

UNIT TITLE Cheetah Conservation and Namibia, Africa
DESCRIPTION This unit will explore and learn about the wild cheetah, what can be done about its habitat, and the natural environment of Namibia compared to the environment of Baton Rouge, LA
GRADE LEVEL AND CONTENT AREA Kindergarten, elementary-Science, Social Studies, Language Arts, Reading, and Math
AUTHOR NAME AND SCHOOL Anne Brown-Greenbrier Elementary

SETTING

Where/When does this unit fit into your larger curriculum map? East Baton Rouge Parish schools use the Louisiana Comprehensive Curriculum which is divided into several units over the school year. Specific units that this unit will coincide with are as follows: Reading and Language arts-the students are encouraged to listen to and respond to stories, nonfiction and fiction, throughout the year and compare and write about them; Math-the students will learn about measurement and comparisons in Unit 5 which will be covered in February; Science-the students are encouraged to make observations about their environment throughout the year, we will compare living and nonliving objects in Unit 5, which will be studied in April, we will learn about variations among living things in unit 8 which will be studied in February, we will study life cycles in unit 7 which will be studied in March; Social Studies-Unit 2 discusses the World and Seasons which will be studied in October, and Unit 4 discusses Children Just Like Me which will be studied in March.
What skills and knowledge will students need before beginning this unit? Students will need to know what an animal is, that there are lots of different types of animals, to have an idea what a living object is, what a globe is, what a cat is, that humans are different from animals, that they live in Baton Rouge, that people can be different.
What are the unit goals? The goals and objectives of this unit is for students to be able to sort nonliving and living objects, compare the human body with animals, identify variations within animals, observe life cycles and observe changes, match models of baby animals with their parents, use the five senses to describe, identify the map and globe as representations of the Earth, grade level appropriate map and globe skills, describe and observe weather and seasons, know that there are other places in the world besides Baton Rouge and they can be vastly different, know that there are other people in the world and they can be vastly different, be exposed to different cultures.
What is the timeframe? The timeframe is throughout the school year.

UNIT SCAFFOLD

Enduring Understanding(s): This unit is grounded in what big idea(s)?

The big idea of this unit is to expose students to cultures people, and animals beyond the borders of the school, the city, the state, and finally the country.

Essential Question(s): What questions frame this unit and guide student inquiry?

1. Can students distinguish between a living thing and a nonliving thing?
2. Can students name some common things that are living? Can students name some common things that are nonliving?
3. Can students explain what living things need to survive?
4. Can students compare their needs to the needs of other living things?
5. Can students describe changes over the lifetime of an animal?
6. Can students explain how one's appearance changes as one grows from a baby to an adult?
7. Can students describe how animals change during their lives?
8. Can students describe how the life cycles of some animals are different?
9. Can students visually represent a life cycle using a simple time line?
10. Can students describe the land around the school?
11. Can students list places where we find water?
12. Can students identify what they see in the sky during the day?
13. Can students identify what they see in the sky at night?
14. Can students identify maps and globes and use them to identify geographical places?
15. Can students understand words indicating directionality, position, and size?
16. Can students describe the daily weather and changes in seasons?
17. Can students describe people in the school and community?

STUDENT LEARNING OBJECTIVES

What will students know?

1. The students will know what a cheetah is.
2. The students will know that cheetah are the fastest land animal.
3. The students will know what endangered means.
4. The students will know about animals that are indigenous to Namibia.
5. The students will know that Namibia is a country far away.
6. The students will know that people in the world are the same and different.
7. The students will know that there are similarities and differences between Baton Rouge and Namibia.
8. The students will know that there are similarities and differences between humans and animals.
9. The students will know what animals and humans need to survive.

What skills will students demonstrate?

1. The students will know that what cheetahs eat and be able to describe the life cycle of a cheetah.
2. The students will be able to draw and describe the cheetah's natural habitat.
3. The students will be able to find Louisiana on a globe or map and find Namibia on a globe or map.

