



Global Languages Level II Scope and Sequence

Unit 1 Identity

PRIOR KNOWLEDGE

Vocabulary

Adjectives: characteristics, conditions

Nouns: school subjects, days of the month, countries,

Grammar:

Priority Verbs: to be, to have, to like, to go

Other verbs: to call, to dance, to draw, to drink, to eat, to learn, to listen, to live, to practice, to read, to run, to study, to swim, to talk, to use, to walk, to write

Adjective placement and agreement

Word order, Interrogatives

Formal and informal register

Clarifying Objectives:

NM.CLL 1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

Learning Targets	Language Chunks and Vocabulary	Check for Learning
1) I can introduce myself and others and provide details such as age, origin, family background. (Presentational)	1) My name is... What is your name? Who is s/he? His/her name is... S/he is... I am/he or she is ____ years old. Numbers for ages (of students) I am + nationality I am from country, city	1) Students present who they are to classmates. Students talk about where they are from, where they live, how old they are, and what their families are like. Students ask others to find out similar information and fill out a survey. (If students are sensitive about this topic, they may select an avatar and make up information.) Students use the survey to prepare to present information about a classmate (presentational speaking).

<p>4) I can compare and contrast an influential figure in my culture to one from the target culture.</p> <p>5) I can express my moods, feelings, or emotions in different situations and provide a limited explanation (when/why).</p>	<p>4) Is similar to...because... Is different from...because... Is just as...as... Is more/less...than...</p> <p>5) I am happy, sad, nervous, worried, tired, busy... because/when I have a lot of homework.</p>	<p>4) Students create a Venn diagram comparing and contrasting two influential figures (cultural comparison).</p> <p>Students present in writing or verbally their comparisons. (presentational speaking or writing)</p> <p>5) Students create a depiction of their moods throughout the day and week (drawings, emojis...). Then students present their moods, feelings, emotions with a limited explanation while showing their depictions.</p> <p>Another activity involves having a student present (whole class or in groups and ask listeners to illustrate. After this round of the activity ends, the presenter shares his/her depiction and students compare their depictions to check for understanding.</p> <p>Culminating assessment suggested ideas: Students create their own FB/Instagram/PowerPoint/poster/Sway etc. which includes description of themselves, likes/dislikes, family, friends, cultural comparisons.</p> <p>Students can co-present using a side by side comparison with a partner.</p>
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Unit 2: Contemporary Life

Prior Knowledge:

Vocabulary:

School courses, classroom items, ordinal numbers, social media and technology, extra-curricular activities, colors, places in the community

Grammar:

Prepositions

Present tense

Irregular and stem changing verbs

Interrogatives

Word order

Formal and informal register

Likes and dislikes

Clarifying Objectives:

NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NM. COD. 3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.

NM. CMT. 4.1 Recognize aspects of the target culture and language in the students' culture and language.

Learning Targets	Language Chunks and Vocabulary	Check for Learning
1) I can define contemporary. <i>Presentational</i>	1) Contemporary is ____ Contemporary means ____. contemporary is ____ Contemporary is not ____. Teacher provided examples such as: Contemporary is now, the same age, today, at the present time, modern, current. Life today.	1a) Teacher provides examples. Students determine if examples (pictures and descriptions) are contemporary or not contemporary. 1b) Students co-construct an answer with table peers, share-out, and class will reach consensus on a working definition (in target language).
2a) I can describe my school day, give opinions about my classes. <i>Interpersonal</i>	2a) schedules, subjects, teachers, materials that they need, opinions, comparisons, school rules, time, days of the week. Places in the school and what happens in each place.	2a) Students compare and contrast schedules with their peers (orally and in writing) Or students can interview two peers.

