



Delaware Recommended
Framework for Designing
Standards-Based and
Proficiency-Focused
World Language
Curriculum

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Introduction

The 2016 *Delaware Recommended Framework for Designing Standards-Based and Proficiency-Focused World Language Curriculum* was conceptualized using the backward design process beginning with the Advanced Placement (AP) themes. Successful completion of an Advanced Placement course or exam has long been considered a reliable measure of mastery by World Language teachers, with very good reason. AP courses offer students the opportunity to participate in college-level learning experiences, and receive college credit according to their degree of success on the AP Course Exam. The Recommended Framework's goal is that, through intentional planning and supportive implementation of a curriculum designed with the rigorous expectations of AP in mind, students' language proficiency will increase in meaningful and relevant ways that will ensure greater success on AP language exams or any other language proficiency assessment.

Themes provide an integrated approach to teaching and learning, bring content to the language lesson, and connect the modes of communication in meaningful ways. They help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. Designing World Language learning experiences around themes promotes the inclusion of a variety of language concepts into a context that is interesting, meaningful, and worth exploring. Through unpacking the AP themes and analyzing how each theme manifests at designated proficiency levels, this approach of this framework aims to ultimately empower students to build their language skills and cultural knowledge in a manner that prepares them for future AP coursework and to be life-long language learners.

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References:

Shelby County (TN) World Language Curriculum Framework (<http://scsworldlanguages.weebly.com/>)
ACTFL Proficiency Guidelines 2012
College Board (www.collegeboard.com)

Integrating the Advanced Placement Themes into the Delaware Recommended Framework

The AP Themes are an integral part in the refreshed Delaware Framework, as they are what teachers will use to guide student instruction and center student learning experiences. These themes, like different camera lenses, provide teachers with six distinct ways of focusing their instruction, allowing students to approach the same subject from whatever angle that theme brings into their view. By using these themes to provide a direction for instruction and by judiciously adjusting the existing units and topics, this framework offers teachers an array of options that they can choose from that will guide students seamlessly along their language learning pathway from Level 1 to Advanced Placement.

Identifying Appropriate Advanced Placement Themes and Recommended Contexts

The six themes below are common to most AP World Language Courses. Within each theme are several common Recommended Contexts that can be used to focus student learning experiences during each unit of instruction. In addition to the Contexts listed here, it is recommended that teachers examine the AP course and exam descriptions online for each language that they teach, as there may be some additional, more specialized Recommended Contexts that apply only to certain languages (e.g., Italians in the World).

Personal and Public Identities

- Alienation and Assimilation
- Heroes and Historical Figures
- National and Ethnic Identities
- Personal Beliefs
- Personal Interests
- Self-Image
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

Contemporary Life

- Education and Careers
- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values
- Volunteerism
- Advertising and Marketing
- Holidays and Celebrations
- Leisure and Sports
- Rites of Passage

Families and Communities

- Customs and Values
- Education Communities
- Family Structure
- Global Citizenship
- Human Geography
- Social Networking
- Age and Class
- Childhood and Adolescence
- Friendship and Love

Beauty and Aesthetics

- Architecture
- Defining Beauty
- Defining Creativity
- Fashion and Design
- Language and Literature
- Visual and Performing Arts
- Contributions to World Artistic Heritage
- Music

Science and Technology

- Access to Technology
- Effects of Technology on Self and Society
- Health Care and Medicine
- Innovations
- Natural Phenomena
- Science and Ethics
- Current Research Topics
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Global Challenges

- Economic Issues
- Environmental Issues
- Philosophical Thought and Religion
- Population and Demographics
- Social Welfare
- Social Conscience
- Diversity Issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

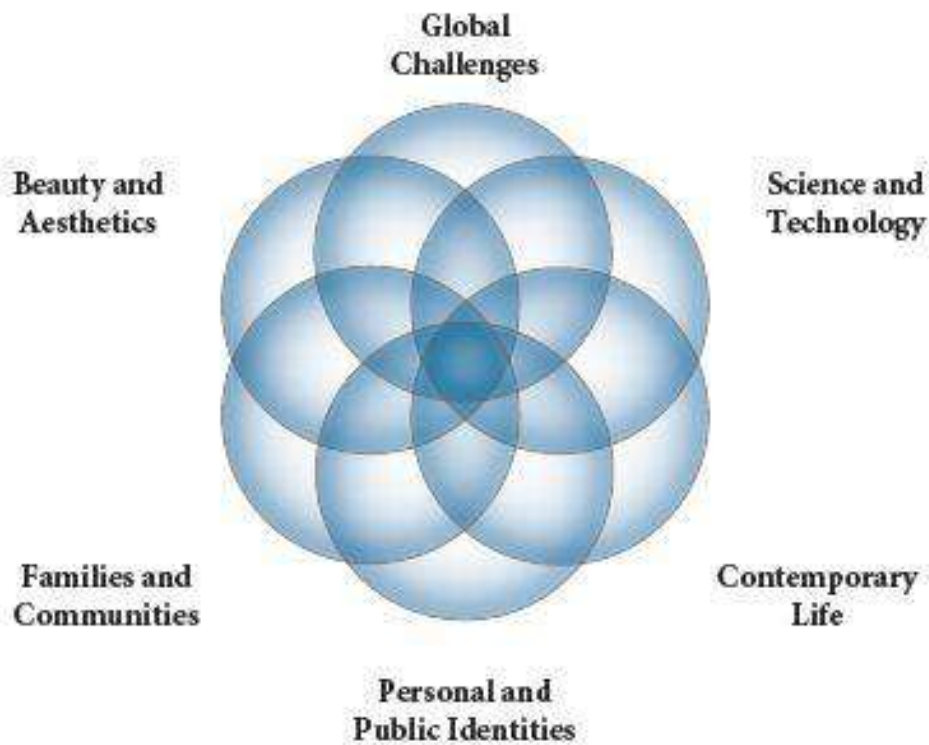


Image: [College Board](#)

Tightening Our Focus: Viewing Curriculum through Different Lenses

In the first column of the focus table below are the Suggested Themes and Topics from the 2007 Delaware Recommended Curriculum for World Languages for Language Levels One through Five. The second column contains a selection of AP Themes that were used to focus instruction of the elements in the first column. These themes were selected based on how well they aligned with the subject matter of each unit (the former suggested theme) and with the developmental stages and proficiency expectations of the students for that level.

