

Young Scholars of Western Pennsylvania Charter School

Turkish 5-6 YSWPCS

- Unit Title

Food Class Banquet

Essential questions

What would you like to have? What do you like to eat and drink?

Standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations
- o Presentational: participate, prepare, present

2. Culture

- o Gain insight
- o Understand cultural practices

3. Connections

- o Reinforce content of language being studied with current social practices

4. Comparisons

- o Discuss the point of view of the culture being studied and their own

5. Community

- o Participate in an activity
- o Interact with classmates and perform
- o Consult resources to obtain information

Enduring understandings/Objectives

Learning international and national food encourages students to learn different cultures help compare them

Language / Communication

Language

Functions (Do)

-Expressing likes
and dislikes,
preferences

-asking for menu
and recipe of
foods

- Suggesting food
at the restaurant

- introducing
international food

Grammatical

Structures

(Know)

-Present
simple tense

- Simple past
tense

Vocabulary

(Know)

-Vocabulary
related to food
and restaurants

-Expressions
of giving an

order in a
restaurant
-items on a
menu

Subject Content Connections

Science:

Mathematics:

Conduct a
research in
school and ask
students about
their eating
habits and
times and turn
this info into a
graph

Geography:

describe places
know with
their special
food or fruits

Music/Drama:

song about
healthy food
and nutrition

History:

Describe
what/how

people in the
US and Turkey
changed their
eating habit
and how did
this affected
nutrition.

Learning Activities , Performances

Duration: 4 weeks

-Teacher shows
a bound and
illustrated recipe
book and tells
about a
memorable
meal in which
he or she has
participated.

-Teacher ask
students to
bring an item
for breakfast
and prepares a
continental
breakfast for
students with a
breakfast menu
and turns

classroom into a
small restaurant
ask students to
act like
customers and
waiters
- Teacher has
translated
the Beverage
Survey into the
target language
and made
copies for each
student.

Teacher passes
out the target
language
survey. Each
student must
interview 5
classmates or
family members

LOTE NYC Workshop, January, 2012, Helena Curtain, hcurtain@gmail.com , Page 2

and record their
answers in the
appropriate
space. Teacher
walks around
the room and

monitors

student

participation

and progress

- Unit Title

Home Tour

Essential questions

What kind of house you live in? how is your neighbourhood?

Standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations
- o Presentational: participate, prepare, present

2. Culture

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- o Understand cultural practices

3. Connections

- o Reinforce content of language being studied with current social practices

4. Comparisons

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5. Community

- o Participate in an activity
- o Interact with classmates and perform
- o Consult resources to obtain information

Enduring understandings/Objectives

Gaining knowledge about and empathizing with

to a more tolerant

Language / Communication

Language

Functions (Do)

-Students will

- engaging in

conversations

about homes.

- obtaining

and providing

information

about homes.

- reading

about several

homes.

- writing a

description of

their

bedroom.

- writing a

description of

an ideal

home.

Grammatical

Structures

(Know)

-Definite and

indefinite

article

Vocabulary

(Know)

-Type of the

houses

-Part of the

house

- Household

items

-Furnitures

Culture(s)

(Know)

-Compare

different

house types

from different

cultures

-Discuss what

kind of

neighborhood

students live

-Describe

cultures and

living styles

Subject Content Connections

Subject Content

Connections

(Know)

Art: Design
houses using
legos, creating
houses with
recycled
materials,
identifying
major
architectural
styles and
buildings in
Turkey.

Math: use a
budget to buy
furniture,
dimension of
dream room,
calculating
area, .

SS: Geography
of Turkey,
architectural
styles and
history of
Turkey.

Science:
Materials used
for different
buildings,

where
materials came
fro, recycling
and reusing
materials

Learning Activities , Performances

Duration: 4 weeks

Learning Activities

, Performances

(Formative
Assessments)

(Do)

-Teacher

presents Part 1

of the

Powerpoint slide

show, "My

Home." With

each slide,

Teacher

constantly

ensures student

involvement and

participation by

checking for

comprehension

about the

details of each

slide. (The text of the Powerpoint provided with the unit is in English, but Teacher may change text to the target language as appropriate.)

-Teacher provides each student with an illustrated vocabulary list of items normally found in a bedroom.

