

Elementary Spanish Language Program

(Sample)

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HINSDALE ADVENTIST ACADEMY
Elementary Spanish Language Program
Outline and Goals
(SAMPLE)

Goals

- To introduce basic Spanish vocabulary, phrases and grammar* to promote beginning familiarity with the target language.
- To foster multicultural awareness and appreciation.
- To demonstrate God’s love for His children of every language, tribe and tongue.

Program Type

The Elementary Spanish Language Program at Hinsdale Adventist Academy (HAA) is a combination of an Exploratory Language Program (foreign language experience/exploratory or “FLEX”) and a Language Focus Program (foreign language in the elementary school or “FLES”). Following are the goals for each program type.

- *Exploratory Language Program (FLEX):*
Gain general exposure to language and culture, learn basic words and phrases, and/or develop an interest in foreign language for future study (Pufahl & Rhodes, 2011).
- *Language Focus Program (FLES):*
Acquire listening, speaking, reading, and writing skills; gain an understanding of and appreciation for other cultures (Pufahl & Rhodes, 2011).

According to research, 56% of private schools with foreign language programs offer FLES programs, and 42% offer FLEX programs (Pufahl & Rhodes, 2011). Only 2% offer immersion programs (Pufahl & Rhodes, 2011). The Elementary Spanish Language Program at HAA is not an immersion program**. Rather, the program focuses on exposing students to basic Spanish vocabulary and phrases, and culture is introduced throughout language instruction (FLEX). At all grade levels, to varying degrees according to student ability and development, emphasis is given to listening and speaking, as well as some reading and writing in the target language (FLES).

*Grammar is integrated in grades 5-8, but is limited in the lower grade levels.

** The goal of an immersion program is to communicate with a high level of proficiency in the target language (Pufahl & Rhodes, 2011).

HINSDALE ADVENTIST ACADEMY
Elementary Spanish Language Program
Standards
(FULL)

Introduction

The following standards for the Elementary Spanish Language Program at Hinsdale Adventist Academy (HAA) are based on the National Standards for Foreign Language Learning, the North American Division of Seventh-day Adventists' Secondary Foreign Language Standards, and the K-8 Foreign Language Experiences Curriculum Framework of the State of Arkansas. The following standards are copied, adapted, revised and edited to fit the unique language program at HAA given student age and development, teacher contact time and program goals.

The National Standards for Foreign Language Learning outlines 5 Cs of language learning: communication, cultures, connections, comparisons, and communities. For the Elementary Spanish Language Program at HAA, one more C is added: Christ-centered. This section of the standards is taken directly from the Secondary Foreign Language Standards set forth by the North American Division of Seventh-day Adventists.

Standards:

Christ-Centered:

- 1.1 Acknowledge God as the designer and creator of all languages.
- 1.2 Utilize biblical principles as the basis for understanding and appreciating cultural diversity.
- 1.3 Recognize the role foreign language learning plays in the fulfillment of the gospel commission.
- 1.4 Develop a personal SDA Christian perspective of service and responsibility in a global society.
- 1.5 Develop a cultural perspective within the context of an SDA Christian world view.
- 1.6 Reinforce and enhance knowledge of the Bible through the foreign language.

Communication:

- 2.1 Students recognize, recall and produce vocabulary in the target language.
- 2.2 Students demonstrate understanding of spoken communication in the target language.
- 2.3 Students demonstrate understanding of written communication on a variety of topics in the target language.
- 2.4 Students understand linguistic concepts.
- 2.5 Students produce Spanish vocabulary and simple sentences in both oral and written forms.
- 2.6 Students engage in conversations that exchange information, opinions and feelings.

Cultures:

- 3.1 Students develop an awareness of the geographic location of Spanish-speaking countries.
- 3.2 Students demonstrate an awareness of Spanish-speaking cultures both in other countries and in the United States.
- 3.3 Students participate in multicultural activities (e.g. songs, stories, crafts, games, celebrations, etc.)

Connections:

4.1 Students build on their knowledge of other disciplines through the study of the foreign language.

4.2 Students employ a variety of strategies and technologies to facilitate learning.

Comparisons:

5.1 Students demonstrate understanding of the nature of language by comparing and contrasting the target language with their own language.

5.2 Students demonstrate understanding of culture by comparing and contrasting Spanish-speaking cultures with their own.

Communities:

6.1 Students recognize the potential to use the target language for their future career, for personal enjoyment, and for spiritual growth.

6.2 Students seek out opportunities to use the target language both in and beyond the school setting.

Resources

K-8 Foreign Language Experiences Curriculum Framework (by the Arkansas Department of Education)

http://arkansased.org/educators/pdf/curriculum/fl_exp_K-8_1107.pdf

National Standards for Foreign Language Learning (by the American Council on the Teaching of Foreign Languages or ACTFL).

http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf

North American Division of Seventh-day Adventists Secondary Foreign Language Standards (2010)

http://www.haa.org/HAA2011/Curriculum_Guides_files/Foreign%20Language.pdf

HINSDALE ADVENTIST ACADEMY
Elementary Spanish Language Program
Progress Indicators
(SAMPLE)

Introduction

In order to track student progress towards learning goals, it is important to have criteria, known as progress indicators, to use as guidelines for assessment. These progress indicators provide valuable insights into student progress that aids the teacher in planning appropriate instruction which will help students progress to the next level of proficiency.