Suggested Themes and Topics from the 2007 Delaware Recommended Curriculum for World Languages	Related AP Theme Choices
Level 1 Proficiency Target: Novice-Mid/Novice-High	
Personal and Family Life <ul style="list-style-type: none"> Greetings and introductions Physical descriptions and personality characteristics Feelings and emotions Family members Clothing and colors 	Personal and Public Identities Family and Community Contemporary Life Beauty and Aesthetics
School Life <ul style="list-style-type: none"> Numbers and time Calendar, days, months Classes, schedules, and supplies 	Personal and Public Identities Family and Community Contemporary Life
Social Life <ul style="list-style-type: none"> Interests and leisure activities Weather and seasons 	Personal and Public Identities Family and Community Contemporary Life Science and Technology
Community Life <ul style="list-style-type: none"> Cities, places, activities, and transportation Shopping Restaurant and food 	Personal and Public Identities Family and Community Contemporary Life Science and Technology

Suggested Themes and Topics from the 2007 Delaware Recommended Curriculum for World Languages	Related AP Theme Choices
Level 2 Proficiency Target: Novice-High/Intermediate-Low	
Home Life <ul style="list-style-type: none"> Daily routine Rooms of the house and household chores Family meals Childhood experiences 	Personal and Public Identities Family and Community Contemporary Life Beauty and Aesthetics
Student Life <ul style="list-style-type: none"> Classes and school routines School-related activities Health and Fitness 	Family and Community Contemporary Life Science and Technology
Leisure Time <ul style="list-style-type: none"> Indoor and outdoor activities Shopping Special events 	Personal and Public Identities Family and Community Contemporary Life Global Challenges
Vacation and Travel <ul style="list-style-type: none"> Travel plans and activities Countries and nationalities Asking for and giving directions 	Personal and Public Identities Family and Community Contemporary Life Beauty and Aesthetics Global Challenges
Level 3 Proficiency Target: Intermediate-Low/Intermediate-Mid	
Rights and Responsibilities <ul style="list-style-type: none"> Home, school, family, and community Voting and civic responsibilities Driving 	Personal and Public Identities Family and Community Contemporary Life Global Challenges
Future Plans and Choices <ul style="list-style-type: none"> Education plans Vacation plans Career plans 	Personal and Public Identities Family and Community Contemporary Life Science and Technology Global Challenges
Teen Culture <ul style="list-style-type: none"> Student life Communication technologies Fashion and clothes Entertainment/leisure 	Personal and Public Identities Family and Community Contemporary Life Science and Technology
World Culture <i>Missing from Former Recommended Curriculum</i>	Personal and Public Identities Family and Community Contemporary Life Beauty and Aesthetics Global Challenges

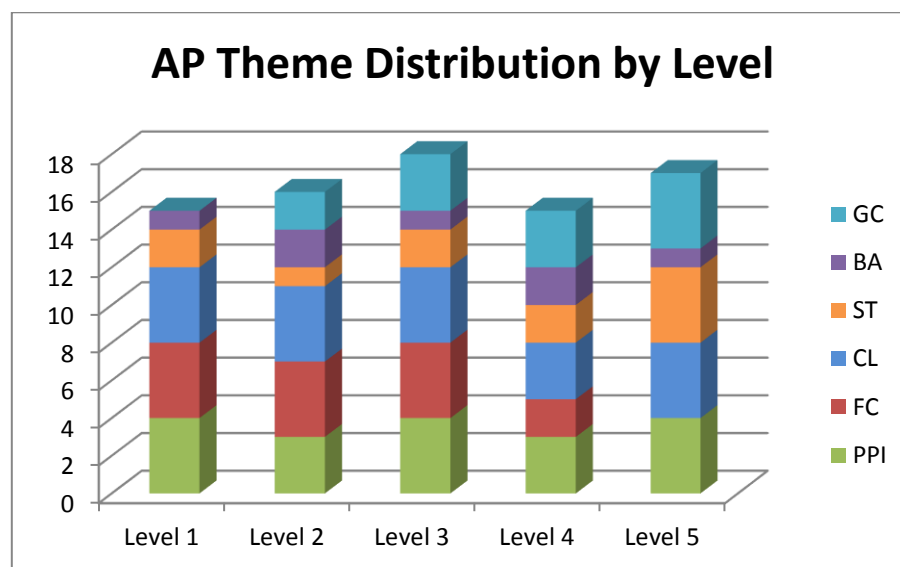
Suggested Themes and Topics from the 2007 Delaware Recommended Curriculum for World Languages	Related AP Theme Choices
Level 4 Proficiency Target: Intermediate-Mid/Intermediate-High	
Environment <ul style="list-style-type: none"> Nature and wildlife Ecology/conservation 	Global Challenges Contemporary Life Science and Technology
Humanities <ul style="list-style-type: none"> Current events History, Holidays, and Traditions The Arts Architecture and Literature 	Personal and Public Identities Family and Community Contemporary Life Beauty and Aesthetics
Social Challenges <ul style="list-style-type: none"> Civic responsibilities and engagement Diversity, Prejudice, and Discrimination (Human Rights) Crime and justice 	Personal and Public Identities Family and Community Science and Technology Global Challenges
Cultural Expression <ul style="list-style-type: none"> Visual and performing arts Historical events Literature 	Personal and Public Identities Contemporary Life Beauty and Aesthetics Global Challenges
Level 5 Proficiency Target: Intermediate-High AP/IB Proficiency Target: Intermediate-High/Advanced Low	
Cultural Identity <ul style="list-style-type: none"> Visual and performing arts Literature, drama Current events Politics 	Personal and Public Identities Contemporary Life Beauty and Aesthetics Science and Technology Global Challenges
Globalization <ul style="list-style-type: none"> Current events Politics Technology and communication The Media 	Personal and Public Identities Contemporary Life Science and Technology Global Challenges
Nature and Ecology <ul style="list-style-type: none"> Environmental Challenges and Problems Wildlife Conservation 	Personal and Public Identities Contemporary Life Science and Technology Global Challenges
Science and Creative Advancements <ul style="list-style-type: none"> Health Challenges and disease prevention Scientists and mathematicians 	Personal and Public Identities Contemporary Life Science and Technology Global Challenges

