Year 1 – High School Novice Mid Performance Range					
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
AP Theme	Personal and Public Identities, Families & Communities, Contemporary Life	Family and Communities, Contemporary Life	Contemporary Life	Contemporary Life, Global Challenges	Contemporary Life/Global Challenges
Topic	Global Citizenship	Family and Friends	All Work and No Play	Schooling around the World	Tourism
Essential Question	Who am I? Who are you?	How are we connected to others?	How does where I live influence what I do?	What role does school play in our lives?	What is ecotourism? What does it look like in other countries?
Pacing	Intro: **August 31 – September 11, 2026** (SEL/Proficiency/Getting to know students/What is proficiency? What is performance?/Target course proficiency levels) **September 14 – October 30, 2026**	**November 4 – December 23, 2026**	**January 4 – February 26, 2027** **Mid-Term Exams: January 19-22, 2027 (inclusive)**	**March 1– April 9, 2027**	**April 19 – June 4, 2027** **Final Exams: TBD June 7–15, 2027 and the last day of school tentatively June 15, 2027**
Unit Goals *Learners will be able to:*	• **Intercultural**:Investigate and identify social practices such as greetings, introductions, leave-taking and thanking people in my own and other cultures • **Interpretive**: Understand personal information (name, username, age, birthday, nationality) using different forms of identifications (student id cards, e-mail introductions, social media profiles) • **Interpretive**:Recognize when common emotions, salutations, greetings and/or leave-takings are expressed • **Interpersonal:**Participate in a conversation with introductions (name, age, birthday, nationality) greetings and goodbyes • **Presentational Speaking**:Give some basic personal information (name, nickname, username, nationality) about myself and tell how I'm feeling • **Presentational Writing**:Write about family members' or friends names, ages, relationship and what they like to do	• **Intercultural**:Investigate in my own and other cultures, family traditions, celebrations and whom people consider to be part of their family (stepbrother, stepsister,extended family, pets, ect.) • **Interpretive**:Understand basic information and descriptions about families and friends (relationship, age, physical description). • **Interpretive**:Understand what someone does with their families and friends (celebrations and traditions including foods) • **Interpersonal Speaking:**Ask and answer questions about family, friends, traditional foods, and activities • **Presentational Speaking**:Name family members or friends, their age, their relationship to me and what they like to do • **Presentational Writing**:Write about someone who is special	• **Intercultural**:Investigate in my own and other cultures how people use their free time and why • **Interpretive**:Recognize some phrases describing how people spend their days (activities, sports, meals, social media, habits,volunteering, ect) • **Interpretive**:Understand some information including date or time when plans (daily routine, schedule, event) are discussed • **Interpersonal Speaking:**Respond to an invitation and ask questions about the event • **Presentational Speaking**:Present a schedule with activities for the day • **Presentational Writing**:Write about favorite free-time activities and those least favorite	• **Intercultural**:Investigate in my own and other cultures some elements of a classroom, a school schedule, or levels of schooling and how they reflect culture. • **Interpretive**:Understand descriptions of a school • **Interpretive**:Identify names of classes and their locations on a class schedule • **Interpersonal Speaking:**Ask and answer questions about schools, classes, uniforms and school supplies • **Presentational Speaking**:Present which school subjects are most and least favorite and an opinion about classes and uniforms • **Presentational Writing**: Write some simple information about my classroom or school	• **Intercultural**:Investigate how the climate, geography, foods, biodiversity and tourist activities are connected • **Interpretive**:Identify basic familiar information about tourism and environmental issues • **Interpretive**:Recognize some facts about ecotourism and eco-friendly activities • **Interpersonal Speaking:**Ask and answer questions ecotourism (activities, lodging, etc.) in different countries • **Presentational Speaking**:Present information about trips including lodging, activities, meals and prices • **Presentational Writing**: Write a few details about eco-activities and what we can do to impact environment

Year 2 – High School Novice High Performance Range					
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
AP Theme	Personal & Public Identities / Science & Technology / Contemporary Life	Contemporary Life / Global Challenges	Contemporary Life / Global Challenges	Personal and Public Identities, Families and Communities	Global Challenges / Families and Communities, Contemporary Life
Topic	Self-Image	Let's Go Shopping	Healthy lifestyle	Let's Celebrate	Getting Around
Essential Question	Who is the real me?	What type of consumer am I?	What does it mean to be healthy?	What are the practices and products of celebrations of other cultures and how do they compare to mine?	Why travel? What is an ideal vacation?
