

Brazilian Scope & Sequence Template (2022)

This unit is an overview of the skills and content covered in each class/instructional level. It provides an overview of the length of time (scope) and the particular order (sequence) in which key content will be taught.

Scope & Sequence

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Date Revised:		Revised by:	







Introduction

Your Unit will benefit from an introduction that includes:

- The purpose and intention of the S&S
- How the S&S was developed (i.e. a study tour in Brazil, lectures, school visits, etc.)
- The number of instructional levels in the program, how they are divided, and where this level fits in
- Why the unit topics were chosen and why units are sequenced as they are
- Expectations for teachers (e.g., what is required and what is optional; expectations for differentiation; etc.)
- Level Benchmarks that articulate what students should know and be able to do by the end of the instructional level (programs may use/adapt the level-specific standards from Arizona state standards)
- Citation of any resources that were used or borrowed from in the development of the S&S.

Unit 1 K-2- Immigration- Luis

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Unit Topic/Title</p> <ul style="list-style-type: none"> - frame titles around topics relevant to the grade level and related to other content areas (e.g., arts, climate, civics/current events/social studies, sci. and tech., health, literature, workforce prep. etc). - aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit 	<p>Immigrant Communities: <i>Why do people migrate?</i></p> <p>Unit 1 Objective: We will be able to explain why people and events shaped the way we live today.</p> <p>Students will be able to draw and write about why people move to live in a different country.</p>	<p>Immigrant Communities: <i>What is a community?</i></p> <p>Unit 1 Objective: We will be able to explain why people and events shaped the way we live today.</p> <p>Students will be able to draw and write about why people move to live in a different country.</p>	<p>Immigrant Communities: <i>Transportation</i></p> <p>Unit 1 Objective: We will be able to explain why people and events shaped the way we live today.</p> <p>Students will be able to draw and write about why people move to live in a different country.</p>	<p>Immigrant Communities: <i>Jobs in the community</i></p> <p>Unit 1 Objective: We will be able to explain why people and events shaped the way we live today.</p> <p>Students will be able to draw and write about why people move to live in a different country.</p>	<p>Immigrant Communities: <i>Early immigrant jobs</i></p> <p>Unit 1 Objective: We will be able to explain why people and events shaped the way we live today.</p> <p>Students will be able to draw and write about why people move to live in a different country.</p>
<p>Time</p> <ul style="list-style-type: none"> - indicate the estimated time required to complete the lesson 	45 minutes	30 minutes	45 minutes	30 minutes	45 minutes
<p>Rationale</p> <ul style="list-style-type: none"> - explain why this unit topic is important for students 	<p>People immigrate to other countries all the time. In this Unit, students learn the different reasons why people decide to move even though it is very hard to leave home behind.</p>	<p>People immigrate to other countries all the time. In this Unit, students learn the different reasons why people decide to move even though it is very hard to leave home behind.</p> <p>Today, students will learn that moving to another country is not only a difficult decision. The act of traveling to a new place can sometimes be very difficult and even dangerous.</p>	<p>People immigrate to other countries all the time. In this Unit, students learn the different reasons why people decide to move even though it is very hard to leave home behind.</p> <p>Today, students will learn about communities. It is important to recognize that every community has places that are very important to meet everyone's needs.</p>	<p>People immigrate to other countries all the time. In this Unit, students learn the different reasons why people decide to move even though it is very hard to leave home behind.</p> <p>Today, students will learn that every person plays an important role in a community. The roles people play are determined by the jobs they choose to have.</p>	<p>People immigrate to other countries all the time. In this Unit, students learn the different reasons why people decide to move even though it is very hard to leave home behind.</p> <p>Today, students will learn that jobs in the 1700's might have looked very different to what jobs look like today. Students will talk about the differences between the jobs of long ago and the jobs today.</p>
<p>Essential Questions (optional)</p> <ul style="list-style-type: none"> - include "open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking." (Wiggins and McTighe, 2013) 	Why do people leave home to go live in a different country?	How do people move to another country if they live on the other side of the ocean?	What is a community?	Why are jobs important in a community?	Why are jobs important in a community?
<p>Unit Outcome / Culminating Assessment</p> <ul style="list-style-type: none"> - describe in a few sentences the desired outcome, focusing on the 	Students will be able to write about why people decide to leave a place they call home, in order to go live far away in another country.	Students will be able to identify at least two modes of transportation people use to migrate to another country. SS01-S1C3-05. Compare the way	Students will be able to differentiate between rural and urban communities. SS01-S1C3-05. Compare the way people lived in Colonial times	Students will be able to describe why it is important that every person does their job in a community. SS01-S1C3-05. Compare the way	Students will be able to describe why it is important that every person does their job in a community. SS01-S1C3-05. Compare the way

<p><i>central and end products students will use to show their learning (and understanding of the content topic) when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology</i></p>	<p>SS01-S1C3-05. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>with how people live today (e.g., housing, food transportation, school).</p>	<p>people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>
<p>Key Student Materials</p> <ul style="list-style-type: none"> <i>list authentic and relevant resources (links to texts, photos, ppts, videos, websites, podcasts...) that students will read, listen to, or view</i> <i>include digital sources and attend to representations of different cultures/perspectives</i> <i>provide context</i> <i>include ideas to support differentiation</i> 	 <p>Old School, New School</p>  		  		<p>Links to videos describing the different jobs immigrants performed in the 1700's</p> <p>Farmer: worked the land</p> <p>Blacksmith: worked with metals</p> <p>Carpenter: worked with wood</p> <p>Cook: made food</p> <p>Candle maker: made candles</p> <p>Shoe Maker: made shoes</p>

Unit 2- K-2- Biomes of Brazil- Maria






The focus of this unit is on helping students understand phenomena through systems and system models: Ask questions, and define problems and look for possible solutions.