Framing Your Curriculum

In the Refreshed Framework, each level of language is divided into four units containing suggested topics taken from the 2007 Delaware Recommended Curriculum for World Languages. The 2007 Themes have become Unit Titles, and most of the suggested topics for those themes have stayed with them. Each of the units has been examined through the individual lenses of the AP themes suggested in the focus table for that unit and level, providing several different ways to view the same material. Each AP-themed option for that unit offers an Overarching Essential Question that encompasses all of the suggested topics, and Sample “I Can” Statements that can be used to guide the creation of Integrated Performance Assessments and give a broad view of what students should be able to do using the suggested topics by the end of the unit. Each AP Theme is represented by a different color in this framework to provide a visual reference, and to help when balancing horizontal and vertical curricular alignment.

Choosing Your Lenses

Each AP theme is like a different colored lens that learners use to view the unit. Each of the units in the Refreshed Framework offers several different “lens” options to choose from, each viewing the unit’s subject material through the focus of its AP Theme. For each unit, teachers should choose one of the options offered, taking care to distribute the themes both horizontally and vertically. Because there are six themes and only twenty units in our Level 1-5 framework, the themes cannot be equally distributed over all five years. Therefore, curriculum teams should work to balance the number of times each theme is offered during the vertical alignment process. The table below shows which themes are offered most frequently at each level.



It is important to note that some themes are not offered at all in certain levels – Global Concepts is not offered in Level 1 and Family and Communities is not offered in Level 5. Curriculum team should keep this in mind when choosing units at those levels. Below is a color-coded visual representation of an aligned sample curriculum.

	Unit 1	Unit 2	Unit 3	Unit 4
Level 5	BA	PPI	GC	ST
Level 4	ST	CL	PPI	BA
Level 3	CL	PPI	GC	BA
Level 2	FC	ST	CL	GC
Level 1	FC	PPI	FC	BA

While the themes can never be equally balanced, this sample shows the optimum numerical balance possible with two themes occur 4 times each, while the others occur 3 times each. This curriculum team chose to highlight the themes of Beauty and Aesthetics and Personal and Public Identities. Other district curricular teams are free to choose differently.

Because the options provided for each unit in the framework are just samples, and are by no means complete units, teachers have autonomy within those units to exercise their own creativity and play to their own strengths in designing student learning activities within the unit option they've chosen. As a tool for designing those learning activities, a quick synopsis of what students can be expected to do for the proficiency level they are expected to achieve is provided at the beginning of each level, taken from the 2012 ACTFL Proficiency Guidelines.

Level 1

Proficiency Expectations: Novice Mid-Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

At the Novice High sublevel, **listeners** are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

At the Novice High sublevel, **readers** can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support

Level 1, Unit 1: Personal and Family Life

Suggested Topics: Greetings and Introductions, Physical Descriptions and Personality Characteristics, Feelings and Emotions, Family Members, Clothing and Colors

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How does my self-image affect how others perceive me?	<ul style="list-style-type: none"> • I can greet other people’s family members appropriately. • I can describe myself to someone who has never seen me so they can recognize me. • I can identify someone based on a written description of them.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
What makes a family?	<ul style="list-style-type: none"> • I can describe my family to another person. • I can identify people in a family picture based on their descriptions. • I can interact appropriately with a family from another culture.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What rites of passage and celebrations from other cultures would I like to adopt?	<ul style="list-style-type: none"> • I can talk about a celebration from another culture. • I can invite someone to a celebration. • I can write short sentences about a celebration. • I can understand basic information in texts about a celebration.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
What’s my style?	<ul style="list-style-type: none"> • I can describe myself to someone who has never met me so they can recognize me. • I can discuss my personal style with another person. • I can discuss clothes that I like and clothes that my family likes. • I can understand the main idea in a short narrative about how someone’s values or family may affect the way they dress.

Level 1, Unit 2: School Life

Suggested Topics: Numbers and Time, Calendar, Days, Months, Classes, Schedules, and Supplies

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
What interests me about school?	<ul style="list-style-type: none"> I can list and describe the school supplies that I have in my backpack. I can ask and answer simple questions about my schedule and how I feel about my classes. I can identify what classes target-culture students have and the times they have them when I see their schedules.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How does where one lives affect one’s schooling?	<ul style="list-style-type: none"> I can talk about when I go to school (time, seasons, and months). I can have a conversation with someone else about their school schedule and calendar. I can understand a video that shows two students from another country talking about when they go to school.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How do my interests and values influence the way I choose my classes and/or extra-curricular activities?	<ul style="list-style-type: none"> I can list my extracurricular activities and when I do them. I can choose my classes/activities for next year based on a brief description of them. <p>I can hold a brief conversation with another person about our classes and extracurricular activities and how we feel about them</p>

Level 1, Unit 3: Social Life

Suggested Topics: Interests and Leisure Activities, Weather and Seasons

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How does one’s personality influence one’s interests?	<ul style="list-style-type: none"> • I can make a list of activities that my best friend and I both like to do and both don’t like to do. • I can have a conversation with someone about what they like to do in their free time based on the weather. • I can read a blog post from a teenager in another country about their interests.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
What do young people from different parts of the world like to do in their free time?	<ul style="list-style-type: none"> • I can make plans for the week on my calendar based on a weather report I read. • I can watch and understand the main ideas in a video in which various young people talk about their interests and activities. • I can ask others about their weekend plans with their friends/family and tell about mine.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How do one’s interests influence one’s relationships?	<ul style="list-style-type: none"> • I can write a series of tweets about why I am interested in certain things. • I can read an online dating profile and pick out who I might have the best connection with based on similar interests. • I can have a conversation with a friend in which we make plans to do something together based on the weather.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How have advancements in technology changed how we spend our free time?	<ul style="list-style-type: none"> • I can read a list of activities and group them by what season I can do them in. • I can write a journal entry describing what I do for an entire day without electricity. • I can respond to a friend’s Snapchat message asking me about what I’m doing right now in my free time.

