



Global Languages
Level I Scope and Sequence
 176 Instructional Days
 6 Units

Unit 1: Identity		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 1 Clarifying Objectives: NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings. NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas. NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.		
<p>1) I can explain what proficiency and performance are and how they affect language learning.</p> <p>2) A. I can give reasons to learn another language.</p> <p>B. I can set my own language goals for this semester.</p> <p>C. I can use and understand high frequency words and phrases in the classroom used by students and teachers. <i>Interpretive</i></p>	<p>1) A. Proficiency</p> <p>B. Performance (Interpersonal, Interpretive, Presentational)</p> <p>2) A. Student created list</p> <p>B. Class grading scale My goal is/are...</p> <p>C. I don't understand. Can I please get a drink? Can I please use the bathroom? May I borrow a pencil/pen? Listen. Please sit down. Raise your hand. Other teacher & student created words and phrases.</p>	<p>1) A. Students decide whether the characteristics described measure performance or proficiency.</p> <p>B. Students classify sample assignments under the correct performance category.</p> <p>2) A. Students create a Venn diagram of language learning as it benefits themselves, their community or both.</p> <p>B. Students write their language goals down and share with a classmate. Make a measurable goal (certain # of vocabulary terms or communication skills).</p> <p>C. Students demonstrate understanding by using target language appropriately.</p>

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<p>3) A. I can identify where in the world the target language is spoken. <i>Interpretive/cultural</i></p> <p>B. I can identify where in the US the target language is widely used.</p> <p>C. I can compare and contrast unique sounds and writing systems in L1 and L2.</p> <p>4) I can say hello and goodbye to a variety of people. <i>Presentational</i></p> <p>5) I can introduce myself and ask for another person's name. <i>Interpersonal</i></p> <p>6) I can give my age and ask for someone else's age. <i>Interpersonal</i></p> <p>7) I can state where I'm from and ask another person where they're from. <i>Interpersonal</i></p>	<p>3) A. Names of target language countries/capitals or important cities</p> <p>B. Names of US cities/communities where target language is widely used</p> <p>4) Hello/Goodbye Common greetings and responses Common farewells and responses Cultural gestures</p> <p>5) My name is... What is your name? Who is s/he? His/her name is... S/he is...</p> <p>6) I am _____ years old. Numbers for ages (of students)</p> <p>7) I am + <i>nationality</i>. I am from + <i>place</i>.</p>	<p>3) A. Students list the countries/capitals or important cities where the target language is spoken.</p> <p>B. Using a map, students circle cities/communities where the target language is spoken.</p> <p>C. Students complete a graphic organizer which shows similarities and differences in spoken and written language between L1 and L2.</p> <p>4) A. Students match greetings to a variety of people.</p> <p>B. Students listen to/read quick excerpts of encounters with people and tell which of them are greetings and which are farewells.</p> <p>C. Students are divided into formal and informal roles. Students greet and say farewell to each other based on the role of the person they are assigned.</p> <p>5) A. Students are randomly given a culturally appropriate name and go around the room asking each other their names and recording responses.</p> <p>B. Students introduce a classmate to another classmate.</p> <p>6) A. Students ask and tell ages to classmates as part of social interaction and as part of filling out forms.</p> <p>B. Students assume the identity of a famous person from the target culture and guess, tell, and compare ages (this task will open the range of numbers beyond the ages in the classroom).</p> <p>7) Students ask and tell classmates their nationality, where they are from, and chart it on a map. (If students are sensitive about this topic, they may select an avatar and make up information.)</p>

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<p>8) I can give my contact information and ask another for their contact information. <i>Interpersonal</i></p> <p>9) I can describe likes and dislikes and ask another what s/he/they like or don't like. <i>Presentational</i></p> <p>10) A. I can use adjectives to describe my personality and the personality of others.</p> <p>B. I can use adjectives to describe my physical characteristics and the characteristics of others. <i>Presentational</i></p> <p>11) I can identify and describe my family members and explain their relationship to me. <i>Presentational</i></p> <p>12) I can talk about my friends and other important people in my life. <i>Presentational</i></p>	<p>8) Where are you from? My phone number is... My social media is... My email address is.... My Instagram is... You can call me/email/text me at...</p> <p>9) I like (don't like) / I prefer... Do you like ...? Colors My favorite color is _____. <i>Possible Option for Enrichment</i> S/he/They like...</p> <p>10) A. (To be) I am ... You are ... S/he is ...</p> <p>B. (To be/To have) I am tall. She has red hair. Other teacher and student created words/phrases</p> <p>11) Family members (actual or student created) My family includes... In my family we have... S/he is my... There is/There are ____ in my family. Age of family members Characteristics of family members</p> <p>12) My best friend is... S/he likes/doesn't like... S/he is...</p>	<p>8) Students assume the identity of a famous person from a target culture.</p> <p>9) Students present information to express likes and dislikes.</p> <p>10) A. Students write and present descriptions of themselves and/or others.</p> <p>B. Students read/listen to descriptions of people and identify them.</p> <p>11) Students create and then present information about a family tree (actual or student created).</p> <p>12) Using a social media platform, students create a description of their best friend. This should include: likes and dislikes, activities, personality traits, physical description, etc.</p>

