

Kenmore-Tonawanda UFSD



L.O.T.E. Curriculum

Updated 9/2014

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Checkpoint

A

Personal ID

Time Frame	8
Sub-topics	Biographical information (age, nationality, address and telephone number, place and date of birth), physical characteristics (height, weight, complexion, facial features, body shape, color of hair/eyes), psychological characteristics (character and personality)
Essential Questions	Who am I? Where am I from? Where was I born and where do I live? What do I look like? What kind of person am I?
I Can Statements	I can greet others and say good bye; I can introduce myself; I can describe what I look like; I can describe what type of person I am; I can state my name, age, where I live and nationality; I can give my phone number, address and email address; I can state my birthdate.
Outcomes	Students are able to provide/obtain basic biographical data
Examples	Students complete a basic form; create/present a self-portrait; exchange basic contact information; introduce self/others; describe self/others.
Suggested Linguistic Components	Basic vocabulary to describe physical self and personality; numbers and colors; basic 1st person conjugations of 'to have' and 'to be', basic subject pronouns; alphabet
Notes	

Physical Environment

Time Frame	3
Sub-topics	Seasons; calendar; weather
Essential Questions	What is the weather? What are the seasons/months like?
I Can Statements	I can interpret a basic weather report; I can exchange information about the weather; I can recognize what's cold, warm and hot in Celsius
Outcomes	Students are able to describe the weather for a day or a season; students are able to understand a basic weather report (written/oral)
Examples	Students listen to a weather report and make appropriate plans (written or oral); Students write an email to a pen pal coming to visit, telling them about typical weather.
Suggested Linguistic Components	Basic vocabulary to describe the weather, numbers, days, day/month date format, and parts of days/time expressions, months, and seasons
Notes	

Leisure

Time Frame	6
Sub-topics	Available leisure time: after school, weekends, holidays, vacations, activities: hobbies/sports/other interests, use/types of media; limited special occasions
Essential Questions	What do you like (not like) to do in your free time? When, with whom and how often? What do you do for some special holidays or family occasions? How do I feel about different leisure time activities?
I Can Statements	I can say which sports and free time activities I like and don't like; I can express my feelings/preferences/opinion on different activities; I can say when and how often I do different activities; I can exchange information about free time activities with others; I can ask others to do something with me
Outcomes	Students are able to discuss what they like to do in their free time, their hobbies and interests. Students are able to make plans with others, persuade others to join them in an activity.
Examples	Students complete oral/written surveys on free time likes/dislikes; check-off lists (activities and frequency); read and/or listen to bios of TL students about leisure time activities; journal entries; categorize activities by season/weather/time of day/related activities; write an email/text message to a friend to make plans for after school; read authentic TL free time bios and then write their own.
Suggested Linguistic Components	Basic vocabulary regarding sports & leisure time activities, basic verb conjugations as needed, expressing likes/dislikes/preferences, asking questions/inviting (do you want to), adverbs/phrases of time and frequency, expressing favorites,
Notes	

Education

Time Frame	6
Sub-topics	Types of schools, subjects, school year, schedule, telling time (24 hour clock), grades/report cards, classroom objects, people and places in school, things you do in school
Essential Questions	What is a school day like for me and others?
I Can Statements	I can exchange information about my school; I can describe my school day/schedule/subjects; I can name my school supplies; I can ask for classroom objects/supplies; I can use basic classroom expressions as needed; I can convert time between the 12 & 24 hour clocks; I can read a report card and say what my grades are; I can express my feelings on different school subjects/grades/teachers and school in general; I can express similarities and differences between my school and school in the target culture.
Outcomes	Students are able to describe their type of school and school day, express feelings about favorite/less favorite classes and teachers, express basic likes/dislikes regarding school, tell time, discuss grades (target culture grading system), and are familiar with basic school supplies.
Examples	Students read a TL authentic school day schedule and compare to their own; Students read a TL report card and fill in a template as their own; students make a list of school supplies needed or the contents of their locker; Students use authentic advertisements for school supplies and "purchase" them online; Students create their own weekly schedule in the TL; Students exchange information and opinions regarding subjects, schedule and teachers; Students interview classmates about favorite subjects, why and what classes they have when/which period; Students create a Venn diagram comparing their school to a TL school.
Suggested Linguistic Components	cardinal/ordinal numbers (period 1 / first period); telling time; sequencing (first, then next, last); expressing likes, dislikes, favorites; "I have", "I need", articles (def./indef. - m, f, n pl), expressions for "there is/are/not"
Notes	