Level 1, Unit 4: Community Life

Suggested Topics: Cities, Places, Activities, Transportation, Shopping, Restaurant, and Food

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How do my personal interests/beliefs influence where I spend my time?	<ul style="list-style-type: none"> • I can write simple sentences about the places I generally go, how I get there, and what I do there. • I can have a conversation with friends and make plans to go somewhere with them. • I can read itineraries of different trips and choose the best trip for me based on my interests. • I can read a selection of menus and choose somewhere to eat based on my food preferences.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How does one’s family influence one’s weekend plans?	<ul style="list-style-type: none"> • I can talk about my favorite restaurant and what I like to eat there. • I can have a text message conversation with a family member about what we are going to eat for dinner and where. • I can write an email to my parent(s), detailing what I want to do this weekend, places I want to go, and how I’m going to get there. • I can understand the main ideas in a short magazine article or commercials describing places and activities in town.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What factors affect what we buy and how we shop?	<ul style="list-style-type: none"> • I can read different advertisements of clothing or activities and identify where I can get certain items or do certain activities. • I can read a floorplan of a shopping center and write short sentences about what I do and where I go there. • I can have a conversation about where I like to shop and how I get there.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How does technology make us better consumers?	<ul style="list-style-type: none"> • I can talk with a friend about choosing a restaurant based on our preferences and their online reviews. • I can fill out an online Customer Satisfaction Survey about a recent restaurant experience. • I can participate in an online discussion forum about my interests, including my favorite activities, foods, clothing, places, and ways to get there.

Level 2

Proficiency Expectations: Novice High-Intermediate Low

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

At the Intermediate Low sublevel, **listeners** are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

At the Intermediate Low sublevel, **readers** are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

Level 2, Unit 1: Home Life

Suggested Topics: Daily routine, Rooms of the House and Household Chores, Family Meals, Childhood Experiences

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
Do gender roles affect one’s chores and responsibilities at home?	<ul style="list-style-type: none"> I can understand texts describing different kinds of families and their daily activities. I can analyze my own family’s division of responsibilities for gender bias and compare it with a partner’s. I can write a short letter to my parent(s) requesting to change my chores to better reflect my interests and abilities.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How do family structure, values, and customs change someone’s rights and responsibilities at home?	<ul style="list-style-type: none"> I can understand a text about a target-culture teen’s daily routine and responsibilities. I can describe and discuss some of my family’s traditions, meals, and activities. I can write a short story about a family’s day, describing everyone’s activities.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How can one’s lifestyle, social customs, and values affect their daily life?	<ul style="list-style-type: none"> I can understand the differences between a target-culture teen’s daily activities and my own when I read about them. I can discuss some of my daily chores or activities and say how they differ from those of a target-culture teen. I can write an email to a target-culture teen, telling them what I have to do every day.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
How does where I live affect my daily activities?	<ul style="list-style-type: none"> I can discuss where I live and what chores my family and I have to do there. I can understand descriptions of different kinds of dwellings when I read or hear about them. I can write a comparison of daily activities and chores between myself and a person who lives in a different kind of dwelling.

Level 2, Unit 2: Student Life

Suggested Topics: Classes and School Routines, School-related Activities

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How is my school a community?	<ul style="list-style-type: none"> • I can understand a variety of texts about the school experiences of a target-culture teen. • I can discuss the things I do at school with a partner. • I can write a short newspaper article about events and activities that take place at school.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What is the role of the school in the US?	<ul style="list-style-type: none"> • I can understand a variety of texts that highlight the differences between school in target-culture countries and in the US. • I can write an email explaining how school is different here to someone from another culture. • I can talk about something a target-culture school does that I think my school can do, and what steps would need to be taken to get there.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How have advances in technology changed how students learn today?	<ul style="list-style-type: none"> • I can understand a variety of texts that talk about schools in the past. • I can interview a teacher and write a short newspaper article comparing their school experience with mine. • I can explain how access to computers has changed student activities in class and after school.

Level 2, Unit 3: Leisure Time

Suggested Topics: Health and Fitness, Indoor and Outdoor Activities, Special Events, Shopping

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
What do my personal interests and leisure activities say about who I am?	<ul style="list-style-type: none"> I can discuss in a small group what leisure activities and/or sports I like to do, and any special events associated with them. I can create a “storyboard” collage of my personal interests and leisure activities and present it to the class, explaining why I like the things I put on it. I can understand a variety of texts on target-culture teens’ activities and interests.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How does my choice of leisure activities and sports differ from those of my older relatives?	<ul style="list-style-type: none"> I can understand a variety of target language texts about leisure activities and sports that were popular in the past. I can interview a relative about the sports & leisure activities they enjoyed in their youth and write a short newspaper article about the things they did. I can discuss in small groups how social networking has affected teens’ activities compared to the pre-internet era.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What part do social customs and values play in my choice of leisure activities?	<ul style="list-style-type: none"> I can understand a variety of target language texts on teens’ activities, interests, and special events that may be from cultures vastly different from my own. I can write a short essay comparing my activities with those of a target-culture teen based on a text. I can briefly explain why activities I do might seem strange or unacceptable to someone based on a text on the target culture.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How does my environment influence my choice of sports and leisure activities?	<ul style="list-style-type: none"> ● I can understand a variety of target language texts on teens’ activities, interests, and special events from target-culture countries around the world. ● I can identify and briefly explain why some activities may be more popular in certain regions than in others from a reading. ● I can give a short presentation on popular teen sports and leisure activities in a target-language country, giving reasons for their popularity. ● I can hold a short discussion after my presentation, answering questions from the class.