Students draw a detailed floor plan/illustration of an imaginary bedroom. The plan must include windows

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and doors, as well as furniture

such as bed,
table or desk,
chair, lamp,
carpet, closet,
television set,
telephone, etc.

Everything is
labeled.

-Students sit
with a partner.

They sit back to
back, so that

their partner
cannot see their

bedroom floor
plan. Student A

describes
his/her floor

plan to Student

B. Student B

must draw an
approximation

of this floor plan
on a blank sheet

of paper.

Student B may

ask Student A

any questions to

clarify the

information.

After 10

minutes,

Student B

describes

his/her bedroom

floor plan to

Student A, who

also must draw

an

approximation

of that floor

plan on a blank

sheet of paper.

At the end of

the 20 minutes,

the two

students

LOTE NYC Workshop, January, 2012, Helena Curtain, hcurtain@gmail.com , Page 3

compare their

own floor plan

with the "copy"

that their

partner drew

according to

their direction

and description.

They staple all

four sheets of

paper together
and submit to
Teacher for
evaluation,
which is based
on placement of
items in the
floor plans and
correct
labeling/spelling
of the items.

- Unit Title

You are special

Essential questions

What kind of person you are? How do you describe yourself or your friend?

Standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations
- o Presentational: participate, prepare, present

2. Culture

- o Gain insight
- o Understand cultural practices

3. Connections

- o Reinforce content of language being studied with current social practices

4. Comparisons

o Discuss the point of view of the culture being studied and their own

5. Community

o Participate in an activity

o Interact with classmates and perform

o Consult resources to obtain information

Enduring understandings/Objectives

Knowing characters and personalities about classmates or people around us helps us understand them and built stronger relations.

Language / Communication

Language

Functions (Do)

-Participate in

conversation

-Exchange

information

-Describe

characters and

personalities

-Exchange

opinions

-Work in groups

-Present a

television talk

show

Grammatical

Structures

(Know)

-Describe

characters

and

personalities

(verb)

Vocabulary

(Know)

Characters

Moods

Personalities

Good and bad

personalities

Culture(s)

(Know)

-Compare

students

personalities

-Discuss what

kind of

characters are

accepted in

the society

what are not

-Describe

different

personalities

in different

societies

Science:

Mathematics:

Conduct a
research in
school and ask
students how
they describe
themselves and
make a graph
about it

Geography:

describe and
explain
common
characteristics
of nations and
compare thme

Music/Drama:

Act out how
different
people have
different
charters and
personalities at
different times

History:

Describe the
personalities of

Famous
politicians,
celebrities
from US
history

Learning Activities , Performances

Duration: 4 weeks

Teacher leads a

whole-class

brainstorm,

using an

overhead

projector and a

blank

transparency or

a white board.

Teacher writes

down what the

students say.

-What are

some

compliment

s you would

give your

best friend?

-What are

some

compliment

s you would

give your

favorite

actor?

-What are

some

compliment

s you would

give your

favorite

actor?

-What are

some

compliment

s you would

give your

mother?

-What are

some

compliment

s you would

give your

father?

-What are

some

compliment

s you would

give your

brothers/sis

ters?

-What are

some

compliment

s you would

give your

pet?

-Teacher shows

a picture of

someone he/she

likes. This can

be a Powerpoint

slide, an

overhead

transparency, or

simply a large

photograph

taped to the

front of the

room. Teacher

asks class to

brainstorm with

a partner as to

the identity of

this person and

what this person

is like

- Unit Title

Fashion Show

Essential questions

What are you going to wear today? Are you planning to go out tonight?

Standards

Targeted Standards: Describe clothing items and people wearing these items

- Talk about everyday events
- Describe preparing for a special occasion
- Talk about daily routines
- Outcomes/Objectives/Progress Indicators: Students will engage in conversations.
- Students will interpret spoken language during presentations.
- Students present information about clothing, daily routines and special occasions to an audience of listeners

ACTFL national standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations
- o Presentational: participate, prepare, present

2. Culture

- o Gain insight
- o Understand cultural practices

3. Connections

- o Reinforce content of language being studied with current social practices

4. Comparisons

- o Discuss the point of view of the culture being studied and their own

5. Community

- o Participate in an activity

- o Interact with classmates and perform
- o Consult resources to obtain information

Enduring understandings/Objectives

Understanding local dresses helps students engage in the language learning and extends learning beyond the classroom to real life situations

Language / Communication

Language

Functions (Do)

-Describing

clothes, fashion

styles

-expressing

everyday routines.

