

SPANISH FLEX

LENGTH OF TIME: 20 minutes once every 6 days

GRADE LEVEL: Kindergarten

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)
 - greetings and farewells
 - words of courtesy
 - colors
 - numbers 0-15
 - body parts
 - weather
 - basic simple commands
2. 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)
 - greetings and farewells
 - words of courtesy
 - colors
 - numbers 0-15
 - body parts
 - weather
3. Begin to develop an understanding of cultural diversity by recognizing realia, products, and celebrations of Spanish speaking countries. (PA Academic Standards 12.3A, 12.3C, 12.5A, 12.5B, 12.5C, 12.5D; National World Language Standards 2.1, 2.2, 3.1, 3.2, 4.2)

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:

Students will demonstrate achievement of the standards by:

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

1. Using actions to show comprehension of spoken Spanish. (Course Standards 1)
2. Cooperatively and individually stating the Spanish word which corresponds to picture prompts and/or in authentic situations. (Course Standards 1, 2)
3. Actively participating in discussions, role-play, games, and songs. (Course Standards 1, 2, 3)
4. Creating Mexican maracas, rain sticks, and Spanish abanicos (fans) (Course Standards 3)

DESCRIPTION OF COURSE:

Students will explore the sounds that are used to produce the Spanish language while at the same time learning about the Spanish culture. As students compare their own language and customs and products with that of the Hispanic cultures, they will become aware of diversity.

TITLES OF UNITS: - ongoing

1. Introduction to concept of language
 - a. Map of Mexico
 - b. Flag of Mexico
2. General conversation
 - a. Words of courtesy
 - b. Words of greeting and farewell
 - c. Inquiry regarding health and name
3. Colors – 11 basic colors
4. Numbers 0-15
5. Basic Body Parts
6. General Weather expressions
7. Commands

8. Culture
 - a. Products
 - i. Sombrero
 - ii. Serape
 - iii. Maracas
 - iv. Molinillo
 - v. Abanico
 - vi. Oaxacan carvings
 - vii. Bolero
 - viii. Guirro
 - ix. Rain stick
 - x. Piñata
 - xi. Tortilla Basket
 - b. Celebrations
 - i. Independence Day – Sept. 16th
 - ii. La Navidad – Dec. 25th
 - c. Nursery Rhyme
 - i. 1, 2, 3 cho, 1, 2, 3 co...
 - d. Authentic/traditional songs
 - i. Dale, dale, dale
 - ii. La cucaracha
 - iii. Los Pollitos
 - iv. Feliz Navidad

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Role play
2. Physical response
3. Discussion
4. Games
5. Student made projects – sombrero name tag, rainsticks, abanico, paper plate faces
6. Songs

a. Hola	g. Commands
b. Adiós	h. La Cucaracha
c. Cómo te llamas	i. Weather
d. Numbers 1-10	j. Los Pollitos
e. Colors	k. Body parts
f. Tengo un sombrero	l. Dale, dale, dale

7. Puppets

MATERIALS:

1. Songs
2. Teacher made picture and flashcards
3. Map of Mexico
4. Flag of Mexico
5. Globe

6. Various realia (sombrero, serape, maracas, guiro, abanico, bolero, molinillo, rain stick, etc.)
7. Ball
8. Crayons or markers
9. Book: The Christmas Piñata, Kent, Jack; Parent's Magazine Press, 1975.
10. Fly swatters
11. Dice
12. Sr. Cabeza cut out
13. Puppet
14. Supplies to make rainsticks – tubes, nails, seeds, paste, colored paper, tape, yarn, crayons
15. Supplies to make paper plate faces – paper plates, colored paper, markers or crayons

METHODS OF EVALUATION:

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

INTEGRATED ACTIVITIES:

1. Concepts
 - Number identification
 - Color identification
 - Weather identification
 - Musical Instrument identification
2. Communication
 - Listening skills
3. Thinking/problem solving
 - Counting
4. Application of knowledge
 - Holidays and celebrations
 - Cultural diversity in culture and realia
 - Traditional/authentic Spanish songs
 - Coordination (ball tossing games)
 - Rhythm – keeping beat to music when using maracas
5. Interpersonal skills
 - Turn taking
 - Cooperative skills in group setting
 - Good sportsmanship