Level 2, Unit 4: Vacation and Travel

Suggested Topics: Travel Plans and Activities, Countries and Nationalities, Asking For and Giving Directions

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How does my personality influence my choices about travel?	<ul style="list-style-type: none"> • I can read a blog about someone’s personal journey. • I can understand the directions to a place given by a GPS in the target language. • I can describe my preferences when traveling to a chosen destination. • I can express my personal preferences about travel in order to plan a vacation with a partner using the target language.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How do my family and I share our vacation experience?	<ul style="list-style-type: none"> • I can understand simple written, spoken, and visual texts about travel to other countries. • I can write about a vacation or trip I took with my family. • I can talk about a trip or vacation I took with my family.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What impact do ecotourism and volunteerism have on the world?	<ul style="list-style-type: none"> • I can understand a variety of texts about ecotourism and volunteer opportunities abroad. • I can research a vacation that incorporates ecotourism/volunteerism and write a short report about it. • I can participate in a debate on the merits of ecotourism/volunteerism.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
How does what we see influence our choice of travel destinations?	<ul style="list-style-type: none"> • I can identify famous monuments, buildings, and works of art from various countries. • I can create a survey to determine what places people like to visit when traveling for pleasure and write a short report on the results. • I can research and write a plan for a vacation to a target-language country, detailing the “must see” places and objects, then present it to the class.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How do government traveling recommendations affect my decision to travel to a particular place?	<ul style="list-style-type: none"> • I can understand a variety of uncomplicated texts about personal safety when traveling. • I can discuss how issues such as social welfare, religion, and human rights might affect where someone will travel. • I can research, write, and present a short presentation about what countries are the best for Americans to visit and why.

Level 3

Proficiency Expectations: Intermediate Low-Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

At the Intermediate Mid sublevel, **listeners** are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

At the Intermediate Mid sublevel, **readers** are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics

Level 3, Unit 1: Rights and Responsibilities

Suggested Topics: Home, School, Family and Community, Voting and Civic Responsibilities

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How do my personal beliefs affect what I do every day?	<ul style="list-style-type: none"> I can understand various texts relating to voting, elections, and personal responsibility. I can write a short, persuasive article on why parents should or should not treat teenagers like adults. I can participate in a debate about whether an individual’s vote makes a difference.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
Who is responsible for teaching responsibility?	<ul style="list-style-type: none"> I can understand a variety of short texts about the kinds of personal and civic responsibilities that are appropriate for children of all ages. I can create a weekly schedule of chores, homework, volunteerism, and other responsibilities for all of my family members and explain it to others. I can participate in a discussion about how giving children responsibilities at home and school affects how they view their responsibility toward others.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How do one’s social and cultural values affect one’s daily actions?	<ul style="list-style-type: none"> I can understand blogs or other personal accounts about target-culture teenagers’ attitudes toward volunteerism, home lives, and civic responsibilities. I can participate in a small-group discussion about what cultural values may affect a person’s daily life and their sense of responsibility toward others. I can write a short article comparing and contrasting teenagers’ attitudes and responsibilities in the U.S versus another country.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
What impact can diversity have on a community?	<ul style="list-style-type: none"> I can comprehend straightforward texts describing different kinds of communities. I can debate ways in which diversity can be good or bad for a community. I can research and write an article about how diversity can influence voting and elections.

Level 3, Unit 2: Future Plans and Choices

Suggested Topics: Education Plans, Travel Plans, Career Plans

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How do you choose the career that’s best for you?	<ul style="list-style-type: none"> • I can understand various texts about how to be successful in different careers in the target language. • I can analyze what career would be best for me based on my personal beliefs and interests and write plans about what I will have to do to prepare for it. • I can analyze and discuss what career will be best for me based on my location, my willingness to travel, and my personal beliefs and interests.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
What careers will be necessary to make the world better for future generations?	<ul style="list-style-type: none"> • I can read various target-language websites on language immersion programs for young people to study and/or work abroad. • I can analyze how global citizenship influences the development of new career options and present information on one emerging/future career. • I can discuss what careers interest me, why, and what impact they will have on the world.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
In what ways does pop culture influence future career opportunities?	<ul style="list-style-type: none"> • I can read various texts about how cultural phenomena have changed how and where people live and work. • I can participate in a Socratic seminar on what causes different career paths to rise and fall, and what careers will develop in the future based on those causes. • I can write about a career that will be created as a result of a current celebrity/cultural phenomenon, and what that job will entail.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How do social media platforms generate career development?	<ul style="list-style-type: none"> • I can read various texts on and about social media platforms and their impact on the job market. • I can interact with people on an online platform about their future career and travel plans. • I can speculate and write an opinion paragraph about how I think various social media platforms will be used in the workplace in 10 years.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How will a socially-conscious citizen 25 years from now differ from a socially-conscious citizen today?	<ul style="list-style-type: none"> • I can read blogs, websites, and articles on current events, social issues, and human rights activists from around the world. • I can participate in a Socratic seminar about global trends in social issues and current events worldwide. • I can write a short article about what changes I think will happen in the next 25 years and where I think people will have to work next to remain socially conscious.

