**COURSE DESCRIPTION:**

This course has been designed specifically for ADULTS to hear, speak, see and play in Spanish. From day one, Students are fully immersed in an interactive course that encourages the Student to develop as a language learner through the naturalist approach to language learning. ReDefiners’ classes promote and encourage communication in Spanish through Spanish. Students are introduced to language and cultural experiences that will help prepare them to be interculturally savvy in today’s globalized society. Course curriculum meets American Council on Teaching Foreign Languages (ACTFL) standards for language proficiency.

**COURSE LENGTH**: 90 min. Classes (9-Weeks)

**STANDARDS**: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language. (2011 Florida Next Generation World Language Standards)

**EVERY DAY:**

Routine: Incorporate different aspects such as: singing a Greeting Song, noting the date, weather conditions and today's agenda.

**Class Attendance.** Using a chart list all students, take attendance by introducing the words for Present and Absent, Students will take turns to check class attendance.

**Major Assessments:**

At the end of this Course, a major assessment (rubric) should be applied in order to evaluate the Target Language Objectives achieved by the students through the learning process.

**IMPORTANT:**

Every lesson should include a TPR activity in Target Language, modeled by the teacher and guide ss through activity, students take turns have ss lead the activity.

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| week | TOPIC | OBJECTIVES | OUTCOMES | Target Vocabulary | TEACHING RESOURCES |
| **STUDENTS COMPLETE A SELF- ASSESSMENT (CAN DO STATEMENT) FOR WEEK 1 - 6** |
| 1 | **How can we talk about ourselves and our friends?** **Following Classroom rules.** | 1. Students greet their classmates and their Teacher.
2. Students introduce self and others.
3. PPT- Personal introducing self and a friend to include likes and dislikes.
4. Students conduct individual presentation using visual aid.
5. Students follow basic classroom rules
 | Demonstrate understanding of basic words, phrases, and questions about self and personal experiences through gestures, drawings, pictures, and actions.NM1.1 | 1. ¿Hola como estas?
2. Hola, me llamo \_\_
3. ¿Qué te Gusta?
4. Me gusta \_\_\_\_
5. no me gusta \_\_\_\_
6. estoy muy bien
7. estoy mal
8. hola, ¿como te llamas?
9. me llamo \_\_, adios
10. hacer un círculo,
11. Pararse
12. Sentarse
13. levantar la mano
14. ¿Puedo ir al baño por favor?
15. ¿Puedo ir a tomar agua por favor?
16. ¿Qué dia es hoy?
17. hoy es
 | WorkbookWorksheets, flashcards. |
| 2 | **Say the Days of the week, months of the year, and date.** | 1. Students say the days of the week.
2. Students say the months of the year.
3. Students say what they do (options given) as a routine for each day of the week.
4. Students make a calendar with the months of the year and draw an activity they do on each month.
5. Students students ask each other what they do on each day of the week and on the months of the year.
 | Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech. NM1.2Understand and us in context common concepts (such as numbers, days of the week, etc) in simple situations.NM3.5 | ¿Que dia es hoy?Hoy es Lunes, martes, miércoles, jueves, viernes, sábado, domingo.¿Qué haces hoy?¿Qué haces el lunes ?voy a la escuelaVoy a la bibliotecaHago tareas de EspanolLimpio mi cuartoRecojo la basuraCocinoVeo televisionQue mes es este?Enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre | Workbook |
| 3 | **How do we tell someone how we are feeling and find out how they are feeling?** | 1. Students describe simple feelings.
2. Students ask each other how are they feeling and give them a recommendation.
3. Students describe additional feelings.
4. Students describe their physical and emotional health.
 | Asks simple questions and provide simple responses related to personal preferences.Express likes and dislikes.NM3.3 | Como estas tu?Yo estoy xPorque estoy xTengo xNo tengo xnecesitaTriste, feliz, nervioso, sorprendido, enfermo, triste, preocupado, cansado, dolor de cabeza, dolor de estómago | Workbook |
