

**CHLD 186 Course Outline as of Fall 2021****CATALOG INFORMATION**

Dept and Nbr: CHLD 186 Title: SPANISH LANGUAGE ARTS

Full Title: Spanish Language Arts for Young Children

Last Reviewed: 2/22/2021

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHLD 86

**Catalog Description:**

This course provides language arts activities in Spanish for students preparing for occupations in early childhood settings. Music, movement, and literature for children will be explored as a context for learning to effectively communicate with and teach young Spanish-speaking children. This class is taught bilingually in English and Spanish.

**Prerequisites/Corequisites:****Recommended Preparation:**

Completion of CHLD 10; OR CHLD 110.1 and CHLD 110.2

**Limits on Enrollment:****Schedule of Classes Information:**

Description: This course provides language arts activities in Spanish for students preparing for occupations in early childhood settings. Music, movement, and literature for children will be explored as a context for learning to effectively communicate with and teach young Spanish-speaking children. This class is taught bilingually in English and Spanish. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Completion of CHLD 10; OR CHLD 110.1 and CHLD 110.2

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>

<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>CSU Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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<b>UC Transfer:</b>	<b>Effective:</b>	<b>Inactive:</b>
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**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Develop and implement Spanish language and thematic curriculum for children aged 0-8.
2. Use children's literature, songs and games to increase Spanish fluency.
3. Demonstrate support for the home language and culture of all young children.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify appropriate Spanish language activities for suitability for children in a variety of early childhood settings.
2. Develop and demonstrate an awareness of Latino culture, including a variety of beliefs, customs, traditions and holidays of various Latino groups.
3. Demonstrate beginning level receptive and expressive Spanish language skills.
4. Identify effective teaching strategies for dual language learners that apply to children and adults.
5. Create thematic, integrated Spanish lesson plans for Spanish language activities.

**Topics and Scope:**

- I. Contextual Language Acquisition in the Early Childhood Setting
  - A. Experiential learning versus direct instruction
  - B. Acknowledging and supporting the home language and culture
  - C. Incorporating the personal experiences of the children
- II. Introduction to Beginning Spanish Language Skills
  - A. Vocabulary development related to curriculum
  - B. Useful phrases in the early childhood classroom
- III. Spanish Language Songs, Chants and Poems
  - A. Selecting and developing appropriate materials

- B. Creating visuals and props to assist learning
- C. Adapting English language songs, chants, and poems
- IV. Spanish Language Children's Literature
  - A. Selecting books that are both culturally relevant and developmentally appropriate
  - B. Utilizing the local libraries and other resources
  - C. Creating books with children
- V. Spanish Language Games and Activities
  - A. Selecting games that are both culturally relevant and developmentally appropriate
  - B. Adapting English language games into Spanish
- VI. Selecting and Developing Appropriate Curriculum Themes
  - A. Emergent
  - B. Thematic
  - C. Activity Plans

**Assignment:**

1. Read text and articles (approximately 10 pages per week)
2. Create a portfolio of Spanish songs, chants, poems, games and activities; includes approximately 60 items total plus annotation.
3. In-class Spanish language activity demonstrations (group assignment; approximately 3-5 demonstrations)
4. Participate in weekly classroom activities
5. Research and present a report on a current topic that pertains to supporting the home language
6. Create an annotated bibliography of children's books in Spanish and describe how the books could be used as part of a theme or curriculum (approximately 40 entries total)
7. Quizzes on vocabulary related to thematic activities (5-10)
8. Written response to videos (approximately 2-4 responses of 750 words)
9. Prepare and demonstrate a thematic Spanish language arts curriculum project (Final)

**Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Annotated bibliography, video response papers, portfolio of activities

Writing  
30 - 40%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Current topic presentation, thematic curriculum project, activity demonstrations and presentations, thematic curriculum project

Skill Demonstrations  
40 - 50%

**Exams:** All forms of formal testing, other than skill performance exams.

Vocabulary tests

Exams  
5 - 10%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation in weekly classroom activities

Other Category  
15 - 25%

**Representative Textbooks and Materials:**

California Preschool Learning Foundations and Framework

Hispanic Games and Rhymes. Downs, Cynthia and Erickson, Gloria. Instructional Fair. 1999 (classic)

Illustrator. Kleven, Elisa. Penguin Group. 2002 (classic)

Preschool English Learners - A Resource Guide: Principles and Practices. California Department of Education Press. Spanish edition 2009 and English edition 2012 (classics)

Ten Little Fingers / Diez deditos: And Other Play Rhymes and Action Songs from Latin America. Orozco, José-Luis. Audio CD. MP3. Streaming with free app. 2004 (classic)

Instructor Prepared Materials