

Unit 1: Healthy Eating		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 1 Clarifying Objectives: Students will learn about healthy foods. Students will be able recognize differences in the food pyramid in their own culture and the target culture. Students will learn about similarities and differences between healthy and unhealthy foods in their own community and the target culture.		
1) I can talk about things I usually eat. 2) I can compare healthy and unhealthy foods. 3) I can identify foods in the target language. 4) I can compare the foods from the target culture with foods in my culture. 5) I can identify foods that are healthy and unhealthy in the target culture. 6) I can understand the words for the days, months and seasons in the target language	1) Student and teacher generated list of fruits, vegetables, meats, grains etc. 2) Leafy green vegetales are healthy but fatty foods are not. 3) In some parts of China people eat... In Panama people eat.... 4) What are the letters of the alphabet? How are they the same as English? How are they different? 5) What shape is this? What do you have at your house that is this shape? What can you find in the room that is this shape? 6) Today is.... Tomorrow will be.... Yesterday was.... It is spring/fall ...	1) Students will work with a partner to talk about foods they usually eat. 2) Students will create a chart that compares the different nutrients in healthy foods 3) Students will create a one week menu of foods typically eaten in the target culture. 4) Students will be able to identify letters of the alphabet in target language. For Chinese, students will be able to understand the differences between writing in Chinese and writing in English. 5) Students will be able to identify and say the names of shapes in the target language. They can compare shapes. 6) Students will be able to tell the day of the week, the month and the season in the target language.

Unit 2: Sport and Hobbies

Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 2 Clarifying Objectives: Students will be able to talk about things they like and dislike. Doing. Students will be learn about sports in their own culture and the target culture. Students will be able to talk about hobbies/sports that are their favorite and why.		
1) I can name the people in my family 2) I understand that there are different kinds of families. 3) I can learn about influential people in the target language and what their families were/are like. 4) I can understand what families are like in different countries.	1) Family vocabulary and adjectives (tall, short, nice etc) Recycle colors. 2) In my family there are 5 people. In your family there are 2 people Pets Recycle adjectives 3) His family is big Her family was small This person is from.... This person did... 4) In _____ (name of country) families are like they are here. Some families around the world are _____	1) Students can draw members of their family and verbally identify them in the target language. 2) Students will look at the drawings of their classmates and talk about families. 3) Students will learn about influential people and compare them to someone they know from their own family. . 4) Students will learn how family units can be different in other countries (grandparents live with children and grandchildren)

Unit 3: What do I want to be?

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 3 Clarifying Objectives:

Students will learn about different jobs and careers.

Students will learn about jobs in the target culture.

Students can compare jobs and education in their community and the target culture.

1) I can understand the names of the rooms in my house

1) In my house there is a kitchen, a living room etc.

1) Students can point to the proper room on a house when given a verbal prompt by the teacher

2) I can understand what is typically done in different rooms of the house

2) We cook dinner in the kitchen. We do our home work in... I sleep in my bedroom.

2) Students can verbally respond to questions in the target language about what activities are done in which rooms.

3) I can understand the names of different kinds of furniture in a typical house.

3) In a bedroom there is a ...? (bed, dresser, bookshelf)

3) Students work in pairs to ask and answer questions about where furniture is in their house.

4) I can compare furniture in my house with furniture in homes around the world.

4) In my house there is a _____ but in some houses in Mexico there is a _____.

4) Students create a drawing of their home and what they imagine a home in another country might look like.

5) I can describe different rooms and furniture in a house.

5) The sofa is blue
The TV is black.
The carpet is green

5) Students can verbally respond to questions about rooms and furniture in the house.

Unit 4: Animals in the Ocean

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 4 Clarifying Objectives:

Students will learn about Australia and the Great Barrier Reef.

Students will learn about different animals that live in the oceans around Australia.

Students will compare sea animals in North Carolina to those found in Australia.

1) I can say the names of different animals found on farms in the United States.

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

3) I can compare and contrast things that are found on farms around the world

4) I can talk about different equipment found on farms.

1) Cow, horse, chicken, vegetables, etc.

2) Alpacas, yaks, camels, llamas etc.

3) Animal and food vocabulary. In North Carolina we grow..... but in Peru they grow.....

4) Tractor, barns, wagon, fence etc.

1) I can match the names of animals in the target language with a picture.

2) Students will learn about how different farms around the world look and why there are different animals on farms in other parts of the world.

3) Students work in groups. Each group will be assigned a different country and will color where the country is on the map and draw or past pictures of what kinds of animals and vegetables are common in the country.

4) Using a Nearpod or Kahoot, students will practice their understanding of barn vocabulary.