Arizona Life Science Standards:

1.L2U2.7 Crosscutting Concepts & Background Information for Educators Develop and use models about how living things use resources to grow and survive; design and evaluate habitats for organisms using earth materials.

1.L4U3.11 Ask questions and explain how factors can cause species to go extinct.

2.L2U1.9 Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.

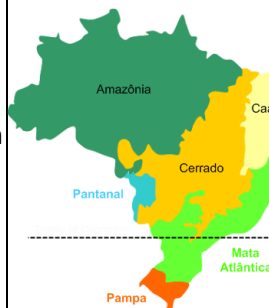
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	
<p>Unit Topic/Title</p> <p><i>frame titles around topics relevant to the grade level and related to other content areas (e.g., arts, climate, civics/current events/social studies, sci. and tech., health, literature, workforce prep. etc).</i></p> <p><i>aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit</i></p>	<p>Eco Art Ricardo Nauemberg exhibit</p> 	<p>Introduction to Biomes of Brazil</p> 	<p>Amazonia: Forest and rain</p>  <p>Amazon Rainforest</p>	<p>Cerrado: Plain grasslands</p>  <p>Cerrado</p>	<p>Mata Atlantica: Forest and humidity coming from the ocean</p>  <p>Atlantic Forest</p>	
<p>Time</p> <p><i>indicate the estimated time required to complete the lesson</i></p>	30 min.	30 min.	30 min	30 min.	30 mi.	
<p>Rationale</p> <p><i>explain why this unit topic is important for students</i></p>	<p>This unit topic is important because Eco Art is a contemporary form of environmental art created by artists who are concerned about local and global environmental</p>	<p>This unit topic is important for the students because it is the introduction to the big picture "Biomes of Brazil". I would like the students to recognize the importance of</p>	<p>This unit topic is important for the students because the Amazonia biome is the largest forest formation on the planet. 60% of Brazil is covered by the Amazonia.</p>	<p>This unit topic is important for the students because the Cerrado biome is made up of grasslands, Savannas and dry forests. It is the second largest biome</p>	<p>This unit topic is important for the students because the Atlantic Forest is composed of a series of ecosystems with very different structures and composition of</p>	

	<p>situations. It brings people together around an environmental cause.</p>	<p>nature and wildlife. At the same time, it will enhance our respect for the natural world and the environment.</p>		<p>behind the Amazon in South America. It covers around 21% of territory in Brazil and is located in the highlands of central Brazil.</p>	<p>flowers, as well as the climatic characteristics of the region where it occurs, having as a common element the exposure to the humid winds that blow from the ocean. Most of the Brazilian population live in this area.</p>	
<p>Essential Questions (optional)</p> <p><i>include “open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking.” (Wiggins and McTighe, 2013)</i></p>	<p>What is the meaning of Eco Art? Who is Ricardo Nauember? Why Ricardo Neuember created the exhibit Biomes of Brazil?</p>	<p>What is a biome? Which are the 7 biomes of Brazil?</p>	<p>What are the characteristics of the Amazonia biome?</p>	<p>What are the characteristics of the Cerrado biome?</p>	<p>What are the characteristics of the Mata Atlantica or Atlantic Forest biome?</p>	
<p>Unit Outcome / Culminating Assessment</p> <p><i>describe in a few sentences the desired outcome, focusing on the central and end products students will use to show their learning (and understanding of the content topic)</i></p> <p><i>when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology</i></p>	<p>Students will be able to demonstrate understanding of the concept Eco Art. With help and support the students will be able to read, analyze, and listen to the definition of Eco Art in order to advance their understanding of the natural world.</p> <p>Students will show their learning by</p>	<p>Students will be able to demonstrate understanding of the concept “Biomes”. With help and support the students will read, analyze, and listen to the definition of “biome”. In order to advance their understanding of the concept they will write a short definition and color code a map of Brazil with all the biomes</p>	<p>Students will be able to identify the characteristics of the Amazonia biome. With help and support the students will read, analyze, and listen to the an informative text and listen to a informative video of the Amazonia. In order to advance their understanding the students with the help of the teacher</p>	<p>Students will be able to identify the characteristics of the Cerrado biome. With help and support the students will read, analyze, and listen to the an informative text and listen to a informative video of the Cerrado biome. In order to advance their understanding the students will show their learning by creating Bubble</p>	<p>Students will be able to identify the characteristics of the Mata Atlantica. With help and support the students will read, analyze, and listen to the an informative text and listen to a informative video of the Mata Atlantica. In order to advance their understanding the students will show their learning by creating Bubble</p>	

discussing and reading the definition of Eco Art, looking at examples, and watching a video. The students will write on their Biomes of Brazil journal the definition with an illustration. The students will learn who is Ricardo Nauenberg and why he created an exhibit about biomes of Brazil in Porto Alegre. The students will write 1-3 sentences about the exhibit of Ricardo Nauenberg after watching a video and they will identify in a Brazil map where Porto Alegre is.

[Assessment: Exit Ticket](#)

that the country has. Students will glue their map on their Biomes of Brazil Journal.



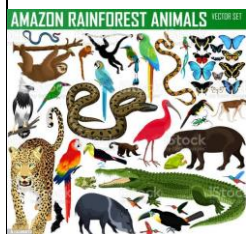
Students will show their learning by creating a list with all the biomes and reading every word.

