

San Bernardino Valley College
Course Outline
Child Development 140
Spanish for Child Development

I. CATALOG DESCRIPTION:

CD –140: Spanish for Child Development

3 hours lecture = 3 units

Language and listening experiences in Spanish through the use of literature, music, conversation and dramatic play. Emphasis will be placed on acquisition of basic communication skills appropriate for those students teaching or planning to teach in early childhood bilingual-bicultural learning environments. (This course is equivalent to SPAN 140) (Formerly CD 277)

Prerequisite: None

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course, the student should be able to:

- A. Recognize words and expressions in spoken Spanish dealing with communication used with a preschooler.
- B. Initiate and respond to greetings and courteous remarks in spoken Spanish with parents, and children.
- C. Construct sentences in Spanish to communicate needs, for preschoolers.
- D. Produce simple instructions in Spanish in the present tense.
- E. Pronounce Spanish words and phrases so that they may be understood by a native speaker.
- F. Formulate and express questions in Spanish in the present tense.

IV. CONTENT

- A. Objectives, Course Overview
- B. Principles of BI-lingual/BI-cultural education
- C. The Child and His Culture
- D. Family heritage
 - 1. Chicano, Mexican American and Spanish Speaking
 - 2. The Anglo child and his family
- E. Landmarks in Development
- F. Perceiving and Learning
 - 1. Learning a language
 - 2. Learning a second language
- G. The Spanish Bi-Lingual Curriculum
 - 1. The Home
 - 2. The School
- H. Implications for Day Care
- I. The BI-lingual/BI-Cultural Child
- J. Basic Spanish
 - 1. Conversation practice
 - 2. Communication practice
 - 3. Structure Practice
 - a. Breath Control
 - b. General skill practice

- K. Spanish
 - 1. Music Activities
 - 2. Movement
 - 3. Literature
 - 4. Poetry
 - 5. Drama
- L. Rationale For Parent Involvement
- M. Spanish BI-lingual/BI-cultural Preschool Program
- N. History and Trends Bi-Lingual/Bi-Cultural Education in America
 - 1. Guest Speaker
 - 2. BI-Lingual Programs in California Schools

V. METHODS OF INSTRUCTION:

- A. Methods of instruction will include the following components:
 - 1. Weekly lecture time with a percentage of this time devoted to student participation and discussion
 - 2. Assignments that require reading of course materials outside of regular class time
 - 3. Completion of assignments that involve the use of writing skills
- B. Methods of instruction may include any or all of the following components as well:
 - 1. Presentations
 - 2. Demonstrative experiments
 - 3. Problem solving assignments
 - 4. Written assignments relating to experiences and outcomes

VI. TYPICAL ASSIGNMENTS:

- A. Write and present orally, dialogue using common greetings and courtesies in Spanish.
- B. Read aloud (as if to children) selected stories in Spanish.
- C. Demonstrate games using colors, numbers, and animals in Spanish.
- D. Prepare and present finger plays in Spanish.

VII. EVALUATION(S):

- A. Methods of evaluation will consist of components that demonstrate the students proficiency in course objectives. These include:
 - 1. Oral tests in the form of question/answer
 - 2. Essay tests
Example: Discuss second language acquisition in preschool children.
 - 3. Final examination
- B. Frequency of Evaluation
 - 1. Weekly oral quizzes
Example: Demonstrate simple commands in Spanish
 - 2. One midterm
 - 3. One final exam

VIII. TYPICAL TEXTS:

Weld, Heywood, PhD., Spanish is Fun, Second Edition Workbook, Amsco, 1991

IX. OTHER SUPPLIES REQUIRED OF STUDENT: None