**COURSE DESCRIPTION:**

This course has been designed specifically for children to hear, speak, see and play in Spanish. From day one, children are fully immersed in an interactive course that encourages the Studentto 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. (135)

**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:**

Morning Routine: Incorporate different aspects such as: singing a routine 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, if a student is absent the class responds esta ausente. Students will take turns to check class attendance.

**Assessments:**

At the beginning of each week, students must fill out a CAN DO STATEMENT, which will be sent home at the end of the week with the Teacher’s evaluation of that same week.

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** | **DAY** | **OBJECTIVES** | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| 1 | **\* Welcome to spanish class, Greetings, introducing oneself and others.**  **\*Following Classroom rules.** | 1  2  3  4 | \*\*PPT- Personal introducing self and a friend to include likes and dislikes (teacher guided) (sing the song)  \*\*Students decorate the classroom writing the rules and coloring the picture for each one, Students classroom with a flower with each student's name, draw and color a tree with all the flowers pasted to make a big tree at the entrance of the classroom. (sing the song)  \*\*Students ask and answer personal questions, like fictitious phone # and address, make interviews to each other (sing the song).  \*\*\*Students conduct 4 corners presentation in the classroom.. (sing the song) | Demonstrate understanding of basic words, phrases, and questions about self and personal experiences through gestures, drawings, pictures, and actions.MN1.1 | Me llamo x, Me gusta, no me gusta, hola como estas, estoy muy bien, estoy mal, hola, como te llamas, me llamo xx adios,  hacer un círculo, pararse, sentarse, levantar la mano, puedo ir al baño por favor, puedo ir a tomar agua por favor, puedo ir al baño por favor? Puedo ir a tomar agua, por favor? Mi nombre es x.  Cómo te llamas?, me llamo x, cuál es tu numero de telefono? Mi telefono es x en donde vives? Que color te gusta? | 1.Worksheets, flashcards.  Super Simple song “buenos dias”  2.Worksheet Flower to color |
| 2 | **Say the Days of the week,**  **Shapes** | 1.  2.  3.  4. | Students say the days of the week Students say the months of the year, students complete  PPT to include the date.  Students play missing shapes  Students find shapes in the classroom  Students do “Play Doh” shapes  Students play Teacher Says | Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.NM1.1  Understand and us in context common concepts (such as numbers, days of the week, etc) in simple situations. NM1.2 | **Structure for Days:**  Que dia es hoy?  **Target Vocab:** Lunes, martes, miércoles, jueves, viernes, sábado, domingo.  **Shapes Structure:** Qué es esto?, que forma es está? Donde hay un xxx en el aula?  **Target Vocab**: Cuadrado, círculo, triángulo, rectángulo, rombo, estrella, corazon, octágono, ovalo.(9) | Days of the week 1 worksheet  Super Simple Song “Los Días de la Semana” |
| **week** | **TOPIC** | **DAY** | **OBJECTIVES** | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| 3 | **\*\*Expresses likes & dislikes.**  **Talking about our world** | 1.  2.  3.  4. | Students talk about likes and dislikes for food.  Students watch a video and appreciate nature  Students Talk about different vegetables that they like and dislike.  Students talk about favorite desserts from spanish speaking countries. | Asks simple questions and provide simple responses related to personal preferences.  Express likes and dislikes.NM3.3 | **Likes and Dislikes.Structure:** Me gusta x, no me gusta x,  Target Vocab: Queso, chocolate, papas , fritas, fresas, helado, uvas, pizza, judías, comida, bebida, si me gusta, no me gusta, guacala.  Talking about our world Structure: ¿Qué es esto?", "¿Qué color es ...?" Target Vocab: cielo, tierra, sol, luna, estrellas, montaña, mar, río, nube, arco iris, lagos, campos, bosque, marrón, blanco, negro | Super Simple song “Me gusta” |
| 4 | **Numbers 1 - 20** | 1  2  3  4 | Students identify and say the numbers from 1 to 20.  Students Play a game to identify the different colors.    Students count from 5 to 5, write the numbers.  Students color by numbers from 1-20 | Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.NM7.1  Understand and use in context common concepts (such as numbers, days of the week, etc) in simple situations.NM3.5 | Structure:Qué número sigue después de x?,Qué número está antes del x?  Que numero es este?  Target Vocab.:Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, diez y seis, diez y siete, diez y ocho, diez y nueve, veinte, salta, date la vuelta, aplaude, patea, meneate | Worksheet |
| 5 | **Adjectives to describe self, family, and friends.**  **Body Parts** | 1  2  3  4 | Students describe people using adjectives.  Describe a friend and a family member using a worksheet.  In pairs, students practice asking about their classmates.  Students play GUESS WHO?  Students say different parts of the Body  Students say what part of their body hurts, playing the doctor and giving advices. | Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.NM4.1  Present personal information about self and others.NM4.2 | **Adjectives.Structure:** Mi amigo es xxx, Ella/ el es x…,  **Target Vocab:** alto, bajita, cabello largo, cabello corto, ojos castaños, ojos azules, cabello rubio, cabello negro, mi amigo tiene.  **Body Parts.Structure**: Que parte del cuerpo es está? Que te duele? Me duele x. Toma una pastilla,  Target Vocab: cabeza, hombros, rodillas, pies, ojos, orejas, boca nariz. | Colored crayons/pencils, magazine cut out pictures of people |