1. Amazonia
2. Cerrado
3. Mata Atlantica
4. Caatinga
5. Pampa
6. Pantanal
7. Marine

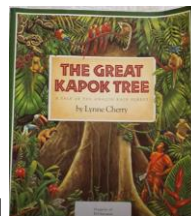
The teacher will read aloud "Chuva de Manga"

Students will identify in which biome the story takes place in addition to an analysis of the story.

will create a a list of important facts of the Amazonia. The students will write the list on their interactive note book and illustrate them. The teacher will present the read aloud "The Great Kapok Tree" Students will identify in which biome the story takes place in addition to an analysis of the story.



The teacher will read

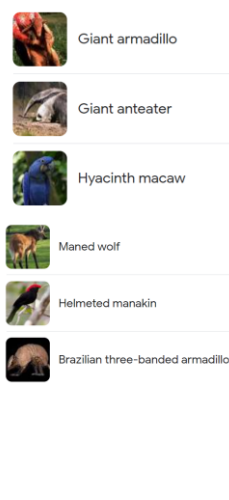


Students will identify in which biome the story takes place in addition to an

map with some of the characteristics of cerrado. The students will write a list of the animals that live in Cerrado on their interactive notebook and illustrate them.

animals / Brazil / Cerra

From sources across the web



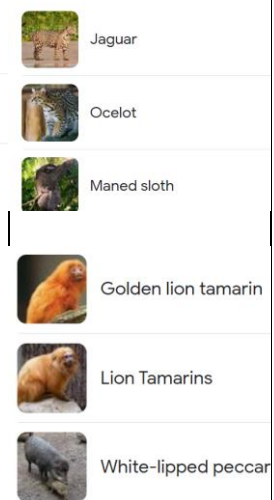
The teacher will read aloud "Uma luz inesperada" Students will identify in which biome the story takes place in addition to an analysis of the story.

[Assessment: Exit Ticket](#)

map with some of the characteristics of cerrado. The students will write a list of the animals that live in the Mata Atlantica on their interactive notebook and illustrate them.


animals / Brazil / Atlar

From sources across the web








The teacher will read aloud "A Floresta" Students will identify in which biome the story takes place in addition to an analysis of the story.

[Assessment: Exit Ticket](#)

		Assessment: Exit Ticket	analysis of the story. Assessment: Exit Ticket			
Key Student Materials <i>list authentic and relevant resources (links to texts, photos, ppts, videos, websites, podcasts...) that students will read, listen to, or view</i> <i>include digital sources and attend to representations of different cultures/perspectives</i> <i>provide context</i> <i>include ideas to support differentiation</i>	Slides Lesson 1 https://ecoartdatabase.org/en/showcase/	Slides Lesson 2 https://www.youtube.com/watch?v=0fb8143ndo8 https://www.youtube.com/watch?v=mV0yBN8qE_A	Slides Lesson 3	Slides Lesson 4 https://www.youtube.com/watch?v=d8y1HNfqRE https://www.youtube.com/watch?v=YIBMfYesPOA	Slides Lesson 5 https://www.google.com/search?q=atlantic+forest+brazil+animals&bih=462&biw=1024&rlz=1C1GCEB_enUS93 https://docs.google.com/document/d/1qugRQ4A8AsDcZ26quF6M6JREP5sVxqsOwGLb4F_wTmk/edit https://www.youtube.com/watch?v=Mf9T4HedzXk	
	 Interactive notebook https://www.youtube.com/watch?v=Awkz7rcl2ow					

Unit 2- K-2- Biomes of Brazil- Maria

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Unit Topic/Title <i>frame titles around topics relevant to the grade level and related to other content areas (e.g., arts, climate, civics/current events/social studies,</i>	Caatinga: Tupi word that means "white vegetation"	Pampa: Plains with araucaria forest	Pantanal: Flooded plains	Marine: 8,500 km of coast line	Conclusion: Create Eco Art, with pictures of the art pieces create a mural.

<p>sci. and tech., health, literature, workforce prep. etc).</p> <p>aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit</p>	 <p>Caatinga</p>	 <p>Pampas</p>	 <p>Pantanal</p>		
<p>Time</p> <p>indicate the estimated time required to complete the lesson</p>	<p>30 min.</p>	<p>30 min.</p>	<p>30 min</p>	<p>30 min.</p>	<p>30 mi.</p>
<p>Rationale</p> <p>explain why this unit topic is important for students</p>	<p>This unit topic is important for the students because the Caatinga is the only exclusively Brazilian biome, which means that a large part of its biological heritage cannot be found anywhere else on the planet.</p>	<p>This unit topic is important for the students because the flat plains of the Gaucho plains and plateaus and the soft-wavy reliefs are colonized by pioneering species that form an open savanna vegetation.</p>	<p>This unit topic is important for the students because the Pantanal is an alluvial plain influenced by rivers that drain the basin of the Upper Paraguay, where it develops a fauna and flora of rare beauty and abundance.</p>	<p>This unit topic is important for the students because the Brazilian marine biome is located on the "Marine Zone of Brazil", the continental shelf biotope, and presents several ecosystems.</p>	<p>This unit topic is important for the students because it is the conclusion to the unit and the students will create art to demonstrated what they have learned.</p>
<p>Essential Questions (optional)</p> <p>include "open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking." (Wiggins and McTighe, 2013)</p>	<p>What are the characteristics of the Caatinga biome?</p>	<p>What are the characteristics of Pampas biome?</p>	<p>What are the characteristics of the Pantanal biome?</p>	<p>What are the characteristics of the marine biome?</p>	<p>What kind of Eco Art we can produce?</p>
<p>Unit Outcome / Culminating Assessment</p> <p>describe in a few sentences the desired outcome, focusing on the central and end products students will use to show their learning (and understanding of the content topic)</p>	<p>Students will be able to identify the characteristics of the Caatinga. With help and support the students will be able to read, analyze, and listen to</p>	<p>Students will be able to identify the characteristics of the Pampa. With help and support the students will be able to read, analyze, and listen to</p>	<p>Students will be able to identify the characteristics of the Pantanal biome. With help and support the students will be able to read, analyze, and listen</p>	<p>Students will be able to identify the characteristics of the Marine biome. With help and support the students will be able to read, analyze, and listen</p>	<p>Students will create and show their learning by creating Eco Art and presenting their projects.</p> <p>Examples:</p>

when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology

the definition of the Caatinga biome. In order to advance their understanding of the natural world (biomes) of Brazil.