Family Life

Time Frame	4
Sub-topics	Family members, basic activities, common jobs, common religious events (as appropriate), traditions, customs, family occasions
Essential Questions	What is my family like? (NOTE: with this unit, students should always have the option of using a fictitious family)
I Can Statements	I can name basic family members and pets; I can describe my family members; I can tell things that we do together as a family.
Outcomes	Students are able to provide/obtain information about family, describe individual family members.
Examples	Students create a family album/poster/tree/scrapbook and present to others (speaking and/or writing); Students introduce family to others; Students role-play conversations in which they compare their families to each others; students write an email to a pen pal coming to visit, in which they describe their family.
Suggested Linguistic Components	possessive adjectives, and showing possession with 'of'; third person and/or plural (he/she/we/they); the verbs 'to have' and 'to be'; pronouns as needed, gender.
Notes	

House and Home

Time Frame	6
Sub-topics	Types of housing, house/garden, rooms/floors, basic furnishings, size, room functions, basic chores (including recycling)
Essential Questions	What is my home like?
I Can Statements	I can describe my house and immediate surroundings; I can name the rooms of a house and what I do in each; I can name and describe basic furnishings; I can talk about basic household chores and who does what in my home.
Outcomes	Students are able to identify their type of lodging and immediate surroundings (pool, garage, yard, garden), and name basic rooms, including basic furniture. Students are able to name basic chores and room-specific household activities.
Examples	Students complete an oral/written survey about their homes. Students draw a diagram of a home and describe it (written). Students role play a conversation in which they describe their room or home to each other. Students read a description of a bedroom written by someone from the target language culture and illustrate the corresponding diagram. Students organize furnishing into the appropriate rooms. Students use online real estate resources to compare and contrast typical TL homes with typical US homes.
Suggested Linguistic Components	Basic vocabulary for describing house, home, garden, yard, basic adjectives/adjective agreement for describing home and furnishings (color, comfortable, uncomfortable, big, small, etc); possessive adjectives; prepositions for "at the home of"; basic prepositions (in, on, under); 'to have', 'to live', 'to be'
Notes	

Current Events	
Time Frame	2
Sub-topics	Any current events over the course of the year appropriate to any of the Checkpoint A topics, skills and/or functions.
Essential Questions	What is happening in the world?
I Can Statements	I can read/watch/listen to basic news stories about important events on topics with which I am familiar and summarize the gist of the story; I can identify some details.
Outcomes	Students are aware of important events happening in the world, especially in the target language world, and can relate them to their own world.
Examples	Students read/watch/listen to a brief news story or clip, geared towards young students/children and identify the key components of the story; students tell about a current event in their school or community. (NOTE: at this level, work in Current Events is highly scaffolded and guided.)
Suggested Linguistic Components	Some basic "news" vocabulary, other vocabulary, phrases and structures as necessary. Telling time/time zone changes.
Notes	

* Current events and reading informational texts is an important component in the preparation for upper level courses. Students must be familiarized with a variety of text types from early on - including news formats. Global issues that are often the context of news articles/stories are a core area of study in IB.

(Beginning of year review)

Time Frame	2
Sub-topics	Teacher discretion
Essential Questions	
I Can Statements	
Outcomes	
Examples	
Suggested Linguistic Components	
IB Connections	
Notes	

Meal taking/Food and Drink

Time Frame	7
Sub-topics	Identify basic foods and food categories (fruits, vegetables, meats, snacks, fast food, etc.), meals of the day, ordering basic food out, buying food, basic quantities, problems in a restaurant, simple recipes, regional/national specialties, table setting, basic table manners
Essential Questions	What do I eat and drink? How? When? Where? Why?
I Can Statements	I can identify basic foods/drinks and classify by category; I know where to buy different food/drink items; I can explain what I eat at different times/meals and compare/contrast to typical meals in the target language culture; I can read a menu and order a basic meal in a cafe or restaurant; I can recognize some regional specialties from the target culture; I can use table manners appropriate to the target culture; I can identify the items needed for setting a table; I can express basic food/drink quantities.
Outcomes	Students are able to identify common foods coming from various locations and express preferences regarding food and drink; Students are able to function at the table at home or in a restaurant; Students are familiar with the conventions of etiquette in the target culture; Students are able to apply knowledge to shop for foods/drinks in the appropriate store/setting and request appropriate quantities; Students are able to plan a basic meal.
Examples	Students create a shopping list for a local shopping market; Students plan a meal or picnic and discuss who is bringing what (email, discussion); Students compare their typical mealtaking throughout the day to the target language culture; Students develop a basic menu; Students role-play a scene in a restaurant with a waiter (involving: ordering, complaining, gratuities/tipping); students plan a culturally appropriate meal.
Suggested Linguistic Components	Some' versus 'the' or 'a' and other expressions of quantity; expressing degrees of taste/dislike of food; polite forms to request (I would like), 'to take', 'to drink', 'to eat'; vocabulary appropriate to ordering; expressing feelings of hunger and thirst (idiomatic).
Notes	