<p>2b) I can research and tell how my contemporaries in other countries are educated and spend their school day. <i>Interpretive</i></p> <p>3a) I can tell how I spend my time beyond the school day. <i>Presentational</i></p> <p>3b) I can share likes and dislikes about my time out of school. <i>Presentational</i></p> <p>3c) I can give, accept, and politely decline invitations. <i>Interpersonal</i></p> <p>3d) I can research and tell how my contemporaries in other countries spend their free time. <i>Presentational</i></p> <p>4a) I can identify and react to factors that enhance/detract from American teens' quality of life today. <i>Presentational</i></p> <p>4b) I can extract the big ideas about the practices, products, and perspectives that affect teen culture/community in my countries and other countries. <i>Interpretive</i></p>	<p>2b) Add in he/she/they and cultural element.</p> <p>3a) Recycle and augment vocabulary related to (school sports, hobbies, chores, work/jobs, shopping, free time, places in the community, key identifying streets and landmarks in the community)</p> <p>3b) Recycling and enhancing language for giving opinions and comparing activities.</p> <p>3c) Interrogative words, conditional phrases (would you like, would you be able to)</p> <p>3d) Third person practice with verb forms, identify cultural practices, products, and perspectives related to activities in other countries.</p> <p>4a) Identify common modes of transportation, transportation challenges, access to resources, cost of living, consumer economy, busy schedules, time, eating fast food, social media.</p> <p>4b) comparisons. (Possible suggestions include, use of social media, peer pressure for clothing and devices, neighborhoods and what students have access to,</p>	<p>2b) Students choose two countries/regions from the target culture, research the educational system(s) and write a short, summarizing paragraph</p> <p>3a) Students take a poll and rank level of interest for activities. Students interview classmates for level of interest for common, contemporary activities.</p> <p>3b) Students extend, accept, ask for more details, politely refuse invitations orally and in writing.</p> <p>3c) Students compare and contrast orally and in writing. Interview. Jigsaw reading activity with table peers. Read and comprehend a five-sentence paragraph about contemporary life in other countries.</p> <p>3d) Students will write down 4 or 5 leisure activities they think are popular in the target culture then will research to find out if these activities are popular or not.</p> <p>4a) Students name some social, financial, and environmental factors that affect the quality of life in their communities.</p> <p>4b) Students research, write, tell, and give an opinion about contemporary life today, what I like about my life, what challenges teens today face. Teacher provides a reading about one aspect of some that impacts teen lives. Students find, read, and share out information about this same aspect affecting quality-of-life in at least one target culture.</p>
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5) I can sort the events of one's day in chronological order. <i>Interpretive</i>	5) Reflexive verbs, ordinal numbers, transitional words. I wake up at..... first I take a shower, then I eat breakfast. After that I dry my hair/brush teeth/get dressed etc.	5) Students write and exchange paragraphs wherein they describe their day. Culminating Assessment: You are an exchange student doing an Interview for school paper or having a conversation with school counselor and talking about life in your home country as compared to target country. You are running for school/club president and need to convince your peers why they should vote for you/join your club.
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Unit 3: Families, Communities and Celebrations		
Prior Knowledge: Vocabulary: Family members (immediate/extended/blended), Basic Celebration Vocabulary, Party Preparation (Decorations and Gifts), Description of physical attributes and personality traits, places in the community Grammar: Possessive adjectives, the verbs “to be”, “to have”, “to like/love”, adjective agreement		
Clarifying Objectives: NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings. NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language. NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings. NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
1) I can recognize words and phrases related to childhood. <i>Interpretive</i>	1) Toys and gifts related to childhood; Activities related to childhood (to play, to collect, to ride, to share, to run, to jump, to like/love)	1) Students will identify/categorize which images are being described.

<p>2) I can describe myself as a child and include my childhood activities. <i>Presentation</i></p> <p>3A) I can identify another person and several people with a description given. <i>Interpretive</i></p> <p>3B) I can inquire and gather information about what another classmate was like in the past. <i>Interpersonal</i></p> <p>3C) I can use the information to compare myself to another student. <i>Presentation</i></p> <p>4) I can describe my favorite gift and/or toy. <i>Presentation</i></p> <p>5) I can understand a description of a party/celebration. <i>Interpretive</i></p> <p>6) I can tell where in the community people in my family used to go and what they used to do to get ready for a party/celebration. <i>Presentation</i></p> <p>7) I can describe, compare and contrast different parties/celebrations of the target culture and my own culture. <i>Presentation/Culture</i></p>	<p>2) Habitual past tense of the verb “to be” and childhood activities in the first person singular; time markers for the habitual past tense (ex. when I was a child, as a child, usually, often, everyday), descriptive adjectives.</p> <p>3A/B/C)- Descriptive Adjectives; Habitual past tense of the verb “to have” (hair styles).</p> <p>4) Colors, sizes, textures; habitual past tense of the verbs “to be” and “to have”</p> <p>5) Decorations and party preparation vocabulary (balloons, culturally relevant decorations, chores); Party food (cake, sandwiches, culturally relevant food).</p> <p>6) Specialty shops (bakery, supermarket, mall, post office), The verb “to go”, “to buy”, “to order”, “to send” (habitual past tense).</p> <p>7) Additional culturally relevant vocabulary related to celebrations.</p>	<p>2) Students will present an oral or written description of themselves as a child using personality and physical description adjectives including childhood activities.</p> <p>3A) Students will identify people who are being described.</p> <p>3B) Students will interview a classmate with a minimum of 5 questions focusing on what they were like.</p> <p>3C) Students will create a Venn Diagram comparing their childhood to that of a classmate and present findings to a small group or the class.</p> <p>4) Students will present an oral or written description of a favorite gift and/or toy.</p> <p>5) Students will match an oral or written description of parties to the appropriate pictures.</p> <p>6) Students will write a 6 to 8 sentence paragraph describing where someone used to go and what they used to do to get ready for a party. (Ex. My grandmother used to go to the bakery in order to buy a cake.)</p> <p>Culminating Assessment: 7) In a presentational mode to be determined by the teacher, students will compare and contrast their personal celebration to that of one from the target culture.</p>
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Unit 4: Navigating and Impacting the World Around Me (Global Connections and Challenges)