| **week** | **TOPIC** | **OBJECTIVES** | | **OUTCOMES** | **Target Vocabulary** | **TEACHING RESOURCES** |
| 6 | **Express age**  **I Know I Can** | 1  2  3  4 | Student Ask for/give information regarding age, birthdays and favorite holidays.  \*\*\*Students Exchange information with the classmates on you and your family’s ages.  \*\*\* Students Use one of the student’s family picture and birthday to introduce how to ask for and give information regarding birthday  \*\*\*Students Talk about ability, asking " Puedes….?" questions and answering with " Yo puedo….". | Introduce the date, their birthdate and their family members and their favorite holiday.NM4.2  Demonstrate understanding of simple information supported by visuals through a variety of media. NM1.4 | **Express Age Structure**: Cuantos anos tienes?, quien es?  **Target Vocab:** Mi tia, mi hermana, mi papa, mi mama. ella / el tiene x años.  **I Know I Can Structure:**  “Puedes….? “Yo puedo” “Que puedes hacer?”  **Target Vocab:** saltar, correr, nadar, brincar, dar vueltas, agacharme, zapatear, darte la vuelta, volar, manejar bicicleta. | Interview worksheet  https://www.youtube.com/watch?v=PDf[JL7WY |
| 7 | **Discovering Favorite Colors**  **Talking about School, classroom objects, and extracurricular activities.** | 1.  2.  3  4. | \*\*Students say their favorite color  Play “Touch the Colors” on Posters  Students ask for the colors, saying necesito el color x, Do “Color the Circles” activity  \*\*Students play saying the colors Play "Ball Pass" and pronounce the different colors correctly.  \*\*Students play saying and searching for the different colors in the classroom."Color Touch" and "Color Hold Up" 9. Play "Find the Color" 10. Play "Balloon Kick"  Students identify and say different objects in the classroom, label them  \*\*Students stick the flashcards onto the classroom objects. | Understand and use in context common concepts. (such as numbers, days of the week, etc.) in simple situations.NM3.5  Demonstrate understanding of written familiar words, phrases and simple sentences supported by visuals.NM2.1 | **COLORS Structure:**  Qué color te gusta?, Cual es tu color favorito? Me gusta el color x., mi color favorito es x, Necesito el color x., por favor.  Target Vocab: Rojo, amarillo, rosado, verde, morado, anaranjado, azul, arco iris, manzanas, sol, flores, pasto, uvas, zanahorias, cielo.  **SCHOOL Structure:**  Qué es esto?, De qué color es esto?,  **Target Vocab:** mesa, silla, estante de libros, librero, puerta, ventana, pizarra, escritorio, libros, basurero, impresora, computadora, papel, pantalla de la computadora, teclado, televisor. | Colored crayons/pencils, colored paper  Index Cards, colors |
| 8 | **Talking about family members**  **Formal Vs. Informal** | 1.  2.  3.  4. | Students talk about different members of the family  Students ask formal and informal ways to speak.  Students play the game saying in a formal way with the hat and informal without the hat.  Students compare the formal and informal language to be used with different people. | Participate in basic conversations using words, phrases, and memorized expressions NM3.2  Present personal information about self and others.NM4.2  Recognize true and false cognates in the target language and compare them to own language NM8.2 | **Family Structure:** Quién es él/ella? Como estas?, estoy bien, gracias, hasta pronto., cuales son las habilidades de tu papa? Cuales son las habilidades de tu mama?  **Target Vocab:** El padre, la madre,  Cocina, trabaja, oficina, estudia, pasea, juega.  **Formal Vs. Informal Structure:** Como está Ud? Cuántos años tiene Usted?  Como Esta?, Cuantos años tienes?, Cómo te llamas?,  Estoy bien, tengo x años, me llamo x. | Family photos, scissors  Magazine cut-outs of people, construction paper, tape, glue, scissors.  Hats for each student. |
| 9 | **Culture, Exploring Honduras**  **Family Traditions and Holidays** | 1  2  3  4  5 | \*\*\*Students locate Honduras in the Map.  Students color the Honduras Flag.  \*\*\*Foods and customs of cultures in the \*\*\*Spanish speaking world  Students answers t/f questions about Honduras in Spanish  Identify Spanish speaking countries  Students watch video about Honduras  Students present a typical dance from Honduras.  \*\*\*Students identify what do they like about Christmas,  \*\*\*Students recognize and identify 8 Christmas words and sing a Christmas song.  \*\*\*Students prepare a mural of what they have learned this week, using the four corners presentation | 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  Recognizes words and phrases when used on familiar topics.NM2.4 | **Culture Structure**:  En donde está Honduras? En Donde está Centro América?, Cuáles son los colores de la Bandera de Honduras?, Que idioma hablan los Hondureños?, Países que Hablan Espanol.  **Target Vocab**: Honduras, bandera, azul, blanco, estrellas, México, guatemala, Costa Rica, El Salvador, Colombia, Argentina, Panamá, Nicaragua,  **Holiday Structure:**  Feliz Navidad, De que color es? Quien es este? **Target Vocab.:**  regalos, árbol de navidad, luces, candelas, decoraciones, pavo asado, pudin de navidad, cena. | Map of Spanish speaking countries in America  Video of Honduras Un pequeño documental  Song Feliz Navidad. |
| **FINAL ASSESSMENT** | | | | | | |