Unit 1: Identity		
Learning Targets	**Language Chunks and Vocabulary**	**Check for Learning**
Unit 1 Clarifying Objectives: **Students will learn to describe physical and personal characteristics** **Students will be able to say and understand personal strengths and areas for growth.** **Students will learn about similarities and differences between themselves and others from their community and from the target culture.**		
1) I can use simple words and phrases to describe how I look.	**1)** I am tall. I have brown hair. I have green eyes.	**1)** Using new and recycled adjectives, students will write a self descriptive paragraph.
2) I can compare my looks to someone in my class.	**2)** I am short but she is tall. He has straight hair but I have curly hair.	**2)** Working with partners or groups, students will choose someone in the classroom to describe and see if their partner/group can guess who they are describing**.**
3) I can describe different character/personality traits.	**3)** My friend is kind. My teacher is wise. My grandmother is cranky.	**3)** Students will create a poster with drawings/pictures of friends and family members and write a sentence describing the personality of each person on the poster. .
4) I can talk about what I do well and what I'd like to learn.	**4)** I am a very hard worker but I'd like to learn to be…..	**4)** Students will write a short paragraph describing their own stengths and then choose a person (friend, family or celebrity) they would like to emulate.
5) I can identify how people from the target culture are the same as me and how they might be different.	**5)** What are people in other countries like? Do they enjoy the same things or different things?	**5)** Students will research what children in the target culture like, dislike, do and create a .presentation about our similarities and differences.

Unit 2: Food and Dining		
Learning Targets	**Language Chunks and Vocabulary**	**Check for Learning**
Unit 2 Clarifying Objectives: **Students will be able to talk about foods they like and dislike.** **Students will be able to order food in a restaurant.** **Students will learn how dining out is different in different countries in the target culture.**		
1) I can name the foods I like from my culture.	**1)** Student and teacher generated list of food and adjectives.	**1)** Students will create a daily menu of all the foods they like to eat at breakfast, lunch and dinner. .
2) I understand that there are different kinds of food in other cultures. .	**2)** In my family we like to eat_____ but some families in _____ eat _____.	**2)** Students will choose a country from the target culture and research what kinds of foods are popular in that country. They will share what they find with their classmates.
3) I can order food from a restaurant from the target culture.	**3)** I would like _____ . Could I please have _____? For dessert I will try _____. Are there any specials today	**3)** Working in small groups, students will write and perform a skit about eating out at a restaurant.
4) I can talk about how food and dining is different in other countries. .	**4)** In _____ (name of country) some people like to _____. Some families around the world are eat out at _____. In _____ dinner can last for several hours!	**4)** Using props from home or the classroom, students will create a restaurant in the style of one that might typically be found in the target culture.

Unit 3: My State		
Learning Targets	**Language Chunks and Vocabulary**	**Check for Learning**
Unit 3 Clarifying Objectives: **Students will learn about the different regions on North Carolina.** **Students will learn about landforms in their community and the target culture.** **Students can compare their state with a country from the target culture.** **Students will learn about the history of their state.** ****Ideas for enrichment—industry, jobs, economy.**		
1) I can identify and label the different regions in North Carolina.	**1)** North, south, central, east/eastern etc.	**1)** Students will create their own maps of NC and label them in the target language with the appropriate regions.
2) I can explain the different landforms that are found in North Carolina.	**2)** Mountains, forests, beaches, etc.	**2)** Students will create a diorama of the state with labels in the target language. (They can use single words or short sentences)
3) I can compare and contrast my state with countries/regions from the target culture.	**3)** Size (North Carolina is _____ square miles/kilometers.) Recycle weather, climate. **Farming, mining, tech industries	**3)** Students work alone or n pairs to create a presentation that compares North Carolina to a country/region from the target culture.
4) I can describe an important event/person from North Carolina history.	**4)** Many years ago there was _____. Before I was born _____ When people first settled in _____	**4)** Students create a Power Point, poster, video or play and use simple words or phrases to talk about an event or person from NC history.

Unit 4: Let's Visit Europe		
Learning Targets	**Language Chunks and Vocabulary**	**Check for Learning**
Unit 4 Clarifying Objectives: **Students will learn about the different forests in Europe.** **Students will learn about different animals that live in Europe.** **Students will compare animals in their own community to animals from European forests.** ****Ideas for enrichment—Students will learn about different ecosystems in different forests.**		
1) I can identify famous forests in Europe.	**1)** Black Forest, Bialowieza Forest, Hoia Baciu, Trossachs National Park (trees, Woods, mountains, lakes)	**1)** Using simple words and phrases students can talk about the famous forests of Europe.
2) I can identify animals that are found in the forests of Europe.	**2)** Wild boar, bison, Lynx, squirrels, reindeer, badger.	**2)** Students will choose one forest in Europe and create a poster/presentation describing the animals that live there.
3) I can compare and contrast things that are found in forests around Europe and America.	**3)** There are bison in Yellowstone Park and there are also bison in _____. In Montana there are elk but in _____ they have reindeer.	**3)** Students work in groups. Each group will be assigned a different European country and will research the forests and animals found in that country.
4) I can compare and contrast wildlife in North Carolina with wildlife in Europe.	**4)** There are lots of bears in North Carolina and in Europe. We have many reptiles in North Carolina but there aren't many in Norway because of the climate.	**4)** Using a Nearpod or Kahoot, students will practice their understanding of animal vocabulary.
**5) I can describe how weather, climate and vegetation impact the kinds of animals that live in a forest.	**5)** Tropical, dry, sub-artic, altitude	**5)** Students will create a complete forest ecosystem using teacher chosen material.