Unit 2: The World Around Me		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 2 Clarifying Objectives: NL.CLL.2.2 Understand the meaning of simple, spoken greetings, words and phrases when accompanied by visual clues and/or prompts as needed. NL.COD.1.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.		
<p>1A) I can associate people and places with their location. <i>Interpretive/cultural</i></p> <p>1B) I can locate and label on the map countries & capitals where the target language is spoken <i>Interpretive/cultural</i></p> <p>1C) I can state the location (GPS, directional) of countries, capitals, important landmarks and other locations of the target culture. <i>Interpretive/cultural</i></p> <p>2) I can act in a culturally appropriate manner when greeting someone from the target culture. <i>Interpersonal/cultural</i></p> <p>3A) I can identify the season of target countries based on geographic location and month of the year. <i>Interpretive</i></p> <p>3B) I can ask and answer questions about the weather in my community and compare it to weather in the target country/ies. <i>Interpersonal</i></p> <p>4) I can research and give an actual forecast for a city from the target culture and compare it to local forecast.</p>	<p>1A) They speak _____ in _____. The capital of _____ is _____</p> <p>1B/C) prepositions and numbers - _____ is next to _____. - _____ is north of _____.</p> <p>2) greetings and leave takings with appropriate gestures Words of politeness (please, thank you, etc.)</p> <p>3A) The seasons and months</p> <p>3B) Numbers 1-100 and weather terms What is the weather like? What is the temperature? Is it hot today? Is it cold? Recycle: Colors</p> <p>4) Days of the week The phrase "it is going to" <i>For enrichment:</i> Do I need an umbrella? Do I need a jacket/raincoat?</p>	<p>1A) Students assume the identity of a famous person from a target culture and ask each other where they are from. 1B) Given a blank map, students label the countries, capitals, important landmarks and other locations.</p> <p>1C) Students answer questions regarding the location of countries, etc. to each other using prepositions and directional terms. 2) Given a scenario, students perform a skit where they will greet and leave each other using culturally appropriate language and manners.</p> <p>3A) Using a map and a calendar, students identify the season.</p> <p>3B) Using different visuals (maps, cultural artwork, pictures, weather reports), students have a conversation about the weather and temperature in different countries and regions.</p> <p>4) Students create a 7 day forecast showing the weather and temperature for a city in the target culture and locally.</p>

Unit 3:A Typical School Day		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 3 Clarifying Objectives: NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places and things. NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.		
1) I can identify classes at school. <i>Interpretive</i> 2) I can identify the supplies that I need at school. <i>Interpretive</i> 3) I can tell and ask which items I need for school/class. <i>Interpersonal</i> 4) I can list my class schedule and name each teacher. <i>Presentational</i> 5) I can describe/give my opinion regarding the class and the teacher. <i>Presentational</i> 6) I can ask another student about his/her classes, schedule and teachers. <i>Interpersonal</i> 7) I can compare my schedule with a classmate's and explain how each is similar or different. <i>Interpretive</i> 8) I can recognize how my schedule is different from a student's schedule in a target country and give my opinion. <i>Cultural/Interpretive</i>	1) Student-generated school subjects 2) Student-generated school supplies 3) I need... Do you have...? 4) I have... Telling time Times of day (i.e. morning, afternoon) Days of the week Adverbs of sequence (first, then, next, finally) Ordinal numbers His/her name is... 5) Student-generated descriptions (e.g. boring, interesting, fun, difficult, easy) 6) What classes do you have? What is your opinion about...? At what time do you have...? 7) (Another student) has... but I have I also have.... 8) I like... I don't like... I prefer... <i>(recycled)</i>	1) Students listen to a conversation or read a passage and identify classes mentioned. 2) Students listen to a script and look at two different pictures of backpacks and determine which backpack is being described. 3) Students work in pairs to ask and answer questions about school supplies. 4) Students create a chart listing their classes and teachers. They then use the chart to write a few sentences/paragraph about their schedule. 5) Students orally or in writing present their opinions of their classes and teachers. 6) Students pair up and ask and answer questions about their schedules. 7) Students share their schedule charts and create sentences making comparisons. 8) Given a school schedule from a target country, students answer questions regarding their opinions and preferences.

