

COURSE OUTLINE

Survival Spanish for Early Childhood Staff

Course Description

FL 140. Survival Spanish for Early Childhood Staff. 3 hours credit. This course will enable the student to speak in Spanish using phrases, questions and commands in childcare facilities. A student with no prior knowledge of Spanish will be able to greet parents, register students, address children in their care, and respond to health issues. The student will become aware of cross-cultural issues of Hispanic community members.

Course Relevance

Studying Spanish enables childcare providers to more effectively communicate with children and family of Hispanic origin.

Required Materials

Slick, S. (1999). *Spanish for childcare facilities*. Petal, MS: Command Spanish, Inc.®.

Learning Outcomes

The intention is for the student to be able to

1. Communicate competently in Spanish within the early childcare environment
2. Demonstrate a knowledge and understanding of Hispanic culture
3. Use Spanish to improve job performance
4. Develop insight into the nature of language and culture
5. Participate in multilingual communities at home and around the world

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Speaking
 - Through participating in oral production of the language the student will develop speaking skills.
2. Listening
 - Through demonstrating an ability to understand what is said the student will develop listening skills.
3. Problem Solving
 - Through creating with the language itself the student will demonstrate problem solving skills.

Secondary skills (developed but not documented)
Critical Thinking

Self Concept
Effective Relationships
Valuing Diversity
Effective Citizenship
Nonverbal Communication

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Performing role-playing strategies to deal with student registration, health issues and communication between teacher and students and/or teacher and parents.
2. Writing a short essay comparing and contrasting cultural differences as they relate to childcare facilities and providers.

Course Content

- I. Themes—Key recurring concepts that run throughout this course:
 - A. Vocabulary areas
 - B. Proper protocol
 - C. Culture
 - D. Communication
- II. Issues—Key areas of conflict that must be understood in order to achieve the intended outcome
 - A. Cultural differences
 - B. Over dependence on one's native language and its cultural connotations
 - C. Demographic diversity of students
 - D. Acceptance of trial and error in oral communication
- III. Concepts—Key concepts that must be understood to address the issues:
 - A. Understanding of one's own language
 - B. Addressing various learning styles
 - C. Egocentrism as natural but ineffective
 - D. Quality participation
 - E. Necessity for organization in the communication process
- IV. Skills/Competencies—Actions that are essential to achieve the course outcomes:
 - A. Speaking
 - B. Reading
 - C. Analytical thinking
 - D. Comparing and contrasting
 - E. Memorizing terms
 - F. Participating in multilingual communities
 - G. Application of concepts

Learning Units

- I. Spanish pronunciation
 - A. Print/sound relationships
 - B. Phonetic encoding
- II. Speaking with adults, parents and guardians
 - A. General courtesies, titles, greetings, and exchanges

- B. Communication strategies
 - C. Front office staff and administration—meeting parents
 - D. Registering new students
 - E. Health Issues when speaking to adults
 - F. Reporting child's behavior
- III. Speaking with children (teacher talk)
- A. Children's arrival
 - B. Children's departure
 - C. Activity management
 - D. Instructional management
 - E. Complimenting work and behavior
 - F. In the hallways
 - G. In the restrooms
 - H. On the playground
 - I. Health issues (when speaking to children)
 - J. In the baby room
 - K. Snack and lunch time
- IV. Emergency situations
- A. Fire emergencies
 - B. Threatening disasters
- V. Cultural awareness
- A. Months and days
 - B. Weather terms
 - C. Nicknames
 - D. Shapes
 - E. Numbers
 - F. Parts of the body
 - G. Basic emotions
 - H. Music

Learning Activities

Learning activities will engage the student in the whole process of communication. The student will engage in lectures, discussions, worksheet, small group projects, readings, viewing of multi-media, in-class and out of class speakers, conversation practice, practice situations, and paired activities in Spanish. In addition, quizzes and tests will equip the student to successfully complete the assessment tasks.

Grade Determination

The student will be graded on completion of assessment tasks, various other graded learning activities, attendance, and adequate participation and discussion.