

Unit 1: Let's Eat!

Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>Unit 1 Clarifying Objectives:</p> <p>Students will learn vocabulary about breakfast, lunch and dinner</p> <p>Students will review family vocabulary</p> <p>Students will learn the names of different foods in the target language.</p> <p>Students will learn about healthy and unhealthy foods in their own culture and the target culture.</p>		
<p>1) I can understand simple words and common phrases</p> <p>2) I can count in the target language</p> <p>3) I can identify colors in the target language.</p> <p>4) I can talk about the members of my family</p> <p>5) I can use polite and causal greetings</p> <p>6) I can remember the words for the days, months and seasons in the target language</p>	<p>1) Sit down. Raise your hand. Come sit on the carpet....</p> <p>2) Vamos a contar! Let's count. Numbers 1-50?</p> <p>3) What color is this? What is your favorite color?</p> <p>4) Review words for mother, father, siblings etc.</p> <p>5) Greetings, questions and farewells in both formal and informal language.</p> <p>6) Today is.... Tomorrow will be.... Yesterday was.... It is spring/fall ...</p>	<p>1) Students will be able to understand and appropriately respond to common classroom phrases.</p> <p>2) Students will be able to count to 50 in the target language. They will understand simple verbal commands.</p> <p>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.</p> <p>4) Students can draw a family tree and write the names of the people in their family in the target language.</p> <p>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</p> <p>6) Students will be able to tell the day of the week, the month and the season in the target language.</p>

Unit 3: Weather and Seasons

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 3 Clarifying Objectives:

Students will learn about the different seasons and weather.

Students will learn about climate in the target culture.

Students will learn about the differences between seasons in the southern and northern hemispheres.

***Students will learn about how climate change affects weather.**

1) I can understand the names of the seasons and different kinds of weather in the target culture.

2) I can use simple words to describe the seasons in my community and in the target culture.

3) I can identify the northern and southern hemispheres and compare differences in seasons.

4) I can use simple words and phrases to talk about weather events.

1) Review seasons, months and add weather.

2) Hot, cold, rainy, snowy, chilly etc.

3) Directional words, equator, country names (review) globe, **When** it is summer here, it is winter in _____. **Today** it is cold in _____ **but** it is warm in _____.

4) In North Carolina we can have hurricanes. Snow storm, typhoon, tsunami, tornado. Rainbow, lightning

1) Students look at pictures of different seasons and identify them verbally or in writing.

2) Students can verbally respond to questions in the target language about weather in their community and in the target culture.

3) Using a map of the world, students will label the hemispheres, the equator and when given prompts by the teacher will comparisons between weather in different parts of the world.

4) Students can create their own pinwheel, bottle/water demonstration, create snowflakes.

Using the snowflakes, construction paper etc. students can create a different weather event in each corner of the classroom.

Unit 4: Animals of Africa

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 4 Clarifying Objectives:

Students will learn about the kinds of animals live in different climates.

Students will learn about the animals that live in the different climates of Africa.

Students will learn about what animals eat and how they live.

****Ideas for enrichment Students will learn about how plants and animals interact.**

1) I can say the names of different animals found in the climates around the world.

2) I can identify animals that are found in the different countries and climates of Africa.

3) I can compare and contrast animals that live in Africa to the animals in my community.

4) I can use simple words to talk about animals who eat plants and animals who hunt.

1) Student and teacher generated list.

2) Lions, elephants, hippos, cheetah etc.

3) In Kenya there are lions but in North Carolina there are no lions.
There are different kinds of snakes/insects in Rwanda and in North Carolina.

4) Hippos only eat plants.
Monkeys eat mostly fruit and some insects and lizards!

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

2) Students will choose or be assigned an African 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 or pairs. Each group is given pictures of different animals from Africa and the U.S. They will use simple words and phrases to make comparisons of the animals.

4). Students will draw pictures of different animals and plants and label them in the target language.