Health and Welfare

Time Frame	4
Sub-topics	Identification of basic body parts; symptoms/names of common illnesses; common remedies and suggestions
Essential Questions	What are the basic parts of the body? How do I explain my symptoms if I'm ill?
I Can Statements	I can identify basic body parts; I can express my feelings when ill, say what hurts, and explain my symptoms; I can ask others how they feel and ask what hurts; I can suggest basic remedies to feel better; I can follow a doctor's basic recommendations.
Outcomes	Students are able to identify body parts. Students are able to express basic symptoms of common illnesses. Students are able to follow doctor's directions and suggest simple remedies. Students are able to ask others how they feel/ask what hurts.
Examples	Students interact appropriately in a role-play with a doctor or nurse. Students write a note to a friend when ill — explaining illness and requesting homework. Students are assigned a fictitious symptom and suggest remedies to each other. Students role-play a conversation in a pharmacy where they express symptoms and request medicine; Students compose a get-well message to a classmate or teacher who is ill.
Suggested Linguistic Components	Vocabulary to name parts of the body; vocabulary and idiomatic phrases for expressing pain, illness and basic symptoms; making suggestions (you should); introduction to reflexives.
Notes	

Shopping (Clothing)

Time Frame	6
Sub-topics	Types of stores/speciality shops; parts of a department store and general store related vocabulary; buying clothing & accessories/gifts; sizes; costs; color; and currency exchanges; trying clothes on; describing/commenting basic fit and look; making payment.
Essential Questions	What do I wear? How do I purchase clothing?
I Can Statements	I can describe what I wear; I can communicate with a sales person to purchase essential clothing items (specifying size, color, etc); I can comment on & describe basic fit and look of clothing; I can identify the parts of a typical department store; I can return a clothing item to a store.
Outcomes	Students are able to purchase items that they are searching for and can go to specific store. Students are able to inquire about items that they need. Students are able to return/exchange items that they have purchased. Students demonstrate understanding of the value of the target culture currency.
Examples	Students role-play a clothing purchase in a department store; Students critique current fashion trends; Students compare fashion trends between their culture and the target language culture; Students design a clothing store advertisement; Students compose an outfit for their teacher using online resources; Students role-play returning a clothing item; Students role-play persuading a friend to wear/purchase/change a certain outfit or item of clothing.
Suggested Linguistic Components	Vocabulary appropriate to clothing and stores and idiomatic expressions as needed. Direct object pronouns as appropriate; adjective agreement and placement as appropriate by language. The verbs 'to take', 'to try on', 'to put on', 'to wear', 'to return',
Notes	

Physical Environment

Time Frame	2
Sub-topics	Physical Features: big city, small town, village, suburb, country, geography of area; (opportunities for recreation and entertainment)
Essential Questions	What are the geographic features in my area and in the target language world? What can one do for recreation and entertainment in different types of geographic areas?
I Can Statements	I can name different types of physical environments (mountains, rivers, bodies of water, city, suburb, country, small town, etc); I can propose things to do appropriate to the specific location; I can name basic farm animals.
Outcomes	Students are able to describe basic geographical areas and typical appropriate activities.
Examples	Students illustrate and label a map including a variety of types of physical environment; Students debate vacation destinations and activities; Students deduce where they are based on auditory or written description of the area and activities
Suggested Linguistic Components	Vocabulary and idiomatic phrases appropriate to this topic; making suggestions, comparisons; persuading;
Notes	

Community and Neighborhood

Time Frame	6
Sub-topics	Places in a city, buildings, basic signs, specialty stores, basic directions, opportunities for rec and entertainment, (making plans, declining, accepting, invitations).
Essential Questions	What is there in a town or city, what can I do there and how do I get around?
I Can Statements	I can describe the town where I live; I can describe a typical town or city in the target culture world; I can compare and contrast a target culture city to one in my country; I can ask for, follow, and give directions; I can suggest what to do for entertainment.
Outcomes	Students are able to identify common places in a town or city; students are able to compare and contrast a target language city with their own; students are able to ask for, follow and give very basic directions; students are able to discuss/suggest various entertainment and activity options appropriate to a town/city.
Examples	Students prioritize by level of importance what there should be in a town/city; Students construct an imagining town and write a paragraph describing it; Students give directions from school to home or using a target culture map; Students role-play a conversation in which they discuss what they should do/where they should go; Students peruse the entertainment section of a target language newspaper and write a note to a friend persuading him/her to do something;
Suggested Linguistic Components	Vocabulary, phrases and simple commands needed to ask for, give, and follow directions; expansion of store/facility vocabulary; vocabulary for persuasion/preferences and making plans; the verb 'to go' and 'to drive', basic prepositions of location; idiomatic phrases as necessary by language; contractions such as 'to the'.
Notes	