Students will show their learning by creating a Bubble map with the facts about the Caatinga biome after watching a video and reading an informational note created by the teacher. The students will write on their Biomes of Brazil journal a list of plants and animals of this biome with illustrations.

Plants:

1. Mandacaru
2. prickly pear
3. cochineal cactus
4. xique-xique

Animals:

1. indigo macaw
2. blue macaw.
3. Lear's macaw



4. Spix's macaw
5. kerodon

the definition of Pampa biome . In order to advance their understanding of the natural world (biomes) of Brazil.

Students will show their learning by creating a Bubble map with the facts about the Pampa biome after watching a video and reading an informational note created by the teacher. The students will write on their Biomes of Brazil journal a list of plants and animals of this biome with illustrations.

Plants:

1. grass
2. cattails
3. water lillies
4. reeds

Animals:



Pampas fox



Brazilian guinea pig



Southern long-nosed armadillo



Flamarion's tuco-tuco

to the definition of Pantanal biome . In order to advance their understanding of the natural world (biomes) of Brazil.

Students will show their learning by creating a Bubble map with the facts about the Pantanal biome after watching a video and reading an informational note created by the teacher. The students will write on their Biomes of Brazil journal a list of plants and animals of this biome with illustrations.

Plants:



Water hyacinth



Aizoaceae

Animals:

1. Hyacinth Macaw.

to the definition of Pantanal biome . In order to advance their understanding of the natural world (biomes) of Brazil.

Students will show their learning by creating a Bubble map with the facts about the Pantanal biome after watching a video and reading an informational note created by the teacher. The students will write on their Biomes of Brazil journal a list of plants and animals of this biome with illustrations.





Plants:

1. Brazilian water weed.



2. Green algae



	<p>6. Res-nosed mouse</p> <p>Students will be able to listen and comment the read aloud “O Silencio da Agua”</p> <p>Assessment: Exit ticket</p>	 <p>Molina's hog-nosed skunk</p> <p>Students will be able to listen and comment the read aloud “The Biggest Flower in the World” by Jose Saramago</p> <p>Assessment: Exit Ticket</p>	 <p>Hyacinth macaw</p> <ol style="list-style-type: none"> 2. Capybara 3. Jaguar 4. Maned Wolf 5. Jabiru stork 6. Giant otter <p>Students will be able to listen and comment the read aloud “The Biggest Flower in the World” by Jose Saramago</p> <p>Assessment: Exit Ticket</p>	<p>Animals:</p> <ol style="list-style-type: none"> 1. Pink dolphins 2. Manatees 3. Aratu crab 4. Batfish 5. Blue Dragon fish  <ol style="list-style-type: none"> 6. Oah fish 7. Sea turtle 8. Reidi Seahorse <p>Assessment: Exit Ticket</p>	 <p>Assessment: Display of Eco Art for the school community</p>
<p>Key Student Materials</p> <p><i>list authentic and relevant resources (links to texts, photos, ppts, videos, websites, podcasts...) that students will read, listen to, or view</i></p> <p><i>include digital sources and attend to representations of different cultures/perspectives</i></p> <p><i>provide context</i></p> <p><i>include ideas to support differentiation</i></p>	<p>Slides Lesson 6</p> <p>https://www.youtube.com/watch?v=tAnVlqmKodA</p>	<p>Slides Lesson 7</p> <p>https://www.youtube.com/watch?v=dArKVWU71pM</p> <p>https://docs.google.com/presentation/d/1VYwY_02IGUGK3ipz4YFqrtUqemF0eHNDZpuzTQIMMlg/edit#slide=id.g13e5069a4ff_0_39</p>	<p>Slides Lesson 8</p> <p>https://www.youtube.com/watch?v=jxHqOFe98xY</p> <p>https://www.youtube.com/watch?v=ey6CrCp1urA</p>	<p>Slides Lesson 9</p> <p>https://www.youtube.com/watch?v=Lq9frGBbw2w</p>	<p>Slides Lesson 10</p> <p>https://www.youtube.com/watch?v=7Vp0892MjEw</p>