| **week** | **TOPIC** | **OBJECTIVES** | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| 4 | **Numbers 1 - 20** | 1. Students identify and say the numbers from 1 to 50.
2. Students Play a game to identify the different colors.
 | Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.NM7.1Understand and use in context common concepts (such as numbers, days of the week, etc) in simple situations.NM3.5 | Qué número sigue después de x?Qué número está antes del x?Que numero es este?Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, salta, date la vuelta, aplaude, patea, meneate | Trace the numbers worksheet |
|  5 | **food** | 1. Students describe people using adjectives.
2. Describe a friend and a family member using a worksheet.
3. In pairs, students practice asking about their classmates.
4. Students play GUESS WHO?
 | Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.NM4.1Present personal information about self and others.NM4.2 | Mi amigo es xxx, Ella/ el es x…, alto, bajita, cabello largo, cabello corto, ojos castaños, ojos azules, cabello rubio, cabello negro, mi amigo tiene,. | Colored crayons/pencils, magazine cut out pictures of people |
| 6 | **Express age** | Ask for/give information regarding age, birthdays and favorite holidays.Exchange information with the classmates on you and your family’s ages. Use one of the student’s family picture and birthday to introduce how to ask for and give information regarding birthday  | Recognize words and phrases when used in context on familiar topics.NM2.4Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.NM1.3 | Cuantos anos tienes?Quien es?Mi tia, mi hermana, mi papa, mi mama.ella / el tiene x años. | Interview worksheet |
| **STUDENTS COMPLETE A SELF- ASSESSMENT (CAN DO STATEMENT) FROM WEEK 7-12** |
| **week** | **TOPIC** | **OBJECTIVES** | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| 7 | **Discovering Favorite Colors**  | * Students Play “Color Sand up and Jump”
* Students Play “Touch the Colors” on Posters
* Students Do “Color the Circles” activity
 | Understand and use in context common concepts. (such as numbers, days of the week, etc.) in simple situations. NM3.5 | Rojo, amarillo, rosado, verde, morado, anaranjado, azul, arco iris, manzanas, sol, flores, pasto, uvas, zanahorias, cielo. | Colored crayons/pencils, colored paper |
| 8 | **Talking about family members** | Students talk about different members of the family | Participate in basic conversations using words, phrases, and memorized expressions. NM3.2Present personal information about self and others.NM4.2 | Quién es él/ella? Como estas?, estoy bien, gracias, hasta pronto.El padre, la madre, el hermano, la hermana, el abuelo, la abuela, la familia. | Family photos, scissorsMagazine cut outs of people, construction paper, tape, glue, scissors. |
|  9 | **Checking and Predicting the Weather** | Students ask about and describe the weatherStudents say how they feel about different kinds of weather. | Draw pictures in sequence to demonstrate the changes in the weather. NM5.7Present simple information about a familiar topic using visuals.NM4.6 | Qué tiempo hace?Está soleado, está lluvioso, hace viento, está nublado, está nevoso, hay niebla, hace calor, hace frío, mira afuera.Me siento feliz, triste | Weather |
| 10 | **Talking about School, classroom objects, and extracurricular activities** | Students identify and say different objects in the classroomStudent label all the classroom objectsStudents stick the flashcards onto the classroom objects. | \*\*Demonstrate understanding of written familiar words, phrases and simple sentences supported by visuals.NM2.1 | Qué es esto?De qué color es esto?Mesa, silla, estante de libros, puerta, ventana, pizarra, escritorio, libros, basurero | Color the room, worksheet, index cards for labeling. |