Travel	
Time Frame	6
Sub-topics	Means of transportation, essential travel items, packing a suitcase, maps, at the ticket counter, purchasing a ticket from a machine or online, timetables and fares, signs and instructions, advertisements and promotional information, common things to do, airport/train station vocabulary, going through customs and immigration, accommodations/lodging
Essential Questions	How do I travel on vacation? Where can I stay? What do I need? What activities can I do there?
I Can Statements	I can identify different means of transportation used to travel; I can list and categorize the things I need to pack; I can have a basic conversation with an employee in an airport or train station; I can follow directions on signs in an airport or train station; I can read a schedule for a train or bus; I can purchase a ticket from an agent, a machine or online; I know what is expected of me going through customs and immigration; I can make a reservation in a hotel.
Outcomes	Students are able to purchase travel tickets for various means of transportation. Students are able to interpret various simple maps and timetables. Students are able to interact in various situations with travel personnel.
Examples	Students role-play an interaction with travel personnel. Students create and present an outline of a trip they are planning. Students navigate a travel website to purchase tickets and observe time tables.
Suggested Linguistic Components	Vocabulary for expressing travel with various means of transportation ('by' car, train, plane, etc); vocabulary for travel documents; review of clothing, toiletries
Notes	

Current Events	
Time Frame	2
Sub-topics	Any current events over the course of the year appropriate to any of the Checkpoint A Topics, skills and/or functions.
Essential Questions	What is happening in the world?
I Can Statements	I can read/watch/listen to basic news stories about important events on topics with which I am familiar and summarize the gist of the story; I can identify some details.
Outcomes	Students are aware of important events happening in the world, especially in the target language world, and can relate them to their own world.
Examples	Students read/watch/listen to a brief news story or clip, geared towards young students/children and identify the key components of the story; students tell about a current event in their school or community. (NOTE: at this level, work in Current Events is highly scaffolded and guided.)
Suggested Linguistic Components	Some basic "news" vocabulary, other vocabulary, phrases and structures as necessary. Telling time/time zone changes.
Notes	

* Current events and reading informational texts is an important component in the preparation for upper level courses. Students must be familiarized with a variety of text types from early on - including news formats. Global issues that are often the context of news articles/stories are a core area of study in IB.

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Checkpoint

B

Personal ID	
Time Frame	4
Sub-topics	See all previous sub-topics, extending into self-image and personal interest
Essential Questions	Who am I as a person? How am I changing as a person as I grow? How do others view me? What makes me unique?
I Can Statements	I can describe who I am as a person, what I look like and my personality; I can explain how I am changing as a person; I can express how others view me (parents, friends, teachers); I can compare myself to others and explain what makes me unique.
Outcomes	Students can define who they are as a person; They can express how they are changing as they grow; Students can interpret and relate how others view them; Students can compare themselves to others and express what makes them unique.
Examples	Students interview each other about themselves, and report their findings; Students write a reflective essay about themselves; Students write a personal letter to pen pal/prospective employer; introducing themselves; students develop and conduct a survey to learn more about each other; Students compare and present on how they are now compared to when they were younger (When I was 10, I was... and now I am...); Students listen to and interpret a media interview with an actual famous person, also read a bio on that person and synthesize a report that they present to the class.
Suggested Linguistic Components	Expansion of vocabulary for describing self and personality; review of common verb forms; possible introduction of "I was/used to be"; possible use of comparative and superlative; adjective agreement; possible introduction to formal vs informal correspondence formats
IB Connections	This topic connects indirectly with several components of the IB Topics: Core and Optional, especially aspects of "Social Relationships: language and cultural identity, or self-identity"
Notes	

Leisure	
Time Frame	6
Sub-topics	See all previous sub-topics from Checkpoint A, extending into organizations and facilities; cultural resources (i.e. clubs and organizations), TV, books and movies
Essential Questions	What do I do (did I do) in my free time? What clubs, organizations and facilities for leisure time activities are there in my culture and the target language culture?
I Can Statements	I can express my preferences regarding movies, TV and reading material; I can express my likes, dislikes and preferences regarding free time activities; I can describe a club or organization that I belong to or want to join; I can describe how people in the target culture typically spend their free time and compare that to my culture.
Outcomes	Students are able to talk/write about what they do/have done in my free time. Students are able to talk about organizations and facilities for leisure time activities (dance) in their culture and the target language culture.
Examples	Students persuade a friend to participate in an activity; Students illustrate extracurricular club that other students could join and present about it; Students read/listen/watch what students in target culture do in their leisure time and synthesize a comparison with their own culture.
Suggested Linguistic Components	Expanding vocabulary and skills learned in Checkpoint A and include vocabulary for organizations/facilities/memberships etc.; verbs and appropriate conjugations as necessary; using the appropriate past tense to talk about what they did (over the weekend, summer, etc); adverbs of frequency (sometimes, often, never, usually) and time (yesterday, on the weekend, the other day, etc).
IB Connections	Direct connection with the IB Optional Topic: Leisure The variety of activities performed for enjoyment. Possible aspects to cover: • entertainment, • exhibitions and shows, • games, • hobbies, • recreation, • social interaction through leisure, • sports, • travelling.
Notes	

