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| Guilford County Schools Logo |  | Global Languages**Elementary Scope and Sequence**6th Grade*5 Units* |

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| **Unit 1: Introduction to Language and Culture** |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 1 Clarifying Objectives:****Students will learn basic phrases, colors, numbers and they will learn where in the world the target language is spoken.**  |
| **1)** I can understand simple words, commands and common phrases in the target language. **2)** I can count in the target language**3)** I can identify colors in the target language.**4**) I can say the alphabet in the target language. **5)** I can identify places in the world where the target language is spoken**6**) I can understand the words for the days, months and seasons in the target language | **1)** Sit down. Raise your hand. Come sit on the carpet….**2)** Vamos a contar! Let’s count. Numbers 1-10**?**  **3)** What color is this? What is your favorite color? **4)** What are the letters of the alphabet? How are they the same as English? How are they different? **5)** Countries and capitals, major cities, continents.**6)** Today is….Tomorrow will be….Yesterday was….It is spring/fall … | **1)** Students will be able to understand and appropriately respond to common classroom phrases**.** **2)** Students will be able to count to 20 in the target language. They will understand simple verbal commands. **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)** Students will be able to identify letters of the alphabet in target language. For Chinese, students will be able to understand the differences between writing in Chinese and writing in English. **5)** Students will be able to identify places where the target language is spoken**6)** Students will be able to tell the day of the week, the month and the season in the target language.  |

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| **Unit 2: Sports and Hobbies** |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 2 Clarifying Objectives:** **Students will be able to talk about things they like and dislike.** **Students will be learn about sports in their own culture and the target culture.** **Students will be able to talk about hobbies/sports that are their favorite and why.**  |
| **1)** I can name sports and hobbies in the target language. **2)** I understand that there are different kinds of hobbies and pastimes in different countries. **3)** I can learn about people my age in the target language and what some of their interests might be. **4)** I can analyze information about differences and similarities between my culture and the target culture.  | **1)** Student generated list of sports, hobbies**2)** I like….I don’t like…My friend enjoys…**3)** Teenagers in \_\_\_\_\_ often…Students in my community enjoy and students in the target community…**4)** Question words. What is different about….? How are people in other countries….? Where do people often….? | **1)** Students can draw and label pictures of things that interest them **2)** Students will research a country in the target culture and create a graph of the most popular sports, hobbies or pastimes. **3)** Students will learn about influential people and compare them to someone they know from their own family. .**4)** Teachers will provide different texts (in English) about sports/hobbies/pastimes in the target culture and have students answer questions and analyze how/why different cultures enjoy different things.  |

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| **Unit 3: What do I want to be?** |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 3 Clarifying Objectives:****Students will learn about different jobs and careers.** **Students will learn about jobs in the target culture.** **Students can compare jobs and education in their community and the target culture.**  |
| **1)** I can understand the names of various jobs/careers in my community**2)** I can compare jobs in my community with jobs in the target language. **3)** I can use short, memorized phrases to describe what I’d like to do when I grow up. **4)** I can compare a job I would like to have with a job a classmate would like to have. **5)** I can match jobs with their descriptions.  | **1)** In my community people work at…My (mom, uncle, cousin) does (\_\_\_\_\_) for a living. **2)** Student generated list of jobs**3)** I would like to be…I would like to work…I think I will do…**4)** I want to be a….but \_\_\_\_wants to be a….I would rather work as a….but \_\_\_\_would rather work as a… **5)** Using student generated list of jobs teachers will give students key vocabulary words about each job.  | **1)** Students can point to the appropriate picture of a worker when prompted by the teacher in the target language. **2)** Working in groups, students will research common jobs in their communities and then create charts/graphs to demonstrate who does what job. **3)** Students will fill in the blanks of a short paragraph to express two or three things they think they’d like to do when they grow up. **4)** Students will take a poll in class and determine which jobs are most and least popular.**5)** Teacher will read aloud certain job descriptions and students will guess what job they are describing.  |

