

SPANISH FLEX

LENGTH OF TIME: 25 minutes once every 6 days

GRADE LEVEL: 1

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)
 - additional weather conditions
 - additional body parts
 - simple classroom objects
 - numbers 16-100
 - family members and pets
 - common clothing articles
 - special clothing accessories for weather extremes
 - simple commands
 - common shapes
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)
 - additional weather
 - additional body parts
 - simple classroom objects
 - numbers 16-100
 - family members and pets
 - common clothing articles
 - special clothing accessories
 - simple commands
 - common shapes
3. Compare one's own family and traditions with those of Hispanic culture. (PA Academic Standards 12.3A, 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)
4. 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:

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 novice level of low as defined in the ACTFL guidelines.

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

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 and customs and products with that of the Hispanic cultures, they will become aware of diversity.

TITLES OF UNITS: - ongoing

1. General Conversation
 - a. Acknowledging an introduction
 - b. Asking and answering who is that
2. Numbers 16-100
3. Additional weather expressions

4. Additional body parts
5. Primary class object words
6. Primary family member and pet vocabulary
7. Basic clothes and special weather related accessories
8. Actions/commands
9. Common shapes
10. Culture
 - a. Importance of family
 - b. Mexican Independence Day – Sept. 16th
 - c. Día de los Muertos celebration
 - d. Las Posadas and Christmas celebrations
 - e. Special costumes/clothing
 - f. Árbol de la vida
 - g. Cinco de mayo celebration
 - h. Papel picado
 - i. Nursery rhyme chant – Pin uno, pin dos...

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Role play
2. Physical response
3. Discussion
4. Games
5. Student made culture projects – Styrofoam peanut skeletons; papel picado banners; árbol de la vida
6. Student made paper bag puppets
7. Student make-n-fold vocabulary booklets
8. Songs

MATERIALS:

1. Songs
2. Picture cards/flashcards
3. Various realia (sombrero, serape, rebozo)
4. Dice
5. Ball
6. Crayons or markers
7. Teacher and student clocks
8. Book: The Nine Days To Christmas, Ets, Marie Hall; The Viking Press, 1959.
9. Fly swatters
10. Sr. Cuerpo cut out
11. La Casa with family members and objects cut outs
12. Clothes line with clothing articles
13. Make-n-fold books
 - Los Números
 - Los Colores

La Familia
El Tiempo

METHODS OF EVALUATION:

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

INTEGRATED ACTIVITIES:

1. Concepts
 - ❑ Symmetry
 - ❑ Telling time
 - ❑ Mathematical concepts: Addition and subtraction of numbers
 - ❑ Number patterns – counting by 10's; counting backwards
2. Communication
 - ❑ Listening skills
3. Thinking/problem solving
 - ❑ Counting
4. Application of knowledge
 - ❑ Putting together numbers by combining previous knowledge
 - ❑ Reading – phonics and sight vocabulary
 - ❑ Identification of number patterns
 - ❑ Recognition of life cycles and seasons
5. Interpersonal skills
 - ❑ Turn taking
 - ❑ Cooperative skills in group setting
 - ❑ Good sportsmanship