Family Life

Time Frame	4
Sub-topics	See all previous sub-topics, extending into roles, responsibilities and relationships
Essential Questions	What is my relationship like with my various family members? What are the various roles and responsibilities of my family members? What are good household rules?
I Can Statements	I can describe my family in detail (physical and personality); I can say how I get along/don't get along with various family members and why; I can discuss the roles and responsibilities of various family members (chores, problem solving, bread-winner, etc); I can describe basic household rules.
Outcomes	Students are able to define their relationships with various family members. Students can describe various roles and responsibilities of family members. Students can verbalize family/household rules.
Examples	Students describe their family in a letter to a pen pal; students interview each other about family composition and life; students create a fictitious family and develop a set of household rules, responsibilities and roles for each family member; Students compare and contrast the daily routines of various family members; Students role-play a "home alone" scenario; Students compare and contrast typical family life in the target culture and their own.
Suggested Linguistic Components	Expand vocabulary and skills learned in Checkpoint A, and vocabulary needed to discuss various roles, rules and responsibilities; possible intro/review of some reflexives for daily routine; review of pronouns, gender, possessives; modals for expressing 'have to', 'may/allowed to'; 'should', etc.
IB Connections	IB Core Topic: Social Relationships: relationships (friendship, work, family)
Notes	

House and Home

Time Frame	4
Sub-topics	See all previous sub-topics, extending into appliances, general furnishings and types of housing (i.e. rental, houses, other types of housing)
Essential Questions	What types of homes do people live in? What are they like?
I Can Statements	I can name and describe various types of housing; I can describe a home in detail; I can name common furnishings and appliances for various rooms; I can describe a bedroom in detail.
Outcomes	Students are able to describe their home or a home in detail, including furnishings, appliances, etc.; Students are able to compare and contrast different types of housing and can compare similarities and differences between their culture and the target culture.
Examples	Students design a diagram of a bedroom and write a paragraph describing it in detail; Students interview each other about features of their homes; Students use online real estate resources to compare and contrast a typical target culture home and their own
Suggested Linguistic Components	Expand vocabulary and skills learned in Checkpoint A, specifically to describe home, rooms, and furnishings in greater detail; possibly prepositions of location and compounds (in, on, under, above, under it, next to it, etc); adjectives (case/agreement); expand use of transition words and/or sentence complexity to have a more fluent description of home
IB Connections	IB Connection: discuss how home/housing structures/layout, etc. reflect different values in the target culture
Notes	

Meal taking/Food and Drink

Time Frame	4
Sub-topics	See all previous sub-topics regarding food and meal taking, extending into basic food preparation, higher functioning in a restaurant, basic national specialties, and basic nutrition.
Essential Questions	What do people eat and how does it relate to health? How is basic food prepared? How do I interact in a restaurant?
I Can Statements	I can name a wide variety of fruits, vegetables, meats and other types of food products; I can follow a simple recipe; I can explain a recipe to someone else; I can navigate a restaurant situation from beginning to end; I can identify similarities and differences in foods and eating habits between the target culture and my own; I can demonstrate understanding of the basic nutritional value of the food that I eat.
Outcomes	Students are familiar with a wider variety of foods, drinks, and food categories; Students are able to describe basic food preparation (follow or provide a simple recipe); Students are able to navigate a restaurant situation from beginning to end; Students demonstrate awareness of similarities and differences in food and eating habits between the target culture and their own; Students are able to categorize foods based on nutritional value of the food that they consume (commonly known vitamins, minerals, calories, proteins, fats, carbs, etc.)
Examples	Students visit a supermarket online and shop for the foods they need for a week (with teacher guidance for balance) or for a specific recipe; Students research a national specialty and present on how it is prepared; Students read informational texts on basic food and nutrition and cite evidence of relevant health factors; Students develop an informational poster or PPT presentation to publish their findings on food and nutrition.
Suggested Linguistic Components	Expand vocabulary and skills learned in Checkpoint A, specifically to include a wider variety of foods, drinks, and food categories; Vocabulary to describe nutritional value of foods; Review and expansion of vocabulary necessary for functioning in a restaurant scenario; Vocabulary necessary to basic food preparation; Verb command forms and other verb forms needed for reading and/or explaining a recipe; the verb/phrase 'to contain' and 'to be found in'.
IB Connections	Cultural diversity: culinary heritage; Health: diet and nutrition; Customs and traditions: food.
Notes	