The progress indicator document for the Elementary Spanish Language Program at Hinsdale Adventist Academy (HAA) was developed based on two 5-stage models for language learning – one from the State of Illinois and one from the State of California. Both states have a five-stage continuum model of language learning which ranges from beginning to advanced levels. These two sets of language learning continuums have been reviewed, adapted and consolidated to create a 3-stage* (beginning-intermediate level) functional document that outlines progress indicators for the unique standards and goals of the Elementary Spanish Language Program at HAA.

Stage 1

The student will develop the ability to:

- Recognize, recall and produce vocabulary words relating to a variety of topics, both orally and in writing.
- Copy/write words, phrases and simple sentences.
- Recognize the written form of familiar spoken words or phrases in the target language.
- Respond appropriately to commands and instructions given in the target language.
- Recognize greetings and introductions in the target language, as well as produce these simple phrases on their own.
- Express likes and dislikes using the target language.
- Ask and respond appropriately to basic, information-sharing questions in the target language.
- Use common and culturally-appropriate forms of courtesy.

Curriculum Resources

(SAMPLE)

Bragg, E., Lizarzaburu, V., & McCoy, C. (1997). Spanish: Elementary level 1. North Carolina: Frank Schaffer Publications.

Cedarmont Kids. (1996). Cantos bíblicos con acción [Compact disc].

Cedarmont Kids. (1996). Cantos de alabanza [Compact disc].

Hodge, T.M. (2010). 200+ Games for the foreign language classroom. Michigan: Carlex, Inc.

Let's Learn Spanish. Grades K-6. (2003). Pennsylvania: Hayes School Publishing.

Elementary Spanish Language Curriculum

~ Grades 1 & 2 ~

Key

- **First Grade** No star: Material covered in previous years.
- **Second Grade** * Material covered previous year + new vocabulary/concepts.
- **Both** ** New material not covered in previous years.
- **Bk. 1:** Waltzer-Hackett, W. (2001). Teach them Spanish! Grade K. Ohio: Frank Schaffer Publications.
- **Bk. 2:** Waltzer-Hackett, W. (2001). Teach them Spanish! Grade 1. Ohio: Frank Schaffer Publications.
- **LLS(1):** Let's Learn Spanish. Grade 1. (2003). Pennsylvania: Hayes School Publishing.
- **LLS(2):** Let's Learn Spanish. Grade 2. (2003). Pennsylvania: Hayes School Publishing.
- **SEL1:** Bragg, E., Lizarzaburu, V., & McCoy, C. (1997). Spanish: Elementary level 1. North Carolina: Frank Schaffer Publications.
- **Theme Book:** Refers to the “Smart as a Fox” (1999) book that correlates with the unit. (See “Curriculum Resources” page for full references.)
- **TPR:** Total Physical Response

Elementary Spanish Language Curriculum: Grades 1 & 2

Overarching Goal: For students to recognize, recall, respond to and produce basic Spanish vocabulary, conversation and commands.

Unit Topic	Unit Goal	Learning Activities	Standards	Assessment
Greetings	Recognize and produce simple greetings in Spanish.	<p><i>Songs:</i> -“Hola” -Adios” (Bk. 1 p.48)</p> <p><i>Activities:</i> - Posters pp. 79-80 -Name Chant: Bk. 2 p.48 -Greetings: Bk. 1 p. 7; Bk.2 p.7 -LLS(1): pp.1-5 -200+ Games: p.36 “Host” game</p>	2.1, 2.2, 2.5, 2.6, 3.2, 5.1, 6.1, 6.2	Accuracy of participation (oral responses).
Tú/Usted**	Recognize when to use tú versus usted and use it appropriately in greetings.	LLS(1): pp.27-30	2.2, 2.4, 2.6, 3.2, 5.1, 5.2	Accuracy of participation and response.
Commands	Recognize and appropriately respond to teacher commands given in Spanish.	<p><i>Activities:</i> -Flashcards: Bk. 5 pp.39-40 - Simón Dice (TPR)</p>	2.1, 2.2, 2.5, 4.1, 4.2, 5.1, 6.2	Accuracy of participation (oral responses).

Numbers*	<p>1. 1st: Count up to 10 in Spanish/2nd: Count up to 20 in Spanish.</p> <p>2. Recall numbers in Spanish when presented in isolation.</p>	<p>1st: -Mini Booklet: Bk. 2 pp. 76-79 -Dot-to-dot: Bk. 1 p. 46 -LLS(1): pp.21-26 -SEL1: p.22</p> <p>2nd: -SEL1: pp.23-24</p> <p>Both: -Writing Practice: Bk. 2 p.9</p> <p><i>Activities:</i> -Flashcards -Bean bag toss -Dice game -“Cuántos ____ hay” game -200+ Games: p.50 “Tap the Desk”</p>	2.1, 2.2, 2.3, 2.5, 4.1, 4.2, 5.1, 6.2	<p>Accuracy of activity completion.</p> <p>Accuracy of participation (oral responses).</p> <p>Written exam: Bk. 2 p.11</p>
Colors	<p>1. Recognize, recall and produce names of colors in both English and Spanish.</p> <p>2. Orally identify colors in Spanish.</p>	<p>1st: -Rainbow Coloring Page: Bk. 1 p.16 - Coloring Pages: Bk. 1 pp.22,23,24) -SEL1: p.20</p> <p>2nd: -Bk.2: pp.12,13,14 -SEL1: p.21</p>	2.1, 2.2, 2.3, 2.5, 3.3, 4.1, 4.2, 5.1, 6.2	<p>Accuracy of activity completion.</p> <p>Accuracy of participation (games and oral responses).</p>