Unit 4:Extra Curriculars and Sports		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>Unit 4 Clarifying Objectives:</p> <p>NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.</p> <p>NM.CLL.3.1. Use memorized words and phrases in presentations on familiar topics such as likes, dislikes, emotions, every day activities and immediate surroundings.</p> <p>NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games and media from the target culture.</p>		
<p>1) I can identify sports that are popular in my community and the target language culture. <i>Interpretive</i></p> <p>2) I can identify activities and hobbies done during free time. <i>Interpretive</i></p> <p>3) I can compare my preferences regarding sports and extracurriculars to those of the class. <i>Interpersonal</i></p> <p>4) I can talk about sports and hobbies that I do during a typical week. <i>Presentational</i></p> <p>5) I can tell places where activities and/or sports occur. <i>Presentational</i></p>	<p>1) Student-generated sports</p> <p>2) Student-generated hobbies and activities</p> <p>3) -I like __, but <u>(another student)</u> likes/prefers __ more/less. Me too. Me neither.</p> <p>4) I <u>(do an activity)</u> on <u>(day of the week)</u>. <i>Focus on the present tense of regular verbs, adding in irregular verbs, as needed.</i></p> <p>5) Student-generated sports & extracurricular activities locations (gym, beach, mountains, library, park) <u>Activity</u> is at/in/on <u>location</u>. I <u>(do an activity)</u> in/at/on the _____. [Example: I play basketball in the gym.]</p>	<p>1) Given a graphic organizer (Venn diagram, 4 square), students sort and group vocabulary into categories (indoor, outdoor, team, individual, with/without a ball)</p> <p>2) Students listen to people talk about their extracurricular activities and identify which activities they hear.</p> <p>3) Students work in pairs or groups to share their hobbies and discover commonalities.</p> <p>4) Students write and/or talk about the sports and hobbies they do during a typical week.</p> <p>5) Using pictures, groups of students choose a subject, a sport or hobby and a location and create sentences.</p>

Unit 4:Extra Curriculars and Sports		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>6) I can identify when someone does a sport or activity. <i>Interpretive</i></p> <p>7) I can ask and give information about when, where and with whom I do activities and sports. <i>Interpersonal</i></p> <p>8) I can ask and answer questions about why I do my activities and sports to a classmate and make comparisons. <i>Interpersonal/Presentational</i></p> <p><i>Possible target for enhancement</i></p> <p>9) I can categorize articles of clothing for a specific event. <i>Interpretive</i></p>	<p>6) Review of: In the (seasons) / On (days of the week) / At (time) / In the morning, afternoon, at night Other frequency phrases</p> <p>7) I (<u>action</u>) at (<u>location</u>) with (<u>whom</u>) at (time). What do you do in your free time? When do you ____? Where do you ____? With whom do you ____?</p> <p>8) Teacher generated vocabulary (fun, boring, it's healthy, interesting, necessary) Why do you ____? I ____ because... He/she ____s because... They ____ because... We ____ because... I like/don't like ____ because... I love ____ because...</p> <p>9) Student-generated clothing vocab. Student-generated events (e.g. Prom, a job interview, school) I/He/she wears...</p>	<p>6) Using the pictures and sentences from #5, students listen to a sentence and find the correct subject, hobby/sport and location.</p> <p>7) Students survey their classmates asking what they do in their free time, with whom, when and where.</p> <p>8) Using the surveys from #7, students will ask why their classmates do their activities and sports. Students will create sentences making comparisons based on the surveys.</p> <p>9) Using pictures and matching vocab, students decide which clothes are most appropriate for different events</p>

Unit 5:A Typical Day at Home		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 5 Clarifying Objectives: NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics such as likes, dislikes, emotions, every day activities and immediate surroundings. NM.CLL.1.2. Use memorized responses to simple questions, statements, commands or other stimuli.		
<p>1A) I can identify typical parts of a home. <i>Interpretive</i></p> <p>1B) I can label a house based on a description. <i>Interpretive</i></p> <p>1C) I can describe my ideal house with key features. <i>Presentational</i></p> <p>1D) I can compare homes from the target culture to homes in my own culture. <i>Presentational/Cultural</i></p>	<p>1A) Student-generated rooms of the home First floor, second floor Garden, patio, basement, garage</p> <p>1B) Prepositions</p> <p>1C) Review numbers and colors Teacher generated furniture My/Our house has _____ My/Our house is located _____ The room has _____ The _(furniture)_____ is _____ _____(room) is ____ (preposition) _____. _____(furniture) is ____ (prep) ____.</p> <p>1D) In my culture we have... In (target country) they have...</p>	<p>1A) Students will label a picture with the rooms and areas of a house.</p> <p>1B) Students will listen or read a description of a house and label the rooms on a blank outline.</p> <p>1C) Students will create their ideal house (drawing, pictures, PowerPoint) and write a description of their dream home.</p> <p>1D) Spot the difference: Students will look at pictures from rooms in their own culture and rooms from the target culture and identify 5 differences and present their findings to the class in the target language.</p>

