

Global Languages **Elementary Scope and** Sequence 2nd grade

4 Units

Learning Targets	Language Chunks and Vocabulary	Check for Learning			
Unit 1 Clarifying Objectives:					
Students will learn vocabulary about breakfast, lunch and dinner					
Students will review family vocabulary					
Students will learn the names of different foods in the target language.					
Students will learn about healthy and unhealthy foods in their own culture and the target culture.					
1) I can understand simple words and common phrases	1) Sit down. Raise your hand. Come sit on the carpet	Students will be able to understand and appropriately respond to common classroom phrases.			
2) I can count in the target language	2) Vamos a contar! Let's count. Numbers 1-50?	2) Students will be able to count to 50 in the target language. They will understand simple verbal commands.			
3) I can identify colors in the target language.	3) What color is this? What is your favorite color?	3) Students will be able to respond to simple questions about colors. They can create a color wheel with colors written in the target language.			
4) I can talk about the members of my family	4) Review words for mother, father, siblings etc.	4) Students can draw a family tree and write the names of the people in their family in the target language.			
5) I can use polite and causal greetings	5) Greetings, questions and farewells in both formal and informal language.	5) .Students will look at pictures either as a class or in groups and decide whether to use formal or informal language with the person in the picture			
6) I can remember the words for the days, months and seasons in the target language	6) Today is Tomorrow will be Yesterday was It is spring/fall	6) Students will be able to tell the day of the week, the month and the season in the target language.			

Unit 1: Let's Eat!

	Unit 2: Plants and Nature				
Learning Targets	Language Chunks and Vocabulary	Check for Learning			
Unit 2 Clarifying Objectives:	rocabalary				
Students will learn about different plan	ts in their own culture.				
Students will compare plants in their c	ulture and the target culture.				
Students will learn about jungles, land	scapes and forests in the target cul	lture.			
Students will learn about different insects in their own culture and the target culture.					
1) I can name the different plants in my community.	1) Tree, shrub, grass, leaves, flowers etc.	1) Students will fill in the blanks to label different kinds of plants.			
		Nearpod lesson or PowerPoint about plants and why they are importan			
2) I can use simple words to describe plants.	2) Recycle adjectives, colors, add new vocab (pretty, fragrant, forest,)	2) Students will look at the drawings of their classmates and talk about families.			
3) I can understand and use simple words to talk about how plants grow.	3) Root, seed, water, soil, sun	3) Students will each be given a seed and plant care for and grow their plant.			
4) I can identify what plants are like in different countries.	4) Forests, jungles, rain forest, savannah, bamboo etc.	. 4) Using a poster, Power Point or diorama students will create a jungle, forest etc. from a target country and label the plants in the target language.			
5) I can name different insects found in my community and the target culture.	5) Bug, insect, spider	5) Students add insects to their poster/diorama. Students will create a model or drawing of different insects.			

Unit 3: Weather and Seasons							
Learning Targets	Language Chunks and Vocabulary	Check for Learning					
Unit 3 Clarifying Objectives:	Vocasaiaiy						
Students will learn about the different seasons and weather.							
Students will learn about climate in the target culture.							
Students will learn about the differ	Students will learn about the differences between seasons in the southern and norther hemispheres.						
*Students will learn about how clir	mate change affects weather.						
1) I can understand the names of the seasons and different kinds of weather in the target culture.	1) Review seasons, months and add weather.	Students look at pictures of different seasons and identify them verbally or in writing.					
2) I can use simple words to describe the seasons in my community and in the target culture.	2) Hot, cold, rainy, snowy, chilly etc.	2) Students can verbally respond to questions in the target language about weather in their community and in the target culture.					
3) I can identify the northern and southern hemispheres and compare differences in seasons.	3) Directional words, equator, country names (review) globe, When it is summer here, it is winter in Today it is cold in but it is warm in	3) Using a map of the world, students will label the hemispheres, the equator and when given prompts by the teacher will comparisons between weather in different parts of the world.					
4) I can use simple words and phrases to talk about weather events.	4) In North Carolina we can have hurricanes. Snow storm, typhoon, tsunami, tornado. Rainbow, lightning	4) Students can create their own pinwheel, bottle/water demonstration, create snowflakes. Using the snowflakes, contruction paper etc. students can create a different weather event in each corner of the classroom.					

	Unit 4: Animals of Afric	ca			
Learning Targets	Language Chunks and Vocabulary	Check for Learning			
Unit 4 Clarifying Objectives:	Vocasulary				
Students will learn about the kinds of animals live in different climates.					
Students will learn about the animals that live in the different climates of Africa.					
Students will learn about what	at animals eat and how they live) <u>.</u>			
**Ideas for enrichment Stude	nts will learn about how plants a	and animals interact.			
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1) I can say the names of different animals found in the climates around the world.	Student and teacher generated list.	1) Students will match the names of animals in the target language with a picture of the climate where they live.			
2) I can identify animals that are found in the different countries and climates of Africa.	2) Lions, elephants, hippos, cheetah etc.	2) Students will choose or be assigned an African country. They will research what animals are found in the country then draw a picture of 5 animals and write one word in the target language that describes the animal.			
3) I can compare and contrast animals that live in Africa to the animals in my community.	3) In Kenya there are lions but in North Carolina there are no lions. There are different kinds of snakes/insects in Rwanda and in North Carolina.	3) Students work in groups or pairs. Each group is given pictures of different animals from Africa and the U.S. They will use simple words and phrases to make comparisons of the animals.			
4) I can use simple words to talk about animals who eat plants and animals who hunt.	4) Hippos only eat plants. Monkeys east mostly fruit and some insects and lizards!	4) . Students will draw pictures of different animals and plants and label them in the target language.			