Prior Knowledge

Vocabulary:

places

Interrogatives

activities

expressing time

transitional words such as before, after, then, next

ordinal numbers

Grammar:

Prepositions of location

Past tense

Clarifying Objectives:

NM. CLL. 2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM. CLL 3.1 Understand the meaning of memorized words and phrases in sentences.

NH. COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

Learning Targets	Language Chunks and Vocabulary	Check for Learning
1 I can identify places in my community and communities in the target cultures. <i>Interpretive</i>	1) Teacher and student generated vocabulary Suggestions: different types of offices, specialty shops specific to the target cultures and students' cultures, monuments and points of interest	1) Students label places on a map, graph or diagram based on information that is presented either orally or in writing.
2) I can ask for and give information related to services in a community. <i>Presentational / Interpersonal</i>	2) Where can one...? How much does...cost? How far away is...? Who is...? What are the hours of operation for...? At what time...? How does one return an item? What time do you open/close? When does the movie start?	2) Students role play consumers and employees of businesses and inquire and answer about services, events, policies. This can be in the form of a performed skit that is prepared ahead of time, a spontaneous skit after being provided roles, creating an FAQ sheet for a business, or an email to a business with a response.

<p>3) I can follow directions. <i>Interpretive</i></p> <p>4) I can ask for and give directions. <i>Interpretive / presentational</i></p> <p>5) I can state where I went in the past. <i>Presentational</i></p> <p>6) I can narrate what I did in the past. <i>Presentational</i></p> <p>7) I can identify how I can help in my community. <i>Interpretive</i></p> <p>8) I can tell what I did to help in my community. <i>Presentational / Interpersonal</i></p>	<p>3) Turn Go / Continue Straight Close / far Left / right</p> <p>4) Where is ... located? How far away is...? How does one get to...? Commands</p> <p>5) How to express past tense(s) of the verb "to go" Words and phrases related to the past, such as yesterday, last week, 5 hours ago, last night Other transitional words</p> <p>6) How to express actions using past tense(s)</p> <p>7) Teacher and student generated vocabulary related to helping in the community Suggestions: vocabulary related to volunteer work; vocabulary related to recycling Planning to do</p> <p>8) Revisit/recycle past tense(s)</p>	<p>3) Students get from point A to point B when given a map and directions in the target language</p> <p>4) Mid-unit culminating assessment: Students ask for and provide directions for getting from point A to point B in either written or spoken form. <i>Possible enrichment:</i> Students request a service or task by using a command upon arriving at the destination.</p> <p>5) Students relate a series of places that they went using sequence and transition words.</p> <p>6) Students write a note to a parent/guardian telling about all of the things that he/she completed during the day.</p> <p>7) Students poll or survey their classmates to find out what are the most common activities that they engage in to help in their community. Students then create a visual representation (bar graph, pie chart, etc.) of the information that they gather.</p> <p>8) End-of-unit culminating assessment: Students narrate what they did to help others in their community. This should include as many details from the unit as possible, such as places in the community, past actions</p>
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Unit 5: Science and Technology

Prior Knowledge

Vocabulary: to create, to grow, to build, the 4 elements (earth, wind, fire, water), parts of the body, science, scientist, scientific, biology, chemistry, physics, environmental science, forensic science, nursing fundamentals, astronomy, nutrition, neurology, technology terms