Health and Welfare

Time Frame	6
Sub-topics	See all previous sub-topics from Checkpoint A, extending into/expanding on injuries, common illnesses, symptoms, basic remedies, and preventative strategies for good health
Essential Questions	What is good health? How do my actions impact my well-being?
I Can Statements	I can describe injuries to body parts; I can explain my symptoms to a medical professional; I can suggest remedies to others who have medical problems; I can identify common illnesses and symptoms; I can describe in detail strategies that promote good health; I can identify activities that are unhealthy and can illustrate why; I can explain a few things that people do to stay fit; I can explain my daily routine including hygiene.
Outcomes	Students describe injuries to various body parts; Students explain symptoms to a medical professional; Students are able to suggest simple remedies to others who have medical problems; Students identify and explain actions in the context of their health; Students are able to detail their daily routine including hygiene.
Examples	Students role-play describing injuries and suggesting remedies; Students write an excuse note to their teacher giving health-related reasons for not completing assignments; Students role-play a discussion with a doctor about a health-related issue; Students make a presentation on health-related consequences from daily activities; Students read informational texts on health-related issues and synthesize information pertinent to maintaining good health; Students create a brochure designed to teach good hygiene habits to other students.
Suggested Linguistic Components	Expand Checkpoint A vocabulary for health and wellness, injury, illness, symptoms, etc.; Modals (should, must); Reflexives in present and past as appropriate; expressing frequency
IB Connections	Health: physical, mental and social well-being, as well as matters related to illnesses. Possible aspects to cover: • concepts of beauty and health; • diet and nutrition; • drug abuse; • epidemics; • health services; • hygiene; • illnesses, symptoms of good/ill health; • mental health; • physical exercise; • surgery; • traditional and alternative medicine.
Notes	

Education

Time Frame	4
Sub-topics	Program/course offerings, content (for individual courses), exams and grading; relationships among students (cyberbullying) and between staff and students; discipline/school rules; the role of technology in schools
Essential Questions	What is school life like for students today?
I Can Statements	I can describe the courses students take in school and can name something specific students do in each; I can explain basic graduation requirements; I can describe how my friends and I interact during the school day; I can identify (cyber)bullying and can describe what I would do in that situation; I can summarize basic school and classroom rules; I can compare advantages and disadvantages of technology in school (Smartphones, tablets, etc.)
Outcomes	Students are able to discuss in some detail what courses they take, why, and the content of the course; Students are able to discuss how they interact with each other in school, as well as how they interact with adults (clubs/activities, bullying, etc.); Students are able to paraphrase basic school and classroom rules; Students can argue for or against the use of technology in schools (Smartphones, tablets, etc.)
Examples	Students survey each other about the courses they are taking and what they do in each; Students read the school rules from a target language school and develop a list of rules for their "ideal" school; Students write a letter to their teacher to persuade him/her to allow the use of Smartphones in class; Students generate a list of characteristics of good learners and good teaching; Students read a level-appropriate account of a bullying situation and respond with suggestions to the victim.
Suggested Linguistic Components	Vocabulary related to school life; command forms/"rule-style" verb use; Idiomatic expressions as appropriate; Phrases for giving advice.
IB Connections	Social Relationships: education system, social and/or political structures, & relationships (friendship, work, family); Science and Technology: impact of information technology on society, ethics and technology.
Notes	

Current Events

Time Frame	3
Sub-topics	Any current events over the course of the year appropriate to any of the Checkpoint B Topics, skills and/or functions.
Essential Questions	What is happening in the world?
I Can Statements	I can read/watch/listen to basic news stories about important events on topics with which I am familiar and summarize the gist of the story; I can identify some details.
Outcomes	Students are aware of important events happening in the world, especially in the target language world, and can relate them to their own world.
Examples	Students read/watch/listen to a brief news story or clip and identify the key components of the story; students tell about a current event in their school or community
Suggested Linguistic Components	Some "news" vocabulary, other vocabulary, phrases and structures as necessary.
IB Connections	Current events and reading informational texts is an important component in the preparation for upper level courses. Students must be familiarized with a variety of text types from early on - including news formats. Global issues that are often the context of news articles/stories are a core area of study in IB.
Notes	

Shopping (with a major focus on clothing)