Unit 3- K-2- Music, Food, Dance and Sports - Sean

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Unit Topic/Title</p> <p><i>frame titles around topics relevant to the grade level and related to other content areas (e.g., arts, climate, civics/current events/social studies, sci. and tech., health, literature, workforce prep. etc).</i></p> <p><i>aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit</i></p>	<p>It's a Small World: Let's Travel to Brazil <i>Geography, Flags</i></p> <p>Unit 3 Objective: We will be able to demonstrate our understanding of different cultures by analyzing pictures, using maps, comparing traditions and writing about our own customs. Students will be able to demonstrate their understanding of other cultures by comparing and contrasting. Teacher will build suspense and excitement by advising students they will be "traveling" to an exciting new place. (Teacher can arrange the student seats in the format of an airplane configuration to mimic flying.) Students will be given a blank map of the world. With guidance from the teacher, students will identify North America and South America. Students will color each continent. Teacher will lead a discussion on</p>	<p>It's a Small World: Let's Travel to Brazil <i>Music & Dancing</i></p> <p>Unit 3 Objective: We will be able to demonstrate our understanding of different cultures by analyzing pictures, using maps, comparing traditions and writing about our own customs. Students will be able to demonstrate their understanding of other cultures by comparing and contrasting. In this lesson, the focus will be on comparing and contrasting the music and dancing of the Gaucho and Ballet Folklorico. Students will also participate in discussions about the different types of dancing they are familiar with, what music they listen to with their families. By the end of the lesson the students will write 4 sentences about the music and dancing of the Gaucho. The writing will be a shared writing with the teacher leading, modeling</p>	<p>It's a Small World: Let's Travel to Brazil <i>Food & Traditions</i></p> <p>Unit 3 Objective: We will be able to demonstrate our understanding of different cultures by analyzing pictures, using maps, comparing traditions and writing about our own customs. Students will be able to demonstrate their understanding of other cultures by comparing and contrasting. Students will be able to show what they know by writing about what they have learned. In this lesson, the focus will be on traditional food and drinks of Brazil. The students will be discussing (whole class and with partners) what they eat and drink with their families. Teacher will lead the discussion by talking about what s/he eats and drinks traditionally with their</p>	<p>It's a Small World: Let's Travel to Brazil <i>Sports</i></p> <p>Unit 3 Objective: We will be able to demonstrate our understanding of different cultures by analyzing pictures, using maps, comparing traditions and writing about our own customs. Students will be able to demonstrate their understanding of other cultures by comparing and contrasting. Students will be able to show what they know by writing about what they have learned. In this lesson, the focus will be on the popular sports of Brazil. The students will be discussing (whole class and with partners) what sports are popular in the U.S.A. as well as what sports are popular in the country they moved to the U.S. from. Students will talk about what sports they play with their</p>	<p>It's a Small World: Let's Travel to Brazil <i>Travel Brochures</i></p> <p>Unit 3 Objective: We will be able to demonstrate our understanding of different cultures by analyzing pictures, using maps, comparing traditions and writing about our own customs. Students will be able to demonstrate their understanding of other cultures by comparing and contrasting. Students will be able to show what they know by writing about what they have learned. This lesson is the cumulative project for the students. After a quick review of what they have learned, students will take what they know and answer the question, "Why visit Brazil?" by creating a brochure. The teacher will guide the student over the course of</p>

