

SPANISH FLEX

LENGTH OF TIME: 30 minutes once every 6 days

GRADE LEVEL: 2

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 general conversation
 - additional classroom objects
 - additional body parts
 - numbers 100-199
 - additional animals
 - additional clothing/accessories
 - transportation
 - additional 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)
 - additional general conversation
 - additional classroom objects
 - additional body parts
 - numbers 100-199
 - additional animals
 - additional clothing/accessories
 - transportation
 - additional commands
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. Creating cultural projects. (Course Standards 3)
5. Recognizing special celebrations, traditions, dances, and realia of Spanish speaking countries. (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 with that of the Hispanic cultures, they will become aware of diversity.

TITLES OF UNITS:

1. General conversation
 - a. Inquiry regarding speaking Spanish
 - b. Inquiry regarding someone else’s name
 - c. Question, “...and you?”
2. Numbers 1-199

3. Additional body part words
4. Additional clothing/accessories
5. Additional class object words
6. Additional animal words
7. Transportation
8. Additional commands
9. Culture
 - a. Ojo de dios
 - b. La Raspa Dance
 - c. Cinco de mayo celebration
 - d. Mariachi bands
 - e. Christmas celebration
 - f. El Día de los Muertos
 - g. Mexican Independence Day (Sept. 16th) –cascarones
 - h. Nursery Rhyme – El Burro
 - i. Mate Burilado
 - j. Pepitas
 - k. Word variations among Spanish countries (carro vs coche)
 - l. Coast Rican Carros
 - m. Words to describe animal sounds
 - n. Mexican currency and exchange rate
 - o. Mercado shopping experience and regatear (bartering)

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Role play
2. Physical response
3. Discussion
4. Games
5. Student made culture projects – ojo de dios
6. Songs
7. Dances

MATERIALS:

1. Songs – Juanito cuando baila
2. Music – la raspa (el jarabe tapatío – Mexican hat dance)
3. Picture cards/flashcards
4. Various realia (sombrero, serape, rebozo)
5. Dice
6. Ball
7. Crayons or markers
8. Teacher and student clocks
9. Make-n-fold books
 - Los Números 10-100
 - Los Animales

- La Ropa
 - La Cuerpo
 - Los Objectos
 - La Navidad
 - La Transportación
10. Clothes line with clothing articles
 11. La Casa with family, pet, and object cut-outs
 12. Sr. Cuerpo cut out
 13. Fly swatters
 14. Materials to make Ojo de dios – Popsicle sticks and yarn

METHODS OF EVALUATION:

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

INTEGRATED ACTIVITIES:

1. Concepts
 - 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
 - Rhythm/time keeping with music
5. Interpersonal skills
 - Turn taking
 - Cooperative skills in group setting
 - Good sportsmanship