Level 3, Unit 3: Teen Cultures

Suggested Topics: Student Life, Communication Technologies, Entertainment/Leisure

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
What are the common acts and artifacts of teen cultural identity?	<ul style="list-style-type: none"> • I can read and understand various texts written by target language students about their daily lives. • I can discuss what elements I think comprise a nation’s teen cultural identity and why I think those elements are significant. • I can research, prepare, and present a short presentation on how the teen culture of a target language country differs from mine and why.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How does the way I was raised affect how I spend my free time?	<ul style="list-style-type: none"> • I can read various texts about how teenagers spend their free time in the USA compared to teenagers in another country. • I can identify differences and discuss how the way I was raised differs from teens in other countries. • I can write a blog post on how my family’s structure and/or values affects how I spend my free time and how I feel about that.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What are some teenage rites of passage or unique social customs in my culture and how do they affect my leisure time?	<ul style="list-style-type: none"> • I can watch videos about teenagers in target language countries describing their important rites of passage or unique social customs in their cultures. • I can participate in a Socratic seminar about teenage rites of passage and/or unique social customs I am familiar with, why they may be important to me and my community, and how they affect my free time. • I can prepare and narrate a slideshow presentation about a cultural rite of passage or unique social custom that I find interesting or important.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How has the social impact of technology changed the way teenagers interact with the world?	<ul style="list-style-type: none"> • I can interpret graphs and read simple articles about the different social activities that teenagers in other countries prefer. • I can participate in a debate on the role of “virtual” friends (i.e., friends one interacts with solely via social media and not in real life situations) in the modern teenager’s life. • I can write an informative article that gives teenagers advice on how to communicate effectively both with and without using technology.

Level 3, Unit 4: World Cultures

Suggested Topics: Current Events, Fashion and Clothes, World Celebrities, Shopping

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How does your personal style reflect who you are?	<ul style="list-style-type: none"> • I can comprehend various simple texts about the clothing styles and items from different target language cultures, who would wear them, and where to buy them. • I can write about how I curate my personal style to reflect my interests, influences, and identity. • I can participate in a discussion about the biggest influences on the development of my style.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How do a culture’s customs and values influence the way its people dress?	<ul style="list-style-type: none"> • I can understand the main idea and supporting details in various texts about clothing traditions and customs in another country. • I can participate in a discussion about cultural conventions regarding fashion and clothes in different countries and how certain fashions are perceived by others worldwide. • I can write a short article giving advice to travelers on how to dress appropriately when visiting certain target language countries.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How does one’s lifestyle influence one’s personal style?	<ul style="list-style-type: none"> • I can understand the main idea and supporting details in various texts about the clothing styles and items purchased by various target-culture celebrities. • I can write a blog post telling people how to get a target-culture celebrity’s look for less. • I can participate in a debate on the merits of form versus function regarding personal style.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
How does a culture define what is stylish?	<ul style="list-style-type: none"> • I can understand the main idea and supporting details in various texts about clothing traditions and customs in another country. • I can research and write a composition about cultural and historical practices related to fashion and clothing in different countries and how they may affect the clothing trends and design today. • I can discuss what makes a current fashion trend in a target-language country stylish using strings of sentences in my responses.
AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How can celebrities raise social awareness and influence fashion choices?	<ul style="list-style-type: none"> • I can read about and identify companies, designers, and celebrities who promote social awareness on global issues through their brands and how. • I can participate in a Socratic seminar about the effectiveness and merits of using one’s fame to promote a social justice cause and times when doing so positively or negatively affected one’s opinion of a celebrity. • I can present a detailed list of suggestions to a company or designer on how to use their product(s) to raise social awareness for an appropriate cause.

Level 4

Proficiency Expectations: Intermediate Mid-Intermediate High

Intermediate High **speakers** are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

At the Intermediate High sublevel, **listeners** are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

At the Intermediate High sublevel, **readers** are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

Level 4, Unit 1: Environment

Suggested Topics: Nature and Wildlife, Ecology/Conservation

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
What can I do in my everyday life to help protect the environment?	<ul style="list-style-type: none"> • I can easily understand various informational texts about current environmental challenges and experts’ recommendations for protecting the environment. • I can discuss ways people can modify their behavior in order to reduce their carbon footprint. • I can write a composition explaining the size of my own carbon footprint by justifying my personal practices and/or detailing areas where I can improve to make it smaller.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How can we use technology to protect and preserve the planet?	<ul style="list-style-type: none"> • I can understand various informational texts related to technological advances or experimental technologies that benefit the environment and endangered species. • I can participate in a discussion in order to decide which three new technological innovations the EPA should invest in for the future. • I can write and present a report on an experimental technology that I think will benefit the environment or an endangered species.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How can mankind balance consumption with preservation?	<ul style="list-style-type: none"> • I can easily understand various informational texts about current environmental challenges and experts’ recommendations for protecting the environment. • I can write a presentation about mankind’s effects on one area of nature and wildlife and the steps that are being taken to mitigate them. • I can discuss current environmental issues and make my own recommendations on how to address them.

Level 4, Unit 2: Humanities

Suggested Topics: History, Holidays, and Traditions

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How do a nation’s public figures influence the development of national identity?	<ul style="list-style-type: none"> • I can read simple informational and/or biographical texts on the lives and accomplishments of a public figure of my choice. • I can participate in a Socratic seminar about how a nation’s citizens and institutions contribute to and build its national identity; what form those contributions take (e.g., common traditions, rites of passage, and celebrations); and what is our current national identity? • I can give a short presentation about a public figure of my choice, explaining how their life and accomplishments influenced the nation’s character/identity, and if they still continue their influence today.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
What traditions or customs shape a community?	<ul style="list-style-type: none"> • I can understand a variety of texts about customs, holidays, and traditions from a target-language culture of my choice. • I can prepare and present a report on a tradition or custom that is influential in shaping a target-culture community of my choice. • I can discuss the way some customs, traditions, or holidays have affected how communities develop.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How have holidays and traditions changed over time?	<ul style="list-style-type: none"> • I can understand a variety of texts about the origins of customs, holidays, and traditions from a target-language culture of my choice. • I can write a report about a target-culture holiday, custom, or tradition of my choice. • I can discuss the way some customs, traditions, or holidays have evolved or changed over time, and the impact that those changes have had on the way the holiday is perceived and celebrated today.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
How are fashion and music influenced by cultural traditions?	<ul style="list-style-type: none"> • I can understand a variety of texts on the important customs, holidays, and traditions of a target-language culture of my choice • I can prepare a brief report explaining some of the cultural contributions that shaped the development of a target-culture fashion- and/or music style of my choice. • I can explain the origins of a particular fashion- and/or music style related to a target-culture holiday of my choice.