-recognize

clothing and daily

routine vocabulary

Grammatical

Structures

(Know)

-present

simple tense

- time

expressions

such as

everyday,

usually,

sometimes,

never

Vocabulary

(Know)

-vocabulary

related to

clothing

- Vocabulary

related to

everyday

rouin

- vocabulary

related to

everyday

make up

Culture(s)

(Know)

-Students will

describe and

compare local

clothing

- Student will

discover

national

clothes and

uniforms worn

in different

events in

Turkey.

Subject Content

Connections

(Know)

- Math:

Students will

find out prices

for the same

brand cloth in

local market

and Turkey

and compare

the price

difference

Art : Create

your own

fashion fall-

Winter

creation using

chart papers

and recycled

materials or

just drawing on

sketch paper

Music/Drama:

organize a

Fashion show

in Classroom

with suitable

clothes and
dresses

Learning Activities , Performances

-Teacher and
students
brainstorm the
name of a
famous
personality
(Actor, TV
personality,
musician,
cartoon
character, etc.)

Teacher and
students
brainstorm
where this
personality will
be going, e.g. to
the movies, to a
rock concert, to
a theatrical
production, to
the shopping
mall, an office,
etc.

Teacher and

students
brainstorm
whom this
famous
personality will
be meeting at
this location,
e.g. another
famous person,
a friend, a
former teacher,
a prospective
employer, etc.
Teacher guides
the students in
creating a
description of
this
personality's
preparation for
his or her date,
business
appointment or
meeting.
Teacher asks
students many
yes/no,
either/or or
personalized

questions about
each item
-Students (using
a Filmstrip
format) draw a
series of
cartoon-style
pictures of the
celebrity's
routine and
write short
phrases or
sentences that
describe each
frame of the
strip.
-Students show
and read their
cartoon filmstrip
to several
classmates
-Teacher
instructs
students to
"study" all the
items on the
table in the
front of the
room, for in 5

minutes, he or she will cover the table and will ask students to list and describe all the items to the best of their memory.

- Unit Title

Living in My world

Essential questions

How do you travel? Do you use public transportation? Are we ecology friendly?

Standards

Outcomes/Objectives/Progress Indicators: Relate past events when writing or speaking

- Give driving directions
- Discuss environmental concerns such as:
 1. - modes of transportation
 2. - weather and climate
 3. - personal choices that affect one's environmental footprint
 4. - perspectives on local as well as international neighborhoods
- Plan and participate in a community service project

ACTFL national standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations

o Presentational: participate, prepare, present

2. Culture

o Gain insight

o Understand cultural practices

3. Connections

o Reinforce content of language being studied with current social practices

4. Comparisons

o Discuss the point of view of the culture being studied and their own

5. Community

o Participate in an activity

o Interact with classmates and perform

o Consult resources to obtain information

Enduring understandings/Objectives

The use of Turkish language for personal enjoyment,
encourages lifelong language

Language / Communication

Language

Functions (Do)

-Identify Traffic

signs and mode of

transportation

-Participate in

conversation to

discuss mode of

transportation

-Exchange

information about

climate

-Describe
environmental
issues
-Exchange
opinions
-Work in groups
to discuss
community
service
-Present a
community
service project
Grammatical
Structures
(Know)
-Simple Past
Tense
(affirmative,N
egative,
Question)
- Past Perfect
Tense
- Past tense
articles
- Time
expressions
Vocabulary
(Know)
- Vocabulary

related to all

sort of

transportatio

n

- Vocabulary

related to

geographical

features and

climate

-seasons

-rain, storm,

snow, snow

storm, global

warming

Culture(s)

(Know)

-Compare

social services

-Discuss what

kind of social

works are

organized in

US and Turkey

-Describe how

climate affects

people life

style

Mathematics:

Conduct a
research in
climate change
and create a
info graph
showing
climate change
and global
warming in last
20 years

Geography:

Describe the
physical
processes that
shape patterns on
Earth's surface.