Time Frame	5
Sub-topics	See all previous sub-topics, extending into online shopping, modes of payment (cash/credit), and advertisements
Essential Questions	What do people wear and how do we shop for clothing?
I Can Statements	I can describe clothing and accessories in detail (fabric, patterns, colors, materials); I can purchase clothing in a store or online; I can ask in a store for information and for what I need; I can ask to try things on; I can express how clothing items look/fit; I can return an item; I can compare clothing items in advertisements; I can explain how clothing is more or less appropriate to a situation; I can explain how clothing can express personality
Outcomes	Students are able to describe clothing in detail; Students are able to purchase items in stores or online. Students are able to compare items that they may purchase. Students are able to analyze clothing advertising for essential information; Students are able to distinguish levels of appropriateness of clothing for various occasions; Students are able to interpret how personality can be expressed through clothing.
Examples	Students read/interpret advertisements for potential purchases; Students compare and discuss fashion styles and trends varying between students; Students write a formal email to complain about something that they purchased; Students design three different outfits describe the context in which each would be worn; Students present a mini-fashion show; Students read and interpret an authentic text regarding dress codes; Students compare the dress code of a target culture school to their own
Suggested Linguistic Components	All shopping and clothing-related vocabulary from Checkpoint A, expanded to include a wider variety of clothing, fabrics, materials, patterns, accessories, etc. Appropriate adjectives for describing clothing, fit, etc. and case/adjective agreement/word order as appropriate by language; Demonstrative pronouns as needed and appropriate; Comparative/superlative as appropriate; Direct object pronouns as appropriate; Reflexives as appropriate; 'to wear', 'to put on', 'to try on', 'to pay'
IB Connections	Customs and traditions: The current and past practices, representations, expressions and knowledge that belong to a community of the target language. Possible aspects to cover: • dress codes, uniforms • etiquette and protocols • fashion • national costumes
Notes	

Public and Private Services

Time Frame	2
Sub-topics	See all previous sub-topics, extending into customs, police, and bank
Essential Questions	How do I interact with public employees and officials?
I Can Statements	I can purchase stamps and mail a package or letter; I can exchange and/or withdraw money in a bank or from an ATM machine; I can go to a police officer, explain a problem and ask for help
Outcomes	Students are able to function in basic situations with public officials and employees, using the correct register of language as appropriate (formal).
Examples	Students role-play in bank situations where they need to exchange money; Students demonstrate knowledge of how to use an ATM in the target language by creating a step-by-step guide (PPT); Students role-play a scenario in which they interact with a police officer about a problem (student lost, lost item, saw or was in an accident, theft, etc.) and then complete a basic written police report about the issue.
Suggested Linguistic Components	Formal & polite forms of expression, imperatives, sequencing words; other conjugations as appropriate by language, review of numbers, currency conversion, past tenses as appropriate to say what happened
IB Connections	Social relationships: social behaviours and stances; Customs and traditions: etiquette and protocols.
Notes	

Community and Neighborhood

Time Frame	4
Sub-topics	See all previous sub-topics from Checkpoint A, extending into more detailed direction giving
Essential Questions	What defines a community? What makes for good quality of life in a community?
I Can Statements	I can outline what components make up a community (positive and negative); I can compare and contrast city, suburb and country life; I can persuade someone to visit a specific community; I am able to follow and give directions to go from one place to another.
Outcomes	Students are able to discuss and compare life in various types of communities and can identify pros and cons in each; Students are able to follow and give directions using the appropriate register.
Examples	Students read a text in which various types of communities are portrayed, they categorize pros and cons for each and then debate country-city-suburban life; Students write a persuasive letter to a pen pal, convincing him/her to visit (focusing on the pros of our community); Students give each directions to/from school/home using Google maps (on screen or Smartphone)
Suggested Linguistic Components	Topic-appropriate vocabulary and idiomatic phrases; command forms as appropriate, formal/informal verb forms as needed, comparatives and superlatives, persuasive arguments, convincing/making suggestions, 'there is' and 'there are', debate protocol and tools (expressing/defending an opinion, providing further detail, disagreeing, getting others' attention, conceding a point, etc.); vocabulary needed to provide detailed directions; the verb 'to know'
IB Connections	Multiple connections to Core and Optional IB Topics: Social relationships How people interrelate and behave—as members of a community, individually and in groups.
Notes	

Services

Time Frame	3
Sub-topics	Using a car (getting gas, basic signs, basic traffic rules); Repairs (car and/or other common items); Car accidents
Essential Questions	What does it mean to have a car? If my car or bicycle is broken, how do I get it fixed or replaced? How do I describe a car accident?
I Can Statements	I can identify the basic parts of a car; I can get gas; I can identify basic traffic signs, rules and driving-related vocabulary; I can have a basic conversation with a mechanic about my car and arrange for repairs or replacement; I can apply these skills to other situations where items are broken and need to be repaired.
Outcomes	Students are able to function in situations involving basic knowledge of cars, traffic and driving; Students are able to identify the basic parts of a car, explain in some detail what is broken or wrong with a car, and arrange for repairs or replacement with a mechanic; Students are able to report a simple accident and say what happened; Students are able to read a report of an accident and summarize what happened.
Examples	Students select a dream car online and label the appropriate parts (ideally from a target culture car maker); Students follow a guided speaking activity to role-play a conversation with a mechanic; Students read authentic accident articles/reports (newspaper/online) and illustrate or reenact the accident using visuals and manipulatives; Students write a letter to their parents about an accident they were in or witnessed; Students complete a police report about an accident they saw or were in.
Suggested Linguistic Components	All vocabulary appropriate to car parts and repair; Focus on appropriate register for speaking with a mechanic or service provider; vocabulary and idiomatic phrases appropriate to news reports.
IB Connections	
Notes	

