

Unit 1: Daily Routines		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 1 Clarifying Objectives: Students will use simple words and phrases to talk about what they do in a typical day. Students will learn to tell time in the target language. Students will learn about how routines might be different in the target culture. Students will learn about healthy and unhealthy habits.		
1) I can understand simple words and common phrases about daily routines. 2) I can use simple words about getting ready for school. 3) I can tell time in the target language. . 4) I can understand that daily routines may be different in the target culture. 5) I can identify healthy and unhealthy routines.	1) I wake up I eat breakfast I come to school My friends and I eat lunch 2) I brush my teeth I comb my hair I eat breakfast (recycle food vocabulary) 3) What time is it? It is _____ o'clock. (review numbers) *24 hour clock 4) In _____ (a target country) they eat dinner at... In _____ they go to school on.... 5) Recycle healthy food vocabulary, exercise vocabulary etc.	1) Students will answer simple questions with a word or two about their daily routines. 2) Students are given pictures of children doing daily routines and use words or short sentences to describe what is happening in the picture. 3) The teacher will hold up a clock and students will respond verbally with the correct time. Using a paper with prepopulated pictures students will write at what time the events in the picture usually take place. 4) Students will watch a video about daily life in the target culture and then answer questions about how life is different in different countries. 5) Students will be able to identify and say things that are healthy and unhealthy.

Unit 2: The Solar System		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 2 Clarifying Objectives: Students will learn cognates between English and the target language. Students will learn about the planets in the solar system. Students will learn about gravity and motion.		
1) I can identify cognates between my language and the target language. 2) I can identify the planets in the solar system. 3) I can learn about the constellations and other things found in space. 4) I can define gravity and explain motion.	1) Cognates of planet names and common nouns pertaining to the solar system. (planeta, meteoro, galaxia) 2) Names of the planets, sun, moon etc. 3) The Big Dipper, the North Star, Comets, satellites, meteors etc. 4) Why does the ____ fall when I drop it? What makes the ____ fall? How does the earth go around the sun?	1) Students can match pictures of things in the solar system and cognate words in the target language. 2) Using poster board, clip art or materials for a simple mobile, students will create a rendition of the solar system. 3) Students will choose one of the astronomical bodies they have learned about and write a report, create a power point or poster with basic information. 4) Students will listen to simple explanations of gravity and motion in the target language and then summarize ideas in English.

Unit 3: Let's go to.....

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 3 Clarifying Objectives:

Students will learn about new countries in the target language.

Students will learn how to research information about a country.

Students can compare countries from the target culture to their own 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 homework in... I sleep in my bedroom.

2) Students can verbally respond with one or two words 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: Let's Visit the Zoo!

Learning Targets

Language Chunks and Vocabulary

Check for Learning

Unit 4 Clarifying Objectives:

Students will learn about animals found in the zoo.

Students will learn about animals in the zoo that may be from the target culture.

Students will learn about endangered species and what they could do to help.

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

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.