	<p>the difference between a continent, country and state. Students will watch a brief two minute video labeling the seven continents. Teacher will introduce the key vocabulary: culture, country, unique https://kids.britannica.com/kids/browse/dictionary</p> <p>Students will learn about the Brazilian Flag and what each color symbolizes. Students will create their own Brazil flags. Students will discuss the stars on the U.S. flag and the stars on the Brazilian flag. Students will read the following text whole group along with the teacher. Students will annotate key details. https://kids.nationalgeographic.com/geography/countries/article/brazil#:~:text=use%20is%20prohibited,-Brazil%20is%20the%20largest%20country%20in%20South%20America%20and%20the,country%20except%20Chile%20and%20Ecuador.</p> <p>SS01-S4C2-03. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics</p> <p>SS01-S4C4-01. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied</p> <p>SS01-S4C1-02. Identify characteristics of maps and globes: a) compass rose; b) symbols; c) key/legend</p> <p>SS01-S4C1-06. Locate Arizona on a map of the</p>	<p>and using sentence starters.</p> <p>The lesson has multiple engaging videos of the Gaucho dancing as well as Ballet Folklorico.</p> <p>The key vocabulary words for these lessons are: unique, culture and traditional https://kids.britannica.com/kids/browse/dictionary</p> <p>Students will read about Ballet Folklorico. Students will annotate the text for key details. Use the portions of this article to fit the needs of your classroom: https://files-overturecenter.s3.amazonaws.com/835a5f1e529a6a845766e8502ff919ba/201819_ov_balletfolklorico_resourceguide.pdf</p> <p>SS01-S4C2-03. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics</p> <p>SS01-S4C4-01. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied</p> <p>SS01-S4C1-02. Identify characteristics of maps and globes: a) compass rose; b) symbols; c) key/legend</p> <p>SS01-S4C1-06. Locate Arizona on a map of the United States</p> <p>The second lesson will introduce the following vocabulary words which will be used throughout the unit: unique, culture, traditions</p>	<p>family.</p> <p>By the end of the lesson, the students will write three to four sentences about the traditional food and drink of Brazil. The writing will be opinion writing. The students will use a thinking map to plan their writing. The students and teacher will use a Tree Map for organizing their thoughts. The writing will be a shared writing with the teacher leading, modeling and using sentence starters. The lesson incorporates both short articles and images to support a variety of abilities in the classroom. The lesson will also use engaging videos. The key vocabulary words for these lessons are: unique, culture and traditional https://kids.britannica.com/kids/browse/dictionary</p> <p>SS01-S4C2-03. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics</p> <p>SS01-S4C4-01. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied</p> <p>SS01-S4C1-02. Identify characteristics of maps and globes: a) compass rose; b) symbols; c) key/legend</p> <p>SS01-S4C1-06. Locate Arizona on a map of the United States</p>	<p>families, where they play sports, why they like the sports that they do, what sports their families watch at home. Teacher will lead the discussion by talking about what sports s/he enjoys and/or played growing up. The writing will be informational writing. The students will use a thinking map to plan their writing. The students and teacher will use a Tree Map to plan their summary informational writing about the sports of Brazil. The writing will be a shared writing with the teacher leading, modeling and using sentence starters. The lesson incorporates both short articles and images to support a variety of abilities in the classroom. The lesson will also use engaging videos. The key vocabulary words for these lessons are: unique, culture and traditional https://kids.britannica.com/kids/browse/dictionary</p> <p>SS01-S4C2-03. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics</p> <p>SS01-S4C4-01. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied</p> <p>SS01-S4C1-02. Identify characteristics of maps and globes: a) compass rose; b) symbols; c) key/legend</p> <p>SS01-S4C1-06. Locate Arizona on a map of the United States</p>	<p>several days in the planning and making of a brochure. Students will be given sentence starts, teachers will model and students will be encouraged to draw in order to provide opportunities for all learners.</p> <p>Students can either use paper to write and draw about Brazil or use their laptops (Google slides) to create a brochure.</p> <p>SS01-S4C2-03. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics</p> <p>SS01-S4C4-01. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied</p> <p>SS01-S4C1-02. Identify characteristics of maps and globes: a) compass rose; b) symbols; c) key/legend</p> <p>SS01-S4C1-06. Locate Arizona on a map of the United States</p>
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	<p>United States</p> <p>The first lesson will introduce the following vocabulary words which will be used throughout the unit: unique, folk, traditional, culture, geography, country, state</p>				
<p>Time</p> <p><i>indicate the estimated time required to complete the lesson</i></p>	<p>2 days</p> <p>Day 1: Kick Off, reading the National Geographic Article, annotating text</p> <p>Day 2: Compare & Contrast U.S. Flag and Brazilian Flag (colors and the meanings)</p> <p>45 minutes for each lesson</p>	<p>2 days</p> <p>Students will review the objective and essential question</p> <p>Teacher will go over the agenda</p> <p>Students will be introduced to three vocabulary words.</p> <p>Students will participate in a discussion about their family traditions</p> <p>Students will watch a video of the Gaucho dance</p> <p>Students will read and annotate a short text about Gaucho</p> <p>Students will watch a video of Ballet Folklorico</p> <p>Students will read and annotate an article about Ballet Folklorico</p> <p>Students will use thinking maps to plan their writing</p> <p>Students will write four sentences about what they learned</p> <p>Students will reread their drafts the next day</p> <p>Students will create a drawing to support their writing and understanding</p> <p>All reading of the articles will be whole group with the teacher modeling and helping students highlight key details</p> <p>The writing is a Shared Writing with the teacher using sentence starters and using voluntary responses from students</p> <p>45 minutes for each lesson</p>	<p>2 days</p> <p>Students will review the objective and essential question</p> <p>Teacher will go over the agenda</p> <p>Students will be introduced to three vocabulary words.</p> <p>Students will work with partners in a fun and engaging activity in which they plan a special Brazilian meal.</p> <p>Teacher can print the slides with the pictures of the food.</p> <p>Teachers can also allow the students to use their laptops to research and find images to draw and write about their planned Brazilian meal.</p> <p>Students will compare and contrast the food they learn about to the foods they eat at school and the foods that they eat at home.</p> <p>This lesson helps strengthen their commonalities with people from other cultures and countries.</p>	<p>1 day</p> <p>Students will review the objective and essential question</p> <p>Teacher will go over the agenda</p> <p>Students will be introduced to three vocabulary words.</p> <p>The teacher will lead a rich discussion on the sports of Brazil. Students will talk with partners about the sports that they are interested in, and participate in with their family and friends.</p> <p>Students will read and listen to a short audio of one of the best soccer plays of all time from Brazil.</p>	<p>3 days</p> <p>Students will review the objective and essential question</p> <p>Teacher will go over the agenda</p> <p>Students will be introduced to three vocabulary words.</p> <p>Students will listen and read about the topics they learned earlier in the lessons.</p> <p>Students will work alone or with a partner to create a brochure about traveling to Brazil.</p> <p>Students will reflect on all the lessons by talking with the teacher and peers about the essential question.</p>