4. The students will be able to compare Baton Rouge and Namibia.
5. The students will be able to compare humans and animals.
6. The students will be able to tell the difference between land and water on a map or globe.
7. The students will be able to recognize the flag of Namibia.
8. The students will be able to say good morning in Afrikaans.

What performance standards are addressed?

The performance standards addressed are as follows: Students will obtain basic, age-appropriate map and globe skills, students will use higher order thinking to compare animals, objects and places, students will write sentences about cheetahs and Namibia.

The performance standards addressed that are aligned with Louisiana's Comprehensive Curriculum are as follows:

Science Grade Level Expectations:

2. Pose questions that can be answered by using student's own observations and scientific knowledge (SI-E-A1)
13. Sort objects based on their properties (e.g., size, weight, and texture) (PS-E-A1)
23. Compare the human body at different stages of development. (LS-E-A3)
25. Identify easily observable variations within types of plants and animals (e.g. features of classmates, varieties of trees, breeds of dogs) (LS-E-A4)
28. Observe life cycles and describe changes (e.g., humans, dogs, insects) (LS-E-B1)
29. Match models of baby animals with their parents (LS-E-B3)

Social Studies Grade Level Expectations:

1. Identify a map and a globe as a representation of Earth (G-1A-E1)
2. Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2)
5. Identify the difference between land and water and locate both on a map or globe (G-1B-E1)
6. Describe people and places in the school and community (G-1B-E3)
18. Identify ways in which people are alike and different (H-1A-E2)

Math Grade Level Expectations:

14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)
24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E)

Language Arts Grade Level Expectations:

19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20. Create compositions by participating in shared writing experiences (ELA-2-E1)

EVIDENCE OF LEARNING: How will student learning objectives be measured?

Assessment / Performance Task / Project	Learning Objectives
Students will be able to find Louisiana on a globe, find Namibia on a globe, and compare both flags.	Knowledge: Learn that each country has its own flag and compare both flags.
	Skill: Basic map and globe skills
Materials per Class: Globe, flag of Namibia, American flag, Venn diagram; small world map	
Materials per Student: paper, crayons, pencils, markers	
Differentiation Strategy: Struggling students will receive extra help from the teacher and peer tutoring	

Assessment / Performance Task / Project	Learning Objectives
Students will be able to compare cheetahs with humans	Knowledge: Learn that even though cheetahs are animals, humans and cheetahs have a few things in common
	Skill: Comparing the human anatomy to cheetah anatomy
Materials per Class: Books on cheetahs and humans with simple pictures of their internal anatomy, Venn diagram	
Materials per Student: Paper, crayons, pencils, markers	
Differentiation Strategy: Struggling students will receive extra help from the teacher and peer tutoring	

Assessment / Performance Task / Project	Learning Objectives
The students will draw the life cycle of a cheetah	Knowledge: To know that cheetahs like humans have a life cycle
	Skill: To be know what a life cycle is and to draw it
Materials per Class: Books on cheetahs, videos of cheetah life cycles	
Materials per Student: Crayons, paper, pencil	
Differentiation Strategy Struggling students will receive extra help from the teacher and peer tutoring	

Assessment / Performance Task / Project	Learning Objectives
The students will know that Namibia culture is different from their own culture and say a word or two in Afrikaans and other languages.	Knowledge: To tell the difference between objects that can be found in Louisiana and Namibia
	Skill: To compare different cultures
Materials per Class: Artifacts from Namibia	
Materials per Student: Paper, pencil, crayons	
Differentiation Strategy Struggling students will receive extra help from the teacher and peer tutoring	

LEARNING PLAN:

Cheetahs and Namibia Lesson Plan

This unit will be referred back to and referenced the entire school year.

Day one and two

1. The class will make a KWL chart on what the students know about cheetahs, what they want to know and at the end of the year what they have learned about cheetahs.
2. The teacher will display a globe and artifacts from Namibia including pictures of the trip to Namibia this past summer.
3. The teacher will show the students where Namibia is in reference to Louisiana and discuss ways that she may have gotten there and back.
4. The teacher will show pictures of cheetahs, discuss its diet and habits.
5. The teacher will show pictures of the Namibian landscape.
6. The teacher will show a PowerPoint of her experiences highlighting the wildlife in Namibia.