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| **Unit 4: The World Around Me** |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Unit 4 Clarifying Objectives/Essential Questions:****Students will learn about climate, weather plants and animal species in countries where the target language is spoken.** **.**  |
| **1)** I can understand climate and weather in different countries **2)** I can identify animals that are found in different countries. **3)** I can compare and contrast animals indigenous in the southeastern U.S. with those in the target country. **4)** I can identify plants found in countries where the target language is spoken**5)** I can understand how some plants are made into food and medicine in countries where the target language is spoken | **1)** Climate, weather, various geographical features, . **2)** Alpacas, yaks, panthers, llamas etc. **3)** Animal vocabulary cnt’d.In North Carolina there are…… but in Peru there are……SpeciesMammals, reptiles etc. **4)** Students/teacher generated list of plants and adjectives (colors, leaves, flowers, seeds, etc.) **5)** rain forest, medicinei.e. Cortisone comes from wild yams. Much of the world’s coffee is grown in…. | **1)** Students will work in groups and assigned a different country where the target language is spoken. They will research the climate, geography, and environmental factors. They will create a presentation (teacher choice) to demonstrate what they have learned. **2)** Students will work in the same groups to learn about the animals in the target country and create a poster board with ideas about how they think climate and geography impact animal life..**3)** Students will create a graphic with brief descriptions of animals in their own and the target culture. **4)** Using a Nearpod or Kahoot students will review vocabulary associated with plants found in other countries. **5)** Working in small groups, students will create a presentation highlighting one or two crops/medicines etc from the target cultural |

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| **Unit 4:The World Around Me** |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Opportunity for enrichment****6**) I can understand how different weather patterns effect what plants grow in countries where the target language is spoken.   | **6)** Climate, energy from the sun, rainfall amounts, soil | **6)** Students will create a label a chart highlighting two or three plants found in Spain or South America and explain the water cycle or the process of photosynthesis. |

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| **Unit 5: Contemporary Life**  |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Essential Questions:** **I****How have we adapted our environment with technology?** **How does technology influence what we value as a culture?****How might what we value in our own cultures be different in other cultures?**  |
| **1)** I can use memorized words and phrases to describe how many people in my class have cell phones. **2)** I can do research to compare how many students my age have phones in a country where the target language is spoken. **3)** I can justify reasons that technology is good/can be harmful**4)** I can identify common meals and meal times in my own culture and the target culture**5)** I can identify healthy and unhealthy foods in my community | **1)** Review numbers. Some of my friends have phonesMost of my friends have phones**2)** In my class \_\_\_ have phones but in (target culture) \_\_\_\_ have phones.**3)** prefixes and suffixes that give clues about a word’s meaning (mal, bien) and how those words can give clues about meanings of words in English**4)** Student/teacher generated list of foods common to student and target cultures **5)** Fruits, vegetables, sugar, sodas.  | **1)** Students will create a graph showing the percent of students in the class who have phones. They will also create a chart that shows the ratio of **2)** Students will create a chart or graph comparing the ratio of students with phones in their own communities with students who have phones in the target community**3)** Students will read (with scaffolds) arguments for and against technology and then analyze each argument. **4)** Students will learn about common foods and meal time traditions from the target culture then discuss similarities and differences between themselves, their classmates and other cultures**5)** Students will create a menu plan for the week that has healthy foods and present their menu to the class/group |

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| **Unit 6: Art and Music** |
| **Learning Targets** | **Language Chunks and Vocabulary** | **Check for Learning** |
| **Clarifying Objectives/Essential Questions:** **What kinds of art do I like? Who are some of the artists I admire? Who are some artists that I can learn more about?** |
| **1)** I can identify different art forms from my own community and the target culture**2)** I can learn about artists from the target culture**3)** I can create art that reflects my own culture, heritage and interests**4)** I can research and make decisions about different kinds of art and different artistic mediums.  | **1)** paintings, music, sculpture, poetry, visual arts, performing arts**2)** Fiction, non-fiction, historical fiction genres**3)** I am interested in \_\_\_\_\_ because….. \_\_\_\_\_**4)** Synonyms for simple words. Ex. Resonates rather than “like” eminent rather than “famous” | **1)** Students will research and identify some of their favorite types of art and choose a musician/artist to research. **2)** Based on their research students will create a presentation about one of their favourite artists from their own or the target community. **3)** Students will create then describe their art using simple words and phrases from the target language**4)** Students will create and curate their own museum including art from their own community and the target culture. They will take notes on different pieces/genres of art and explain their personal connection to each piece in their museums.  |