
- μ *Culture:* Similarities and differences; holidays

# 6. Concepts & Structure

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:

## Verbs:

- Present tense
  - regular
  - irregular
- stem changing
- Verb + infinitive
- Present progressive
- *gustar*-type verbs
- *tener* expressions

## Adjectives:

- agreement
- placement
- possessives

## Nouns:

- gender
- number

## Pronouns:

- Subject (formal and informal)

## Pronunciation:

- Basic pronunciation and intonation

## Articles:

- -definite
- -indefinite

## Prepositions, Contractions, Personal "a"

## Cognates:

- false cognates
- cognates

## Sentence Structure:

- negatives
- interrogatives
- questions
- statements
- word order

## **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.*

## Instructional Strategies

### 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