Grammar: Comparisons

Clarifying Objectives:

NH.COD 3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>1) I can identify high school and college courses that fit within the realm of science and technology. <i>Interpretive</i></p>	<p>1) biology, chemistry, physics, environmental science, forensic science, nursing fundamentals, astronomy, nutrition, neurology, etc.</p>	<p>1a) Upon seeing a picture of a science classroom, students can identify the class.</p> <p>1b) Students listen to a passage about registering for classes and identify what class the student is choosing.</p> <p>1c) Students read a passage about science classes and answer comprehension questions.</p>
<p>2a) I can recognize chat acronyms and common device/technology terms from the target culture. <i>Interpretive</i></p>	<p>2a/b) terms for common devices, apps, and acronyms; internet verbs (search, upload)</p>	<p>2a) Students identify basic devices; symbols for apps, and acronyms.</p>

<p>2b) I can create a digital conversation using common acronyms from the target language. <i>Interpersonal</i></p> <p>3a) I can interpret data from a chart or graph. <i>Interpretive</i></p> <p>3b) I can give examples of how technology impacts daily life. <i>Presentational</i></p> <p>4) I can compare the cost of technology within my own culture with technology use in the target culture. <i>Presentational/Culture</i></p> <p>5) I can describe five advancements in science and or technology that have been made by people in/from the target culture(s). <i>Presentational</i></p>	<p>2a/b) terms for common devices, apps, and acronyms; internet verbs (search, upload)</p> <p>3a/b) Pros & cons; superlatives;</p> <p>How many apps do you have downloaded? Which do you use most frequently? How much time do you spend? What doesn't your device do that you wish you had (I would like to have...)?</p> <p>Top tech resources and digital-self learning tools for global language classrooms and how to use them.</p> <p>What is your favorite app and why? What is your least favorite app? Why?</p> <p>4) More, less, free, expensive, unlimited, pay-per-minute, cost, the plan, taxes, salaries, spender vs. saver comparisons, superlatives</p> <p>5) Simple past tense; simple factual statements; dates; demographic information about scientists as relevant, positive change</p>	<p>2b) Students generate a list of commonly used acronyms from the target language and create some of their own. They then text with a peer using the new acronyms for the duration of the lesson.</p> <p>3a) Students read and interpret information from graphs and charts about issues related to technology use. (Access, types of devices, different apps etc.)</p> <p>3b) Using the sample graphs as a model, students make their own chart/graph showing how much time they spend online each day, using social media, and face-to-face interactions vs. Online interactions. They compare social media use with other classmates. They generate a list of pros and cons of socializing through devices and face-to-face.</p> <p>4) Students are given a technology budget and they determine how they need to allocate their funds to maintain their preferred habits online if they were living in the target culture.</p> <p>5) Students identify the innovation/achievement with the inventor & country and tell 3-5 ways society has been improved as a result.</p>
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<p>6a/b) I can identify and describe large-scale disasters that most impact the target culture(s) and tell how technology helps people in a disaster. <i>Presentationa</i></p> <p>7a) I can identify the UN's 17 sustainable development goals. <i>Interpretive</i></p> <p>7b) I can identify and research ways that I can have a positive impact on one of the UN's goals. <i>Interpretive</i></p> <p>7c) I can present information about key institutes and organizations in the USA & in the target countries that address my group's goal area. <i>Presentationa</i></p>	<p>6a.b) hurricanes, flood, flooding, earthquakes, volcanos, avalanche, drought, tornadoes, forest fires, famine, viruses, etc.; pandemic; Richter Scale, category of storm; water, air, fire, earth; blood stream; naming of hurricanes; percentage; relocation; hospitalization Simple past tense</p> <p>7a) See https://sustainabledevelopment.un.org/?menu=1300 UN chart for 17 goal areas written in the target language; Basic conditional expressions (I would, could, would like, it would be great to, should + infinitive);</p> <p>7b) first, second, another issue... to help, aid, population, situation, increase, decrease.</p> <p>7c) student and teacher generated vocabulary that is goal specific</p>	<p>6a) Students match countries with common disasters, match disaster with consequences. Students create a class poll (which would you least want to experience and why).</p> <p>6b) In small groups, students research a disaster that happened in the target culture, gathering details. Students then present about the disaster; one student can be a newscaster and others can be survivors or eyewitness and tell what happened. Students teach the language for their disaster to the class and find video footage of the disaster.</p> <p>7a) Each student or pairs of students make a mini poster for one of the UN's sustainable development goals with a hashtag.</p> <p>7b) Students add to the poster 3 steps towards progress in the goal area (see UN document).</p> <p>7c) Students collaborate with a small group to research ways we could have a positive impact and present using a SWAY, Nearpod, or other technology to the class. Possibly pose a service-learning project/activity.</p>
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Unit 6: Beauty and Aesthetics

Prior Knowledge

Vocabulary:

Verbs: To see, to draw, to paint, to act, to build etc.