Day three and four

1. The teacher will read a short book about cheetahs.
2. The class will research cheetahs.
3. The class will view a PowerPoint about cheetahs.
4. The class will view a short video about cheetahs.
5. The class will label and color the parts of a cheetah.
6. The class will discuss the habitat of the cheetah and whether or not a cheetah could live in Baton Rouge and why.
7. The class will participate in four-square writing about cheetahs.

Day five

1. The class will compare the cheetah with themselves.
2. The class will discuss and view pictures of cheetahs in various stages of life.
3. The class will discuss the cheetah being a cat and that there are other types of cats.
4. The class will compare the cheetah to other cats.
5. The class will research the cats at the Baton Rouge Zoo.

Day six

1. The class will make cheetah art.
2. The teacher will provide an outline of the cheetah.
3. The students will make their own spots by digging out an apple, dipping the apple in paint, and making the spots on the cheetah.
4. The students will compare their pictures.
5. The teacher will remind the students that, like their pictures, no two cheetahs are just alike.

Day seven

1. The class will discuss the fact that the cheetah is the fastest land animal.
2. The class will see pictures and videos of cheetahs running.
3. The class will attempt to run as fast as the cheetah.
4. The teacher will time the students as they run.

Day eight

1. The class will take a field trip to the Baton Rouge Zoo.
2. The teacher will take pictures of the different cats concentrating on the cheetah.

Day nine

1. The class will view the pictures from the zoo.
2. The class will compare indigenous Namibian animals to animals indigenous to Baton Rouge.
3. The class will create a Venn diagram comparing Namibian animals and Louisiana animals.

Day ten

1. The class will discuss what endangered means.
2. The class will discuss the fact that cheetahs are endangered and why.
3. The class will research other animals that are endangered.
4. The class will discuss ways in which they can help cheetahs.
5. The class will research the Anatolian shepherd dogs that are kept by the Cheetah Conservation Fund (CCF) and how they help.

Day eleven

1. The teacher will read a short story about Namibia.
2. The teacher will display the globe and a map of the world and point out Namibia and Louisiana.
3. The teacher will talk about her preparation for the trip to Namibia including shots, passports, flights, and packing.
4. The class will discuss languages that are used in different countries.
5. The teacher will invite a person from another country into the classroom to help illustrate how other countries speak different languages.
6. The students will learn a few words in Afrikaans and Oshiwambo.
7. The students will compare Namibian money to American money.
8. The students will compare the Namibian flag to the American flag.

Day twelve

1. The class will discuss food from other cultures.
2. The class will sample food from other cultures.
3. The class will create a dish native to Namibia.
4. The teacher will write the recipe on the board and have the class follow it step by step.

5. The class will enjoy their dish.

Day thirteen

1. The class will discuss the weather in climate in Namibia and compare it to their own.
2. The class will revisit pictures of the teacher and pay attention to the clothing she is wearing.
3. The teacher will show a globe and discuss the fact that even though it was summer in Baton Rouge, it was

Day fourteen and fifteen

1. The class will create a poster of their experiences with Namibia and cheetahs.
2. The class will share their poster and experiences with the other kindergarten classes.
3. The class will finish their KWL chart.
4. The class will put together their own PowerPoint about what they have learned.

MATERIALS AND RESOURCES

Materials

PowerPoint
Videos on cheetahs
Paper
Pencil
Crayons
Chart paper
Books on cheetahs
Books on Namibia
Food from other cultures
Food to prepare a Namibian porridge
Markers
Poster paper
Computer with internet access
Maps and globes
Artifacts from Namibia
Paint
Stopwatch
Paintbrushes
Apples

REFERENCES

Worldbook Online
CIA Factbook
Wikipedia.com
National Geographic for kids