Level 4, Unit 3: Social Challenges

Suggested Topics: Current Events; Civic Responsibilities and Engagement; Diversity, Prejudice, and Discrimination (Human Rights); Crime and Prejudice

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
What responsibilities do individuals and societies have toward marginalized/minority groups in a diverse society?	<ul style="list-style-type: none"> I can understand various texts on the treatment of marginalized/minority groups in my own and in target-language countries. I can write a blog post reacting to a text on a current event pertaining to the treatment of a marginalized/minority group, giving my opinions on what the government and/or everyday citizens should do in response to the current event. I can debate the concepts of equity and equality pertaining to the government’s treatment of marginalized/minority groups in either my own or a target-language country.

AP Theme: Family and Communities	
Overarching Essential Question	Suggested “I Can” Statements
How do individuals contribute to the wellbeing of communities?	<ul style="list-style-type: none"> I can understand non-complex texts about successful community organizing and grassroots movements in a diverse society. I can write a paper contrasting the qualities and actions of members of a healthy community versus an unhealthy community. I can discuss how individuals can deal positively and effectively with diversity and prejudice to better their communities.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
What role has the media played in crime and discrimination in the 21st century?	<ul style="list-style-type: none"> I can understand various texts on topics related to the media, discrimination, and human rights. I can participate in a Socratic seminar or debate on the pros and cons of relying on social media platforms during major news events, discussing aspects such as accuracy, bias, and transparency. I can write a composition explaining my opinion on that the media – print, news, digital, and social – has played during current events related to crime, discrimination, and prejudice.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How does society influence the choices one makes?	<ul style="list-style-type: none"> • I can understand informative texts on topics related to human rights, social conscience, and diversity. • I can discuss the influence of various social groups (religious, interest-based, philanthropic, philosophical, political, etc.) and how it affects people’s choices – both members and non-members. • I can write an editorial article giving my opinion about the responsibilities that both social groups and individuals have to the larger society.

Level 4, Unit 4: Visual and Performing Arts

Suggested Topics: Visual and Performing Arts, Historical Events, Literature, Architecture

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How does an artist’s private life influence their work?	<ul style="list-style-type: none"> I can understand various texts about the life, time, masterpieces, and accomplishments of different artists of one specific movement. I can explain how the qualities of art and architecture of one specific movement differ from the preceding movement, and what historical and/or cultural developments effected the change in style. I can research, prepare, and give a presentation on an artist’s life from the movement I’ve studied, showing and explaining examples of where the artist’s life has influenced his work.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How does a particular literary or artistic movement impact the world today?	<ul style="list-style-type: none"> I can understand various texts about the life, time, masterpieces, and accomplishments of different artists/authors of one specific movement. I can explain how the qualities of art, architecture, and literature of one specific movement differ from the preceding movement, what historical and/or cultural developments effected the change in style, and the effect the movement has had on the world. I can share and justify my opinion in writing on how a literary or artistic movement has impacted the world.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
Does an artist/author’s social or cultural background influence their perception of beauty?	<ul style="list-style-type: none"> I can understand various texts about the life, time, masterpieces, and accomplishments of artists and authors from various movements and time periods. I can prepare and present a slideshow about one artist/author, giving biographical, historical, and social context for their work; the role of beauty in the artist/author’s work; and how their perception of beauty appears in their work. I can discuss the concept of “Universal Beauty” by comparing the works of artists and authors from various movements and time periods.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
Does an artist/writer have a responsibility to highlight political, economic, or social issues of their time?	<ul style="list-style-type: none">• I can understand various texts about the life, time, masterpieces, and accomplishments of artists and authors from various movements and time periods.• I can write a paper about an artist or writer who has chosen to use his/her work to highlight political, economic, and/or social issues, highlighting an example where he/she did so, explaining its impact on society as well as any consequences it had on the artist or author him/herself.• I can participate in a Socratic seminar where I discuss the role of the artist/author in society; the impact a critic can have on an artist/author’s position in society; the risks and benefits of using their platform to highlight societal ills; and whether the artist has an obligation to record the political, economic, or social issues of their time.

Level 5

Proficiency Expectations: Intermediate High

AP/IB Proficiency Expectations: Intermediate High-Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events. Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution. Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

At the Advanced Low sublevel, **listeners** are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

At the Advanced Low sublevel, **readers** are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

Level 5, Unit 1: Cultural Identity

Suggested Topics: Visual and performing arts, literature and drama, currents events and politics

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
What is the relationship between art and self-image?	<ul style="list-style-type: none"> • I can present the role art plays into creating who I am. • I can interpret a song or poem and identify how I relate to it. • I can discuss how art in politics has impacted my views.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How have the arts portrayed social customs?	<ul style="list-style-type: none"> • I can present ways in which social customs have been portrayed in the arts through time. • I can listen to several pieces of music that have been influenced by politics and interpret their weight on society. • I can explain current issues in the arts and how that impacts people’s choices.

AP Theme: Beauty and Aesthetics	
Overarching Essential Question	Suggested “I Can” Statements
How has the definition of beauty evolved over time in art?	<ul style="list-style-type: none"> • I can research the trends in beauty throughout time by using major works of literature and discuss the impact they have. • I can discuss through the use of visual art and/or music how the idea of beauty has changed throughout time. • I can debate the misuse of beauty in our world.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How has technology impacted the arts?	<ul style="list-style-type: none"> • I can explain how technology has made the arts more accessible to a larger population of people. • I can interpret several current event sources on the use of technology in art. • I can make a presentation on how politics has influenced art.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How can art make people more socially conscious?	<ul style="list-style-type: none"> • I can articulate ways a current performing art has influenced society. • I can interpret pieces of literature and explain their impact on society. • I can write a letter to the Governor to put more of the arts in school because it will make students more socially conscious.