Prepare a chart to
show it

Environment
and Ecology:

Identify natural
and human-made
factors that affect
water quality

Civics and

Government :

Compare and

contrast rights and
responsibilities
of citizenship in
the
community,

Learning Activities , Performances

-Students, in
pairs, study a
map of a typical
town and ask
each other
questions about
this map

-Students write
a paragraph in
response to
questions that

Teacher writes
on the board or
a blank
overhead
transparency.

1. What are the
streets like in
your
community?

2. Do you have a
driver's

license? If not,
when will you
be old enough
to get one?

What did you
(or your
parents or
guardians) do
to learn all the
driving rules?

-Teacher has
written the
following useful
vocabulary in
the target
language, on
the board or an
overhead
transparency.

cliffs,
sand,
islands,
waterfalls
, hills,
sand
dunes,
plains,
bays,
glaciers,

forests,
beaches,
valleys,
rivers,
rocks
Students, in
pairs, discuss
what they can
see in the
following places
and what they
can do there.

In the
mountains

In a desert

In the
jungle

On the
coast

On a
tropical
island

In the area
where you
live

For example:

In the

Grand

Canyon of

Arizona,
USA, we
see cliffs,
trees,
waterfalls
, valleys,
rivers and
river
beaches.
We can go
kayaking,
hiking,
climbing
and
water-
rafting.

- Unit Title

Health

Essential questions

How learning another language improves brain functions ? How to keep our body healthy? What keeps us fit and healthy?

Standards

Outcomes/Objectives/Progress Indicators:

- Discuss food, health and exercise
- Understand various perspectives on diet and health
- Discuss what things and people are like
- Give and reject advice

- Give and reject encouragement
- Express concern for someone

ACTFL national standards

1. Communication

- o Interpersonal: discuss, express, exchange work in groups
- o Interpretive: comprehend information, listen to presentations
- o Presentational: participate, prepare, present

2. Culture

- o Gain insight
- o Understand cultural practices

3. Connections

- o Reinforce content of language being studied with current social practices

4. Comparisons

- o Discuss the point of view of the culture being studied and their own

5. Community

- o Participate in an activity
- o Interact with classmates and perform
- o Consult resources to obtain information

Enduring understandings/Objectives

Interpreting spoken language is essential to good communication.

Language / Communication

Language

Functions (Do)

-expressing

feelings and

illness

-asking for and

giving advice

-inquiring about
medical support
and illness
Grammatical
Structures
(Know)
-Past Tense
(Affirmative
and Negative)
-Modals
(must, must
not , should
an should
not)
Vocabulary
(Know)
- Body parts
- Illness
- Advice
expressions
Culture(s)
(Know)
- types of get
well wishes in
the target
language
-expression of
different
health sayings

Subject Content Connections

Subject Content

Connections

(Know)

Math: Teacher

help students

to create a

health survey

and find out

teachers health

and diet habits

to prepare and

infographic

about schools

health report

Science :

Students will

create a chart

to show how

nutrition helps

keep our body

healthy

PE\Health :

Analyze

nutritional

concepts that

impact health.

Relationship of

food intake and
physical
activity
(energy
output),
Nutrient

Learning Activities , Performances

Learning Activities

, Performances

(Formative
Assessments)

(Do)

-The teacher

has prepared a

large visual of

the Food Guide

Pyramid.

(Example.) The

teacher

introduces the

foods and drinks

in the display

and asks for a

show of hands

of students who

like or dislike

the various

items. The

teacher asks
yes/no,
either/or, and
what/where
questions about
the various
items in the
visual and
encourages the
students to
respond as a
class. The
teacher asks
volunteer
students to
stand near the
display and
point to the
various foods
and drinks as
the class
discusses them.

- The students
create a list of
foods and drinks
they eat or
drink regularly
and a list of
foods and drinks

they think they should be eating and drinking.

Using these lists, the students then discuss what they know about good food habits and activities that promote good health.

-The teacher reads the following list, translated into the Target Language (TL), and the students are to indicate "thumbs-up" if the activity being described is healthy or "thumbs-down" if the activity is unhealthy.

1. I love to run!

2. I never get
exercise.

3. I participate
in sports.

4. I eat pastries
every day.

5. My friends
and I lift
weights.

6. I drink water
every day.

7. I never eat
vegetables.

They are
awful!

8. I love
spaghetti
and tomato
sauce.

9. I eat fresh
fruit once a
week.

10. I eat fresh
fruit every
day.