

Unit 1: Common Words and Concepts Review		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 1 Clarifying Objectives: Students will review numbers and colours in the target language. Students will be able to say and understand simple greetings and commands in the target language. Students will review days of the week, months and seasons and add adjectives.		
1) I can understand simple words and common phrases 2) I can count in the target language 3) I can identify colors in the target language. 4) I can talk about the members of my family 5) I can use polite and causal greetings 6) I can remember the words for the days, months and seasons in the target language	1) Sit down. Raise your hand. Come sit on the carpet.... 2) Vamos a contar! Let's count. Numbers 1-50? 3) What color is this? What is your favorite color? 4) Review words for mother, father, siblings etc. 5) Greetings, questions and farewells in both formal and informal language. 6) Today is.... Tomorrow will be.... Yesterday was.... It is spring/fall ...	1) Students will be able to understand and appropriately respond to common classroom phrases. 2) Students will be able to count to 50 in the target language. They will understand simple verbal commands. 3) Students will be able to respond to simple questions about colors. They can create a color wheel with colors written in the target language. 4) Students can draw a family tree and write the names of the people in their family in the target language. 5). Students will look at pictures either as a class or in groups and decide whether to use formal or informal language with the person in the picture 6) Students will be able to tell the day of the week, the month and the season in the target language.

Unit 2: I Am Beautiful and So Are You

Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>Unit 2 Clarifying Objectives:</p> <p>Students will be able to name the parts of their body.</p> <p>Students will learn describing adjectives.</p> <p>Students will understand the things that make someone beautiful.</p> <p>Students will learn about how to keep themselves healthy.</p>		
<p>1) I can name the different parts of my body</p> <p>2) I can use simple words to describe what a person looks like</p> <p>3) I understand all the different ways people can be beautiful</p> <p>4) I can understand what families are like in different countries.</p> <p>5) I can understand the kinds of things that are healthy for my body</p>	<p>1) Arm, leg, hair, eyes etc.</p> <p>2) She is tall. They are short I have brown hair</p> <p>3) Vocabulary to describe positive personality traits and characteristics. (Kind, patient, funny, honest)</p> <p>4) In _____ (name of country) families are like they are here. Some families around the world are _____</p> <p>5) Healthy foods, different exercises, sleep.</p>	<p>1) Students will fill in the blanks to label different body parts on a drawing. Students can play “Simon Says” to point to different parts of their own bodies</p> <p>2) Students will look at the drawings of their classmates and talk about families.</p> <p>3) Students draw pictures of people they know and then write one positive characteristic about each person.</p> <p>4) Students will learn how family units can be different in other countries (grandparents live with children and grandchildren)</p> <p>5) Students will listen to simple sentences about a pretend person and decide whether or not that person is doing healthy things for their body.</p>

Unit 3: My City and Cities Around the World

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 3 Clarifying Objectives:

Students will learn about the different places in their own community.

Students will learn about cities in the target culture

Students will learn about the first cities in the United States and from the target culture.

1) I can understand the names of different places in my city

2) I can use a map to find places in different cities and countries

3) I can use illustrations to help find meaning from a text.

4) I can compare cities in my country to cities from the target culture.

5) I can use simple words and short memorized phrases to talk about what some cities used to look like.

1) In my town we have.....

**2) Mexico is below the U.S.
Peru is in South America
Madrid is a city in Spain
Beijing is in Northern China**

**3) In my town there is a....
School, library, store, park etc.
Cities have lots of big buildings
Small towns have no big buildings**

**4) There are big cities in the U.S. and there are big cities in _____ too.
_____ is a small country so there are not many big cities.**

5) Jamestown was one of the first cities in North Carolina.

Washington D.C. was very small.

People have lived in _____ since _____

1) Students can point to the proper building in a town when given a verbal prompt by the teacher

2) Students can verbally respond to questions in the target language about where countries are and what cities are in those countries.

3) Students are given a set of pictures with brief descriptions in the target language. They can use the pictures to infer meaning.

4) Students create a drawing of their city and one of another city from a country selected by them or the teacher. They can label buildings as appropriate.

5) Students can verbally respond to questions about cities. Ex. Is Greensboro and old city? Is Shanghai a small city?

Unit 4: Animals from around the World

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 4 Clarifying Objectives:

Students will learn about the kinds of animals that are in the target language country/countries.

Students will learn about animals from Early World Civilizations

Students will learn about animals that are now extinct.

****Ideas for enrichment—Students will learn about astronomy, planets and the stars.**

1) I can say the names of different animals found in the target culture.

2) I can identify animals that are found in countries where the target language is spoken.

3) I can compare and contrast animals that used to live on earth to animals that are still here.

4) I can use simple words to talk about my favorite animal.

1) Student and teacher generated list.

2) Panda bears, jaguars, capybaras, toucans

3) Dinosaurs, Woolly mammoth, saber tooth tiger etc.

**4) My favorite animal is.....
I like _____ because they are _____.**

1) Students will match the names of animals in the target language with a picture.

2) Students will choose or be assigned a country. They will research what animals are found in the country then draw a picture of 5 animals and write one word in the target language that describes the animal.

3) Students work in groups. Each group will be given a set of pictures of animals both extinct and living and will decide which animals they think are still alive. As they sort the animals they will say their names in the target language.

4) Students will draw a picture of their favorite animal, tell where it lives/lived and say why it is their favorite.