Pacing	Intro: **August 31 – September 11, 2026** (SEL/Proficiency/Getting to know students/What is proficiency? What is performance?/Target course proficiency levels) **September 14 – October 30, 2026**	**November 4 – December 23, 2026**	**January 4 – February 26, 2027** **Mid-Term Exams: January 19-22, 2027 (inclusive)**	**March 1– April 9, 2027**	**April 19 – June 4, 2027** **Final Exams: TBD June 7–15, 2027 and the last day of school tentatively June 15, 2027**
Unit Goals *Learners will be able to:*	• **Intercultural**:Investigate which social media sites are most used around the world. • **Interpretive**:Understand others perspectives on social media, online communities, and other related topics • **Interpretive**:Understand main ideas and some details from interviews/videos from social media influencers • Identify opinions supporting/opposing social media use • **Interpersonal speaking:**Ask about and identify the pros and con of social media based on research and my personal experience • **Presentational writing**: Introduce oneself online and write status updates on things I did or what I am doing	• **Intercultural**:Investigate locations to buy something, cost of items and how culture affects what people buy • **Interpretive**:Compare typical possessions (clothing/accessories/gadgets) found in different cultures • **Interpretive**:Understand main idea and some details when I read/listen/ view descriptions of a variety of items • Identify the cost of similar items in different countries • **Interpersonal Speaking:** Express items they need and items they want • **Presentational Writing**: Write about and identify favorite belongings	• **Intercultural**:Investigate how, what and why people eat what they do in my own and other cultures • **Interpretive**:Understand information about how choices and activities affect health (sleep, tech use, diet, music, etc.) • **Interpretive**:Understand nutritional information about foods and drinks (recipes, labels, nutritional guides, etc.) • Compare typical breakfasts/lunches/dinners with regard to health • **Interpersonal Speaking:**Ask about and respond to simple questions regarding activities that help maintain a healthy lifestyle • **Presentational Writing**:Tell how to create or maintain a balanced lifestyle	• **Intercultural**:Investigate identify examples of entertainment, celebrations, and literature and peoples' attitude towards them • **Interpretive**:Identify cultural elements in events/celebrations/stories/movies • **Interpretive**:Understand and identify characters, characteristics of a story/event/celebration/movies when someone talks about it • **Interpersonal Speaking:**Exchange preferences about an event/celebration/story/movie • **Presentational Speaking** :Recommend places to experience a variety of activities at an event/celebration/story/movie • **Presentational Writing:**:Tell and describe a past or present event/celebration/story/movie	• **Intercultural**:Investigate and identify in my own and other cultures familiar landmarks, foods, popular locations and activities for an ideal vacation • **Interpretive**:Understand some reasons for travel preferences - weather, activities, places of interest , etc. discussed on a tour • **Interpretive**:Understand descriptions/opinions of places, foods and transportation • **Interpersonal Speaking:**Request and provide information by asking and answering questions about an upcoming trip • **Presentational Speaking**:Recommend places in my town, city, state or country and tell someone which activities could be scheduled for the day • **Presentational Writing**:Write about the location of a city relative to another city on a map and present simple information on a vacation destination

Revised - May 26, 2017/REVISED OCTOBER 2018/Revised Aug. 2021

Year 3 – High School Intermediate Low Performance Range					
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
AP Theme	Personal and Public Identities	Beauty and Aesthetics	Global Challenges	Contemporary Life	Contemporary Life
Topic	Heroism & Historical Figures	Defining Beauty	What the World Eats	Housing and Lifestyles	Travel and Leisure
Essential Question	Who are our heroes?	How do we express ourselves?	What does the world eat? How does what we eat reflect our culture?	How much space do we need? What makes a house a home?	How do our leisure activities reflect what we value?