Grammar: Likes and dislikes in present and past tense, opinions (I think, I prefer, I believe, in my opinion)
Comparatives (as many as, more than, less than, as _____ as.

****Note to teachers.** This unit can be taught as a stand alone or elements of it can be interwoven with any of the other units.

Clarifying Objectives:

NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

NH. COD 1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>1) I can analyze how my culture influences the way I define beauty. <i>Interpersonal</i></p> <p>2) I can compare perceptions of beauty in my culture with perceptions of beauty in the target culture(s). <i>Presentational/Interpersonal</i></p>	<p>1) Colors, shapes, physical characteristics. I like this because... This object is beautiful because it... There are many reasons why I think this object is pretty/ugly...</p> <p>2) I am beautiful because.... I think _____ is beautiful/valuable because... Many people admire _____ but I feel _____</p> <p>Although this _____ is nice, I like _____ more because.....</p> <p>I believe _____ is _____, however.....</p> <p>Why do you think people in _____ like _____?</p>	<p>1) Students look at a picture/object and discuss why they do or do not find it beautiful.</p> <p>2) Students create a Piktochart with pictures of things/people and things about themselves they find beautiful. The chart will include descriptive words and phrases to go along with the pictures.</p> <p>Teachers provide students with a set of pictures of people/things which are representative of the target culture and the cultures of the students in the classroom. Students work in groups to discuss which things they think are beautiful/admirable and explain why. They ask their peers questions about things they find beautiful.</p>

<p>3) I can investigate and discuss different modes of artistic expression <i>Presentation</i></p>	<p>3) Painting/ architecture/dance theatre/music, photography, film, fashion is one of my favorite modes of expression because....</p> <p>I liked this argument because it was.....(strong, interesting, fascinating, informative, persuasive, etc.)</p>	<p>3) Teachers ask students to make a list of different forms of art and rank them from favorite to least favorite. Students compare their list with a peer and defend their preferences. Using Google Voice (or similar) students justify which forms of art they prefer and why.</p> <p>Students choose their favorite form of art and then try to persuade others why their choice is preferable during a classroom debate. Audience take notes, judge whose argument was most persuasive and explain why.</p>
<p>4) I can identify famous artists/ musicians/authors/designers etc. in the target culture and compare them with famous artists/musicians/authors/designers from my culture. <i>Presentation</i></p>	<p>4) Professions (artist, fashion designer, etc.)</p> <p>Products of the profession: a painting, a movie, etc.</p>	<p>4) Students choose an artist from a list given to them by the teacher. They then research the artist and find an artist from their own culture and compare how the artists are similar or different via essay, PowerPoint, or video presentation.</p>
<p>5) I can trace the design of buildings in my community to ancient architectural structures from the target culture. <i>Interpretive</i></p> <p>6) I can infer where different songs, instruments and dances come from based on their musical style. <i>Interpretive</i></p>	<p>5) Parts of a building (roof, doors) Different types of buildings/structures, shapes and architectural styles (gothic, Romanesque, etc.)</p> <p>6) Instruments, musical genres, dance styles.</p>	<p>5) Students complete a project (PowerPoint etc) telling what the most beautiful buildings in the world have in common.</p> <p>6) Students listen to samples of music from different countries as well as different genres of music (tango, jazz, hip hop, salsa) and try to match the song with its country of origin.</p>

<p>7) I can analyze and infer meaning and connections with literature from the target culture. <i>Interpretive</i></p>	<p>7) Literary terms (character, plot, rising action, setting, denouement etc.)</p>	<p>7) Students study a literary work/poem/fable/musical lyric from the target culture, answer basic comprehension questions and participate in a guided class discussion.</p> <p>Culminating Activity Options:</p> <p>Students write a simple autobiography highlighting things about themselves they value.</p> <p>Students create a work of art and describe their creative process or opinion about their creation.</p> <p>Students write a poem, song, or fable and participate in a classroom poetry café.</p>
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