Unit 5:A Typical Day at Home		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>2) I can identify typical chores and activities done in a home. <i>Interpretive</i></p> <p>3) I can explain where I perform certain tasks in the home. <i>Interpersonal</i></p> <p>4) I can ask for permission to do an activity and understand when permission is granted or refused. <i>Presentational</i></p> <p>5) I can issue an invitation, request additional information and accept or refuse an invitation. <i>Interpersonal</i></p>	<p>2) Student-generated activities (e.g. to take care of..., do homework, watch tv, sleep, feed, wash dishes/clothes, clean, am ... of, lead, am in charge of..., help)</p> <p>3) I must I have to I need I want I plan to Recycle rooms of the house</p> <p>4) May I? I would like... Can I? Is it okay if...? (e.g. to play soccer, to go to the movies, to do a task/chore later) Recycle activities from Unit 1 Yes, if... No way Of course Out of the question Just this time</p> <p>5) Would you like to...? How about...? Can you...? No, I'm sorry. I have to... I don't have time. I'd like to. I'd prefer... At what time? Where? Recycle interrogative words</p>	<p>2) Students can act out or point to pictures depicting common chores. Students can listen to or read a story about a family doing chores and answer comprehension questions.</p> <p>3) Using a graphic organizer depicting the rooms of a house or cards with pictures/words students will tell a partner which chores they do in each room.</p> <p>4) Students will fill in missing information in a dialogue between a parent and a child. (Comic, paragraph, dialogue)</p> <p>5) Students create invitations and invite their classmates to attend an event. Students can accept, request more information or politely decline.</p> <p>Culminating Task Suggestions:</p> <p>1) Role play--parent/child</p> <p>2) Pair talk-peer/peer invitation</p> <p>3) Listening comprehension</p>

Unit 6: Food and Family Traditions		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
Unit 6 Clarifying Objectives: NM.CMT.2.2 Infer meaning from familiar texts by using visual cues...that reflect the target culture. NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture. NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines. (Healthy living and exercise)		
<p>1) I can identify words and expressions related to breakfast, lunch and dinner <i>Interpretive</i></p> <p>2A) I can tell what I eat for each meal at home or schools. <i>Presentational</i></p> <p>2B) I can compare what I typically eat for breakfast, lunch and dinner to typical meals in the target culture. <i>Presentational</i></p> <p>3A) I can identify proper meal etiquette in the target culture. <i>Interpretive</i></p> <p>3B) I can tell what my ideal meal would be at a restaurant and demonstrate proper etiquette when ordering and eating. <i>Presentational</i></p>	<p>1) Teacher generated list of common foods from our community. Giving opinions: Good, delicious, disgusting, not bad, excellent, etc.</p> <p>2 A) For breakfast I eat.... For lunch I drink.... For dinner I order.... I prefer.....for a snack Recycle I like... I don't like...</p> <p>2B) I eat...for breakfast In (target country) they eat... We eat...for lunch but in (target country) they eat...</p> <p>3A) Place setting vocabulary utensils, plates, cups etc. typical in the target culture. Student generated vocabulary.</p> <p>3B) I would like.... please I will have.... please Could you please bring me/us... How much is... How much does...cost? Do you have any....? What would you recommend?</p>	<p>1) Students will compare a meal from their own culture to a meal in the target culture.</p> <p>2A) Students will create a meal plan for the week and then write a grocery list based off their meal plan.</p> <p>2B) Provide students with a list of authentic breakfast, lunch and dinner foods from the target culture and have them compare it to their typical meals.</p> <p>3A) Students are shown pictures of place settings and asked to identify and name different items and cultural differences.</p> <p>3B) Students are given a menu with prices and a budget. They order a meal based on their budget.</p>

Unit 6: Food Holidays and Traditions		
Learning Targets	Language Chunks and Vocabulary	Check for Learning
<p>4) I can tell what I do, with whom, and where during our family celebrations and ask others about theirs. <i>Interpersonal</i></p>	<p>4) On the weekend During the holidays My family and I like (to) ...because... Together I go..., We go..., My family goes... <i>Student-generated places</i> (e.g. park, restaurant, church, mall, store) <i>Example:</i> I never ____ at ____.</p>	<p>4) Students write simple descriptions of one of their family's traditions or create a picture to represent the tradition. Students ask their partner about his or her family's traditions and celebrations.</p>
<p>5) I can express which celebrations and traditions are most important to me and why. <i>Interpersonal</i></p>	<p>5) I prefer... Is it important? What is important? It is more/less important (than...) because... It is important to me because...</p>	<p>5) Students create a list of their most important family traditions and then ask a partner questions about his/her list. Students then work together to create a final common ranking of both students' traditions from least to most important in their lives. Be sure to give reasons why a tradition is important to you</p>