<p>Rationale</p> <p><i>explain why this unit topic is important for students</i></p>	<p>The first 2 days will be introducing students to the concepts of culture, traditions and geography. Students will gain a better understanding of the similarities and differences that they have with people from another country. The lessons will begin with a broader introduction to geography (What is a map? How are maps useful? What countries do you know?) The unit will transition from a broad focus (geography, basic terms) to a narrow focus on Brazilian culture.</p>	<p>Students will gain a better understanding of the similarities and differences that they have with people from another country. Students will be making text to self connections Students will be making text to text connections Students will be making text to world connections</p>	<p>Students will continue to broaden their understanding of Brazilian culture by reading and writing about popular foods in Brazil. These lessons will all help support the students for their cumulative project. Students will begin to think about the world around them and the commonalities that they have with people that live across the globe.</p>	<p>Students will continue to broaden their understanding of Brazilian culture by reading and writing about popular sports in Brazil. These lessons will all help support the students for their cumulative project. Students will continue on their journey to widen their understanding and build empathy towards people from other parts of the world as they realize how much they have in common with each other.</p>	<p>Students will now use their skills to review and reflect on all they have learned about Brazil. Students will use their organizational skills as well as their creativity to create a brochure that highlights the wonderful aspects of Brazil and encourages their families and friends to visit Brazil.</p>
<p>Essential Questions (optional)</p> <p><i>include "open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking." (Wiggins and McTighe, 2013)</i></p>	<p>Why should we study other cultures and what does it teach us?</p>	<p>Why should we study other cultures and what does it teach us?</p>	<p>Why should we study other cultures and what does it teach us?</p>	<p>Why should we study other cultures and what does it teach us?</p>	<p>Why should we study other cultures and what does it teach us?</p>
<p>Unit Outcome / Culminating Assessment</p> <p><i>describe in a few sentences the desired outcome, focusing on the central and end products students will use to show their learning (and understanding of the content topic) when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology</i></p>	<p>Students will read small passages about the music, food, sports and culture of Brazil. Students will analyze multiple videos depicting traditional dancing in Brazil, Mexico and Arizona. Students will compare and contrast the dancing. Students will read passages describing traditional Brazilian meals. By the end of this unit students will demonstrate their learning by creating personal narratives (including both writing and drawings) highlighting their own family traditions (including but not limited to food, drink, activities, sports and music).</p>	<p>Students will read small passages about the music, food, sports and culture of Brazil. Students will analyze multiple videos depicting traditional dancing in Brazil, Mexico and Arizona. Students will compare and contrast the dancing. Students will read passages describing traditional Brazilian meals. By the end of this unit students will demonstrate their learning by creating personal narratives (including both writing and drawings) highlighting their own family traditions (including but not limited to food, drink, activities, sports and music).</p>	<p>Students will read small passages about the music, food, sports and culture of Brazil. Students will analyze multiple videos depicting traditional dancing in Brazil, Mexico and Arizona. Students will compare and contrast the dancing. Students will read passages describing traditional Brazilian meals. By the end of this unit students will demonstrate their learning by creating personal narratives (including both writing and drawings) highlighting their own family traditions (including but not limited to food, drink, activities, sports and music).</p>	<p>Students will read small passages about the music, food, sports and culture of Brazil. Students will analyze multiple videos depicting traditional dancing in Brazil, Mexico and Arizona. Students will compare and contrast the dancing. Students will read passages describing traditional Brazilian meals. By the end of this unit students will demonstrate their learning by creating personal narratives (including both writing and drawings) highlighting their own family traditions (including but not limited to food, drink, activities, sports and music).</p>	<p>Students will read small passages about the music, food, sports and culture of Brazil. Students will analyze multiple videos depicting traditional dancing in Brazil, Mexico and Arizona. Students will compare and contrast the dancing. Students will read passages describing traditional Brazilian meals. By the end of this unit students will demonstrate their learning by creating personal narratives (including both writing and drawings) highlighting their own family traditions (including but not limited to food, drink, activities, sports and music).</p>

	and music).				
Key Student Materials <i>list authentic and relevant resources (links to texts, photos, ppts, videos, websites, podcasts...) that students will read, listen to, or view</i> <i>include digital sources and attend to representations of different cultures/perspectives</i> <i>provide context</i> <i>include ideas to support differentiation</i>	Google Slides (teacher created) https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDjR6DiV3MzoTiHpot3E/edit#slide=id.p All links to videos, music, material and images are in the Google Slides	Google Slides (teacher created) https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDjR6DiV3MzoTiHpot3E/edit#slide=id.p All links to videos, music, material and images are in the Google Slides	Google Slides (teacher created) https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDjR6DiV3MzoTiHpot3E/edit#slide=id.p All links to videos, music, material and images are in the Google Slides	Google Slides (teacher created) https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDjR6DiV3MzoTiHpot3E/edit#slide=id.p All links to videos, music, material and images are in the Google Slides	Google Slides (teacher created) https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDjR6DiV3MzoTiHpot3E/edit#slide=id.p All links to videos, music, material and images are in the Google Slides

Unit 1- 3-5- Indigenous, Afro-Brazilian, Gaucho Culture, and Arizona Indigenous Tribes- Beth

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Unit Topic/Title <i>frame titles around topics relevant to the grade level and related to other content areas (e.g., arts, climate, civics/current events/social studies, sci. and tech., health, literature, workforce prep. etc).</i> <i>aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit</i>	Unit 1 Lesson 1 Introduction to Indigenous Guarani tribes and how colonization impacted them. Social studies and art	Unit 1 Lesson 2 Introduction to Afro-Brazilians and how slavery impacted them. Social Studies and art	Unit 1 Lesson 3 Introduction to Gaucho culture and how it has changed from the past to present day. Social Studies and art	Unit 1 Lesson 4 Compare and contrast how Indigenous Guarani, Afro-Brazilians, and Gaucho culture is similar and different due to their past. Social Studies and art	Unit 1 Lesson 5 Research how Indigenous people were colonized in Arizona and how it has impacted their modern life. Social Studies, art, technology
Time <i>indicate the estimated time required to complete the lesson</i>	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes

<p>Rationale</p> <p><i>explain why this unit topic is important for students</i></p>	<p>This unit topic is important because it represents how the Indigenous Guarani tribe was impacted due to colonization and modern life.</p>	<p>This unit topic is important because it represents how slavery has impacted modern day Afro-Brazilians modern life.</p>	<p>This unit topic is important because it represents how Gaucho culture has changed over time and has impacted modern life.</p>	<p>This unit topic is important because it represents how southern Brazil is different from other areas of Brazil.</p>	<p>This unit topic is important because it represents how colonization is similar in Brazil and Arizona.</p>
<p>Essential Questions (optional)</p> <p><i>include "open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking." (Wiggins and McTighe, 2013)</i></p>	<p>How does the past impact the future?</p>	<p>How does the past impact the future?</p>	<p>How does the past impact the future?</p>	<p>How does the past impact the future?</p>	<p>How does the past impact the future?</p>
<p>Unit Outcome / Culminating Assessment</p> <p><i>describe in a few sentences the desired outcome, focusing on the central and end products students will use to show their learning (and understanding of the content topic) when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology</i></p>	<p>SWBAT understand how the colonization of the Guarani Indigenous tribe impacted their future today by doing a multi-flow map.</p> <p>SS01-S1C3-05. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>SWBAT understand how slavery of Africans in southern Brazil has impacted their modern life by creating a multi-flow map.</p> <p>SS01-S1C3-05. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>SWBAT understand how Gaucho culture has changed from the past to the present and what caused this transformation by using a multi-flow map.</p> <p>SS01-S1C3-05. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>SWBAT compare and contrast how the Guarani tribe, Africans, and Gaucho have varying pasts and presents by using a double bubble map.</p> <p>SS01-S1C3-05. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>SWBAT research how Arizona Indigenous tribes were impacted due to colonization by using a multi-flow map.</p> <p>SS01-S1C3-05. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>
<p>Key Student Materials</p> <p><i>list authentic and relevant resources (links to texts, photos, ppts, videos, websites, podcasts...) that students will read, listen to, or view</i></p> <p><i>include digital sources and attend to representations of different cultures/perspectives</i></p> <p><i>provide context</i></p> <p><i>include ideas to support differentiation</i></p>	<p>https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDiR6DiV3MzoTiHpot3E/edit#slide=id.g13b8db70702_0_114</p> <p>Possible article about the Guarani tribe fighting for their land rights- https://www.survivalinternational.org/articles/3611-we-guarani-are-fighting-for-our-sacred-land</p>	<p>https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDiR6DiV3MzoTiHpot3E/edit#slide=id.g13b8db70702_0_44</p> <p>https://www.khanacademy.org/humanities/whp-origins/era-5-the-first-global-age/54-the-transatlantic-slave-trade-beta/a/read-the-transatlantic-slave-trade-beta</p>	<p>https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDiR6DiV3MzoTiHpot3E/edit#slide=id.g13b8db70702_0_24</p> <p>Article- https://kids.kiddle.co/Gaucho</p>	<p>https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDiR6DiV3MzoTiHpot3E/edit#slide=id.g13b8db70702_0_183</p>	<p>https://docs.google.com/presentation/d/1eXw_vEaMb7Bd93wKK_9dx2tRDiR6DiV3MzoTiHpot3E/edit#slide=id.g13b8db70702_0_225</p> <p>Article- https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/before-contact/a/native-american-culture-of-the-southwest</p>

Unit 2- K-5- Artesanato- Jessica

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Unit Topic/Title <i>frame titles around topics relevant to the grade level and related to other content areas (e.g., arts, climate, civics/current events/social studies, sci. and tech., health, literature, workforce prep. etc).</i> <i>aim for a pithy and memorable topic-related title that can be used by teachers when referring to the unit</i>	<p style="text-align: center;">Artesanato Introduction</p> <p style="text-align: center;">Arts</p>	<p style="text-align: center;">Artesanato Chimarrao as a Social Activity Cuia,Mate-Herba Day 1</p>	<p style="text-align: center;">Artesanato Chimarrao as a Social Activity Cuia,Mate-Herba Day 2</p>	<p style="text-align: center;">Artesanato Indigenous basketries and the gamelas (Wooden dish)</p>	
Time <i>indicate the estimated time required to complete the lesson</i>	15-30 Minutes	15-30 Minutes	15-20 Minutes	15-20 Minutes	
Rationale <i>explain why this unit topic is important for students</i>	This is important because it helps students visualize what kinds of art come from other places and the cultures within it.	This is important because students can relate to how different activities can bring people together in a community.	This is important because students can relate to how different activities can bring people together in a community.	This is important because students can determine what helps a culture share their ideas and gain a source of income.	
Essential Questions (optional) <i>include "open-ended, thought-provoking and intellectually engaging questions that call for higher-order thinking." (Wiggins and McTighe, 2013)</i>	<p style="background-color: yellow;">K-2 How does artesanania help the community?</p> <p style="background-color: yellow;">3-5 How does artesanania influence or affect the culture?</p>	<p style="background-color: yellow;">K-2 How does artesanania help the community?</p> <p style="background-color: yellow;">3-5 How does artesanania influence or affect the culture?</p>	<p style="background-color: yellow;">K-2 How does artesanania help the community?</p> <p style="background-color: yellow;">3-5 How does artesanania influence or affect the culture?</p>	<p style="background-color: yellow;">K-2 How does artesanania help the community?</p> <p style="background-color: yellow;">3-5 How does artesanania influence or affect the culture?</p>	
Unit Outcome / Culminating Assessment <i>describe in a few sentences the desired outcome, focusing on the central and end products students will use to show their learning (and understanding of the content topic)</i> <i>when possible, include one or more authentic task(s), including ones that incorporate digital literacy and technology</i>	<p>Students will understand the importance of handicrafts from another country and how it influences the culture.</p> <p>Students will show their learning by</p>	<p>Students will compare how food or drink can bring communities together within a social group.</p> <p>Students will show their learning by creating/writing/presenting [end product/project].</p>	<p>Students will sequence the steps for making a typical brazilian drink by using a flow map.</p> <p>Students will show their learning by creating/writing/presenting [end product/project].</p>	<p>Students will describe the exchange of goods between Native Americans and the rest of Brazil.</p> <p>Students will show their learning by creating/writing/presenting [end product/project].</p>	

	creating/writing/presenting [end product/project].				
Key Student Materials <i>list authentic and relevant resources (links to texts, photos, ppts, videos, websites, podcasts...) that students will read, listen to, or view</i> <i>include digital sources and attend to representations of different cultures/perspectives</i> <i>provide context</i> <i>include ideas to support differentiation</i>					