

SPANISH FLEX

LENGTH OF TIME: 30 minutes once every 6 days

GRADE LEVEL: 5

COURSE STANDARDS:

Students will:

1. Demonstrate an understanding of the spoken Spanish for (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.2, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - school subjects
 - various activities
 - adjectives
 - various foods/meals
 - habitats/geographic places
2. Recognize the and utilize the written Spanish for (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - habitats/geographic places
 - school subjects
 - various activities
 - adjectives
 - foods/meals
3. Demonstrate an ability to pronounce the written word in Spanish for (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - habitats/geographic places
 - school subjects
 - various activities
 - adjectives
 - foods/meals
4. Orally identify in Spanish (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)
 - habitats/geographic places
 - school subjects
 - various activities
 - adjectives
 - foods/meals
5. Show an understanding of the importance of knowing Spanish (PA Academic Standards 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 5.1, 5.2)

6. Show an understanding of the artistic expressions (masks, hojalata, alfinique, songs) that reflect the culture of Hispanic people. (PA Academic Standards 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 2.1, 2.2, 3.1, 3.2, 4.2)
7. Continue to practice previously taught FLEX vocabulary. (PA Academic Standards 12.1A, 12.1B, 12.1C, 12.1D, 12.1E, 12.1F, 12.3A, 12.3B, 12.3C, 12.3D, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 5.2)

PROPOSED PA ACADEMIC STANDARDS FOR WORLD LANGUAGES

- 12.1 Communication in a Target Language
 - A. The Target Language Basic Sound System
 - B. The Target Language Vocabulary in Speaking and Writing
 - C. The Target Language Vocabulary in Listening and Reading
 - D. The Target Language Sentence Structure
 - E. The Target Language Comparison with other Languages
 - F. The Target Language Connections with other Curriculum Areas
- 12.3 The Role of Culture in World Language Acquisition
 - A. Products and Customs in the Target Culture
 - B. Expressions and Gestures in the Target Language
 - C. The Target Language's Cultural Similarities and Differences Compared with other Cultures
 - D. Influences and Connections of the Target Culture within the School Curriculum
- 12.5 World Languages in the Community
 - A. Relationships of the Target Culture/Language to the Local and Regional Community
 - B. Relationships of the Target Culture/Language to the National Community
 - C. Relationships of the Target Culture/Language to the Global Community
 - D. Comparisons and Connections between the Target Language and English in the Communities

RELATED NATIONAL WORLD LANGUAGE STANDARDS

Communications 1.1, 1.2, 1.3
 Cultures 2.1, 2.2
 Connections 3.1, 3.2
 Comparisons 4.1, 4.2
 Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS:

At the conclusion of their Spanish exploratory experience, students will be able to use the language at a novice level of mid as defined in the ACTFL guidelines.

Students will demonstrate achievement of the standards by:

1. Using actions or response to show comprehension of spoken Spanish. (Course Standards 1, 7)
2. Using actions or English translation to show comprehension of written Spanish words. (Course Standards 2, 7)
3. Cooperatively and individually stating the Spanish word, which corresponds to a picture, an object, and/or authentic situations. (Course Standards 1, 4, 7)

4. Reading aloud the written Spanish words. (Course Standards 3)
5. Actively participating in discussions, role-play, games, and songs. (Course Standards 1, 2, 3, 4, 5, 6, 7)
6. Creating Mexican crafts. (Course Standards 6)
7. Creating menu in Spanish (Course Standards 2)

DESCRIPTION OF COURSE:

Students will become acquainted with the sounds required to produce the Spanish language while at the same time learning about the Spanish culture. As students compare their own language, customs/practices, and products with that of the Hispanic cultures, they will become aware of diversity and the importance of language learning as a life skill.

TITLES OF UNITS – on-going

1. Geographic places
2. School subjects
3. Common adjectives
4. Spare time activities
5. Foods
6. Culture
 - a. Alfinique
 - b. Hojalata designs
 - c. Máscaras – mask making
 - d. Carnaval
 - e. Pok-a-tok game
 - f. Bullfighting
 - g. Typical foods and mealtimes
 - h. Street carpets of sawdust, seeds, and flower petals
 - i. Fiestas of Spain
 - i. Running of the Bulls
 - ii. La Tomatina
 - iii. Semana Santa
 - iv. Feria de Seville
 - j. Songs
 - i. La Bamba
 - ii. Villancicos
 - iii. Guantanamera
 - k. Importance of knowing Spanish

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Role play
2. Physical response
3. Discussion
4. Games
5. Student made culture projects
6. Songs

- a. La bamba
- b. De Colores (both verses)
- c. Guantanamera
7. On-line Interactive games (<http://www.palisadessd.org>), select an elementary school; go to teacher and staff list; click on Sra. Jefferson, go to links.
8. Various manipulatives - Partner cards (“la piñata” activities, “la tienda” foods); plastic fruits, empty food and drink boxes
9. Differentiated Instruction Activities (self-check flash card matching; partner cards; writing activities - crossword puzzle/word search/etc.; computer activity with 3 levels of practices)
 - Spare-time activities
 - School subjects
 - Foods
10. Menu placemats

MATERIALS:

1. Songs
2. Picture cards/flashcards
3. Word cards
4. Plastic foods
5. Various realia (alfinique, hojalata, máscaras)
6. Dice
7. Ball
8. Crayons or markers
9. Teacher and student clocks
10. Spanish calendar
11. Scissors
12. Glue sticks
13. Assorted color paper
14. Tooling foil
15. Pencil
16. Permanent markers of assorted colors
17. Skull mold
18. Sugar
19. Decorating cake gel
20. Computers with internet connection
21. Software: Microsoft word
22. Color printer
23. Jeopardy game

METHODS OF EVALUATION:

1. Teacher observation
2. Role play
3. Physical response
4. Discussion
5. Games

6. Student made culture projects
7. Special challenges
 - Accurate completion of WebTrack task sheet and paragraph to explore importance of knowing Spanish
 - Accurate completion of WebTrack task sheet to gather facts about bullfighting
 - Identify class subjects pictured and use appropriate adjective to describe
 - Identify 12 spare time activities pictured
 - Identify 23 foods pictured

INTEGRATED ACTIVITIES:

1. Concepts
 - Telling time
 - Mathematical concepts: Addition, subtraction, multiplication, and division of numbers
 - Number patterns – counting by 100's; counting backwards
 - Art reflecting beliefs and culture
2. Communication
 - Listening skills
3. Thinking/problem solving
 - Counting
4. Application of knowledge
 - Putting together numbers by combining previous knowledge
 - Reading strategies
 - phonics and sight vocabulary
 - context clues
 - what is known
 - Cognates
 - Identification of number patterns
 - Study skills
 - Technology applications
 - Importance of language learning
5. Interpersonal skills
 - Turn taking
 - Cooperative skills in group setting
 - Good sportsmanship