Level 5, Unit 2: Globalization

Suggested Topics: Current Events, Politics, Technology and Communication, the Media

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
What is the impact of representation in the media on one’s self-image?	<ul style="list-style-type: none"> I can interpret multimedia texts portraying societal roles over the past 100 years and identify patterns and changes in the way non-dominant societal groups are represented (women, people of color, LGBTQI, etc.). I can discuss ways in which representation in movies, government, and communication fields can affect and/or empower non-dominant societal groups, both positively and negatively, and give specific examples drawn from current events. I can write an article about an example of positive or negative representation of a non-dominant societal group in the media and how it made me feel.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How has the media changed the role of celebrities in American culture?	<ul style="list-style-type: none"> I can read a variety of current event texts about celebrities (entertainers, politicians, dignitaries, etc.) and analyze the impact their media coverage has had on my opinion of them. I can participate in a Socratic seminar on the definition of “celebrity,” establishing the current criteria for celebrity status, and examining how that definition and criteria have changed over the past 100 years. I can write an editorial giving my opinion on allowing celebrities to influence one’s political views.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How have advances in technology changed the electoral process?	<ul style="list-style-type: none"> I can understand various texts on voting, media coverage of political candidates, and the impact of social media on the political process. I can write an editorial on the influence social media has on our perceptions of candidates for political office. I can debate the ethics of current voter-registration practices.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How has the economy impacted communities?	<ul style="list-style-type: none"> • I can interpret various texts related to immigration and the impact it has on local economy. • I can discuss how immigration is currently portrayed in the media. • I can research and present a report on how technology has allowed for outsourcing which affects the national economy.

Level 5, Unit 3: Nature and Ecology

Suggested Topics: Environmental challenges, Problems and Wildlife Conservation

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
Is it our national obligation to help protect and preserve the Earth?	<ul style="list-style-type: none"> • I can interpret several sources about various environmental concerns and wildlife preservation practices. • I can research various wildlife preservation group or environmental protection groups and give a presentation about the positive impact these groups are making in the world. • I can discuss the challenges one faces when implementing conservation/protection plans globally.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How has environmental/wildlife conservation opened doors for volunteerism?	<ul style="list-style-type: none"> • I can read and understand several sources about volunteering to protect the environment/wildlife. • I can write a brochure encouraging others to volunteer in a certain country to help protect and preserve the environment and/or wildlife. • I can discuss ways in which adolescents can volunteer to protect and preserve the environment/wildlife.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
How has technology changed in order to allow for more awareness and participation in environmental/wildlife conservation efforts?	<ul style="list-style-type: none"> • I can identify and discuss the uses of technology in order to bring awareness of and participation in environmental/wildlife conservation. • I can research the ways changes in technology have allowed more awareness and participation in environmental/wildlife conservation efforts. • I can write a letter to my principal explaining how my school can improve their participation in environmental conservation by utilizing available technology.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
How are overpopulation and environmental changes linked?	<ul style="list-style-type: none"> • I can interpret data about population growth and the impact on the environment. • I can talk about the link between overpopulation and environmental changes. • I can create a presentation showing the link between overpopulation of a certain country and environmental changes that have occurred there.

Level 5, Unit 4: Science and Creative Advancements

Suggested Topics: Health Challenges, Disease Prevention, and Advancements in Technology.

AP Theme: Personal and Public Identities	
Overarching Essential Question	Suggested “I Can” Statements
How can advancements in health care advocacy and technology benefit self-image and individual identity?	<ul style="list-style-type: none"> • I can interpret various current event texts about gender identity, plastic surgery, mental health, and body image. • I can write a reflective journal entry discussing my opinion of plastic surgery and how it is currently used. • I can discuss ways in which advancements in health care advocacy and technology have empowered individuals to change how they present themselves, the impact their physical change has had on their mental health, and the effect their change has had on how they are perceived by others.

AP Theme: Contemporary Life	
Overarching Essential Question	Suggested “I Can” Statements
How has social media positively or negatively affected mental health?	<ul style="list-style-type: none"> • I can comprehend various texts about the influence of social media on the public’s mental health. • I can discuss the positive and negative aspects of how social media can be used to influence one’s sense of self and how one is perceived by others. • I can write a detailed set of guidelines for younger people to help them navigate various social media platforms without damaging their self-image.

AP Theme: Science and Technology	
Overarching Essential Question	Suggested “I Can” Statements
Are major surgeries that alter the body, such as weight-loss surgery, plastic surgery, or gender-reassignment surgery, an ethical medical treatment of a disease or an “easy way out” for patients?	<ul style="list-style-type: none"> • I can interpret various current texts about gender identity, plastic surgery, mental health, weight loss surgery, and body image. • I can write a reflective journal entry discussing my opinion of a surgery that significantly alters the form or function of a human body, in detail. • I can discuss ways in which advancements in health care advocacy and technology have empowered individuals to change how they present themselves, the impact their physical change has had on their mental health, and the effect their change has had on how they are perceived by others.

AP Theme: Global Challenges	
Overarching Essential Question	Suggested “I Can” Statements
What impact have advancements in health care and disease prevention had on the world population?	<ul style="list-style-type: none">• I can main ideas and supporting details in various simple texts about the history and impact of childhood diseases, vaccinations, average lifespan, and infant mortality.• I can write an editorial giving my opinion on childhood vaccination and its effect on the average human lifespan, citing evidence from texts I have read on the subject.• I can prepare and present a report on how a particular healthcare or disease prevention practice has advanced over the past 100 years and the impact it has had on the world, responding to any questions about the topic from the class that may arise.