Pacing	Intro: **August 31 – September 11, 2026** (SEL/Proficiency/Getting to know students/What is proficiency? What is performance?/Target course proficiency levels) **September 14 – October 30, 2026**	**November 4 – December 23, 2026**	**January 4 – February 26, 2027** **Mid-Term Exams: January 19-22, 2027 (inclusive)**	**March 1– April 9, 2027**	**April 19 – June 4, 2027** **Final Exams: TBD June 7–15, 2027 and the last day of school tentatively June 15, 2027**
Unit Goals *Learners will be able to:*	● **Intercultural**:Investigate how people label heroes/anti-heroes and why they do so ● **Interpretive**:Identify specific traits or actions of a hero/anti-hero ● **Interpretive**:Understand why and how people are heroes/anti-heroes ● **Interpersonal:**Exchange information about why I am a hero/anti-hero ● **Presentational**:Present biographical information on cultural heroes ● **Presentational**:Write the story of a hero/anti-hero in fiction or non-fiction	● **Intercultural**:Investigate how traditions and events influence music and art ● **Interpretive**:Understand the concept of inner/outer beauty ● **Interpretive**:Understand the theme and emotion expressed in a work of "art" ● **Interpersonal:**Exchange information on works created by man through the ages – art, architecture, music, literature ● **Presentational**:Present a personal piece and explain its significance to others ● **Presentational**:Write about strategies for dealing with emotions when self-expression is not possible	● **Intercultural**:Investigate how food is organized on a nation's food plate/pyramid, based on factors such as geography, economy, or attitudes towards health ● **Interpretive**:Identify main ingredients from popular dishes around the world ● **Interpretive**:Understand where hunger is prevalent and how various organizations/individuals are helping ● **Interpersonal:**Ask and answer questions about meal foods (breakfast, lunch, dinner, etc.), eating habits, and restaurants. ● **Presentational**:Present multi step instructions for preparing a recipe on a personal or international food tradition associated with a holiday ● **Presentational**:Write about the connection between food and cultural/geographical identity.	● **Intercultural**:Investigate how and why location, geography, and climate affects housing and lifestyles ● **Interpretive**:Understand types of housing around the world and identify the differences among them ● **Interpretive**:Understand issues like homelessness, cost of living, and accessibility for housing around the world ● **Interpersonal:**Ask and answer questions about housing issues and talk about ways to solve them ● **Presentational**:Present information about realtors and real estate ● **Presentational**:Write about home including the appearance, the location, size, colors, and special features	● **Intercultural**:Investigate how summer events/celebrations around the world are determined by geography, economics,and ecology ● **Interpretive**:Understand when others talk about past summer experiences or future summer plans ● **Interpretive**:Understand some information on summer opportunities (summer jobs/internships/study abroad) around the world ● **Interpersonal:**Exchange information my schedule with others ● **Presentational**:Write about my summer plans and give advice about what to do in different summer scenarios ● **Presentational**:Present leisure activities and explain their value

Year 4 – High School Intermediate Mid Performance Range					
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
AP Theme	Beauty & Esthetics	Global Challenges	Global Challenges	Personal and Public Identities	Science and Technology
Topic	Art in the World Around Us	Protecting Our Environment	Social Justice/Human Rights	What's trending	Ready for the Future
Essential Question	How does today's art influence people? What messages are people sending through the art they create?	What causes conflicts? What are the solutions?	Who belongs? Who matters?	How does entertainment reflect multiculturalism? How can we connect to others through what's trending?	How has technology evolved? What technologies help countries advance most?
Pacing	Intro: **August 31 – September 11, 2026** (SEL/Proficiency/Getting to know students/What is proficiency? What is performance?/Target course proficiency levels) **September 14 – October 30, 2026**	**November 4 – December 23, 2026**	**January 4 – February 26, 2027** **Mid-Term Exams: January 19-22, 2027 (inclusive)**	**March 1– April 9, 2027**	**April 19 – June 4, 2027** **Final Exams: TBD June 7–15, 2027 and the last day of school tentatively June 15, 2027**
Unit Goals *Learners will be able to:*	• **Intercultural**:Investigate and compare how one's experience, traditions and/or events influence artwork and artistic expression • **Interpretive**:Understand the concept of different art forms and why art is created (i.e music, art, literature) • **Interpretive**:Identify meanings and messages associated with different types of art forms • **Interpersonal:**Express feelings, opinions and interpretation of works of art • **Presentational**:Describe how art is a form of communication and give an opinion • **Presentational**:Write about the relationship between trending themes in artwork and historical events	• **Intercultural**:Investigate cultural practices and perspectives that are related to the causes of environmental issues (i.e water issues quality and quantity) • **Interpretive**:Identify environmental challenges and possible solutions to these challenges • **Interpretive**:Understand stories/documentaries about environmental issues and solutions • **Interpersonal:**Discuss information on environmental issues and solutions • **Presentational**:Give detailed information about the global environmental crisis including the issues affecting my community • **Presentational**:Explain and recommend solutions to environmental issues	• **Intercultural**:Investigate what makes a community good or bad in cities and communities around the world (economy, diversity, freedoms) • **Interpretive**:Understand the role of diversity and inequality play in our society and how communities improve their problems • **Interpretive**:Understand how biases impact social interaction and contributes to opportunities communities • **Interpersonal:**Ask for and provide information about organizations and or public service jobs address equality in communities • **Presentational**:Write how equity, human rights and freedoms are protected in our society (i.e explore the Declaration of Human Rights) • **Presentational**:Defend an opinion about the need for equity and eq and possible improvements in my community	• **Intercultural**:Investigate trending shows, movies from around the world • **Interpretive**:Identify cultural influences in shows, movies, from different countries • **Interpretive**:Understand descriptions, opinions and information about shows/ movies • **Interpersonal:**Discuss ideas about the past, current and future of film, TV entertainment • Talk about job opportunities in the film/entertainment industry and give an opinion of them • **Presentational**:Explain how technological advancements have impacted the entertainment industries	• **Intercultural**:Investigate and explain some diversity among tech products and practices and how it relates to perspectives • **Interpretive**:Understand recent technological innovations from around the world • **Interpretive**:Understand how tech innovations impact our daily lives • **Interpersonal:**Discuss the negative impacts of technology and ways to overcome them • Describe how technology has influenced the way we communicate • **Presentational**:Explain/Present how technology has and will impact different industries and future career choices

Revised - May 26, 2017/REVISED OCTOBER 2018/Revised Aug. 2021

Year 5 – High School Intermediate Mid Performance Range					
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
AP Theme	Personal and Public Identities	Personal and Public Identities	Contemporary Life	Global Challenges/Families and Communities	Global Challenges
Topic	Legends and Myths	National and Ethnic Identities	Education and Careers	Health and Medicine	Social Consciousness
Essential Question	How are cultural perspectives embedded in a story or legend?	What is the value of preserving our past for future generations?	What is the impact of population growth on society?	What diseases are affecting people around the world? How can we make the world a healthier place to live?	What social, political, and environmental challenges do global societies face?
Pacing	Intro: **August 31 – September 11, 2026** (SEL/Proficiency/Getting to know students/What is proficiency? What is performance?/Target course proficiency levels) **September 14 – October 30, 2026**	**November 4 – December 23, 2026**	**January 4 – February 26, 2027** **Mid-Term Exams: January 19-22, 2027 (inclusive)**	**March 1– April 9, 2027**	**April 19 – June 4, 2027** **Final Exams: TBD June 7–15, 2027 and the last day of school tentatively June 15, 2027**
Unit Goals *Learners will be able to:*	• **Intercultural**:Investigate in my own and other cultures events, cultural perspectives and beliefs that drive the creation of a legend • **Interpretive**:Understand essential information (detail descriptions of characters, creatures, setting) in a story or legend • **Interpretive**:Understand the main idea and key information in a story, legend or fictional text • **Interpersonal:**Exchange opinions and ask questions about legends based on popular books, shows and movies • **Presentational**:Present a review of a story, legend or fictional text and give specific reasons to support point of view • **Presentational**:Write a simple story or legend about a recent trip, childhood memory or other social experience	• **Intercultural**:Investigate in my own and other cultures stories of migration and the role of acceptance in fostering global citizenship • **Interpretive**:Identify the events and circumstances that influence a person's decision to migrate and elements that shape one's identity. • **Interpretive**:Analyze how different communities support migrants and the role of media • **Interpersonal:**Exchange information about why people leave their homes and the challenges they face • **Presentational**:Present examples of how communities are impacted by migrants (art, literature, music, food, ect.) • **Presentational**:Write about how migration influences a person's identity over time	• **Intercultural**:Investigate and compare social values, attitudes and expectations related to education. • **Interpretive**:Understand the current status of education around the world. • **Interpretive**:Identify economic, social and political reasons influencing educational opportunities for young adults. • **Interpersonal:**Participate in a conversation on how aspects of everyday life influence and relate to one's decision in education and careers. • **Presentational**:Present initiatives to support schooling for young people around the world. • **Presentational**:Write about the current demands in the workforce and future challenges for young adults	• **Intercultural**:Investigate diseases, remedies and popular medicine brands in my own and other cultures • **Interpretive**:Understand the uses of social media in the medical field • **Interpretive**:Understand information about illness and symptoms • **Interpersonal:**Ask for and provide information about illnesses, treatments (home remedies) and preventative steps • Share and justify an opinion about the future with respect to health care, medical careers and medicine • **Presentational**:Write about how health and medicine are impacted by new technologies	• **Intercultural**:Investigate social issues (trash, environment, poverty) that require attention in the world today and efforts people take to protect them. • **Interpretive**:Understand what individuals in society can do (interpret data, raise awareness, recycle) to have social consciousness on existing problems. • **Interpretive**:Understand how society views social, economic and environmental issues. • **Interpersonal:**Ask and answer questions about the negative and positive impact of social media on environmental issues. • **Presentational**:Present my point of view on how to create social consciousness to help solve environmental issues and the problems for the next generation. • **Presentational**:Write about what can be done so that individuals and societies are aware of existing problems, feel empathy and help to find solutions to them.