| **week** | **TOPIC** | **OBJECTIVES** | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| 11 | **I know I Can** | Talking about ability, asking " Puedes….?" questions and answering with " Yo puedo….".  | Demonstrate understanding of simple information supported by visuals through a variety of media.NM1.4 | "¿Puedes….?" " Yo puedo" "¿Qué puedes hacer?" saltar, correr, nadar, brincar, dar vueltas, agacharme, zapatear, darte la vuelta, volar, manejar bicicleta  | https://www.youtube.com/watch?v=k\_ODfPHK7WY |
| 12 | **Formal Vs. Informal** | Students ask formal and informal ways to speakStudents play the game saying in a formal way with the hat and informal without the hat. | Recognize true and false cognates in the target language and compare them to own language. NM8.2 | Como está Ud?Cuántos años tiene Usted?Como se llama Usted?Como estas?Cuantos anos tienes?Cómo te llamas? | Hats for each student. |
| **STUDENTS COMPLETE A SELF- ASSESSMENT (CAN DO STATEMENT) FROM WEEK 13 - 18** |
| 13 | **Occupations and employments possibilities for the 21st. century.** | Students ask about jobs and say 12 different jobsStudents Play “Missing Flashcards”Students do actions for each job and others will guess what job it is. | Participate in basic conversations using words, phrases, and memorized expressions.NM3.2 | A qué te dedicas? Granjero, conductor de bus, médico, profesor, dentista, policía, cocinero, peluquero, enfermera, soldado, bombero, estudiante. | Computer to play the songMy ideal work, worksheet |
| 14 | **Culture, Exploring Honduras** | Students locate Honduras in the Map.Students color the Honduras Flag.Foods and customs of cultures in the Spanish speaking worldStudents answers t/f questions about Honduras in SpanishIdentify Spanish speaking countriesStudents watch video about Honduras | * Participate in age appropriate and culturally authentic activities such as celebrations, songs, games, and dances. NM6.3
* Recognize products of culture (e.g. shelter, clothing, transportation, toys) NM6.4
 | Honduras, bandera, azul, blanco, estrellas, México, guatemala, Costa Rica, El Salvador, Colombia, Argentina, Panamá, Nicaragua,  | Map of Spanish speaking countries in AmericaVideo of Honduras Un pequeño documental |
| **week** | **TOPIC** | **OBJECTIVES** | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| **15** | **Shapes** | Students play missing shapesStudents do “Play Doh” shapesStudents play Teacher says | Use appropriate gestures, body language, and intonation to clarify a message. NM3.6 | Qué es esto?Cuadrado, circulo, triangulo, rectangulo, ojos, orejas, nariz, cabeza, boca, cabello. | FlashcardsPlay-Doh |
| **16** | **Family Traditions and Holidays** | Students identify what do they like about ChristmasRecognize and identify 8 Christmas words and sing a Christmas song. | \*\*Recognizes words and phrases when used on familiar topics. NM2.4\*\*Demonstrate understanding of simple written announcements with prompting and support.NM2.3\*\*Exchange essential information about self, family, and familiar topics.NM3.4 | Feliz Navidad!De que color es?Quien es este?, Santa, Rudolph, trineo, regalos, árbol de navidad, decoraciones, pavo asado, pudin de navidad | Song Feliz Navidad |
| **17** | **Body Parts**  | Students complete a self - assessment (CAN DO Statement)Say different parts of the body playing “Teacher Says”Play “Flashcard ExercisesSing the “Cabeza, hombros, rodillas y pies” song. | Demonstrate understanding of simple information supported by visuals through a variety of media.NM1.4Demonstrate understanding of simple rhymes, songs, poems, and r3ead aloud stories.NM1.5Follow short simple directions.NM1.6 | Que parte del cuerpo es está?Cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz. | Super Simple song |
| **18** | **Vision Board** | 1. Students create a vision board and introduce the career they wish to have
2. Students present their vision board to class
3. Students complete final Self Assessment.
 | Participate in simple presentations, activities, and cultural events in local, global, and/or online communities. NM9.2 | Que quiero ser cuando sea grande?Ingeniero, enfermera, doctor, maestra, Que cosas voy a hacer con mi profesión?Construir edificios, casas, curar, ensenar. | Self stick easel pads with fold-out marker trayWhite paper |
| **FINAL ASSESSMENT** |