Earning a Living

Time Frame	4
Sub-topics	See all previous Checkpoint A sub-topics, expanding to include: Summer & part-time employment, prep/training, work roles/responsibilities, remunerations/benefits
Essential Questions	How do we earn money?
I Can Statements	I can explain how I and other teens typically earn and spend money; I can say what I am saving my money for and why; I can identify what job/career I would like to have, why, and what training/education is necessary; I can describe specific pros and cons of a job.
Outcomes	Students are able to explain how they earn money and what they do with it; Students are able to describe the job/career they would like to pursue, including: preparation/training, suitable personality characteristics, job characteristics, place of work, type of industry, pros, cons, income, work hours, etc.)
Examples	Students survey each other about afterschool job/summer jobs, earning money, saving/spending habits, etc. and schematize the results; Students use online resources to research various career options and discover the relevant details; Students interview a family member about their job and report to the class on that job; Students write an expository essay about their choice, including all significant information from this unit.
Suggested Linguistic Components	Vocabulary appropriate to earning, spending, saving money, jobs for young people and careers/jobs for adults, training, etc.; verb tenses as appropriate; modals as appropriate; idiomatic expressions as appropriate; masculine/feminine job forms
IB Connections	Tangential connections to some IB topics depending on the context used.
Notes	

Physical Environment

Time Frame	4
Sub-topics	See all previous Checkpoint A sub-topics, expanding to include: natural catastrophes, flora and fauna, basic environmental issues (problems, prevention and solutions)
Essential Questions	What is "the environment" and what is our role in it?
I Can Statements	I can name a variety of geographical areas and their characteristics; I can identify various environmental issues, their causes, impact, and potential solutions; I can describe what people can do to help the environment; I can describe weather conditions in detail and can name several types of natural disasters.
Outcomes	Students are able to name and describe a variety of geographic areas and their characteristics; they are able to discuss various environmental issues including causes, impact, solutions and prevention; students identify a wide variety of weather-related vocabulary in weather reports and can identify several types of natural disasters.
Examples	In small groups, students are assigned a type of geographic area and develop a brochure showing essential characteristics, basic flora and fauna, then jigsaw with other groups, collecting information from each other in a graphic organizer; Students read authentic informational texts about actual weather events and natural disasters and summarize the main ideas and relevant details; Students read an informational text on environmental issues and demonstrate understanding of the causes and impacts of the issues by developing an informational poster or PPT.
Suggested Linguistic Components	All appropriate vocabulary and idiomatic phrases as appropriate; verb tenses as appropriate (past/present/future); expression of opinions and suggestions as related to weather and the environment.
IB Connections	Global issues: • global warming, climate change, natural disasters; • the environment and sustainability
Notes	

Travel	
Time Frame	10
Sub-topics	See all previous subtopics extending to types of lodging (hostel, camping, hotel, private, pension), destinations, activities, itineraries, and interactions with travel services
Essential Questions	How do we vacation and travel?
I Can Statements	I can interact with a travel agent to plan an itinerary; I can navigate a train website to find and read schedules and purchase a ticket; I can explain my travel plans to someone else; I can make/describe lodging arrangements; I can plan a camping trip; I can compare and contrast various types of vacation destinations; I can plan appropriate activities for vacations/different types of destinations
Outcomes	Students are able to plan a vacation from beginning to end, including: interactions with travel agents and itinerary planning, using online resources, navigating train/plane travel (ticket purchase, reservations, schedules), arranging lodging, camping, making plans for activities, etc.)
Examples	Students plan an itinerary for a class trip; Students research TL regions and design a brochure for that area showcasing various important aspects and possible activities; Students plan a trip by train/plane, research schedules online, and write an email to the friend they are visiting describing their travel plans; Students role-play scenarios in which they come into a hotel and get a room; Students read authentic texts on bad hotel experiences and write their own real or fictitious account of a bad hotel stay; Students design and present a PPT on a camping trip they took, including significant details of all aspects of the trip.
Suggested Linguistic Components	All appropriate vocabulary and idiomatic phrases as appropriate; possible inclusion of future tense if planning a trip for the future; possible inclusion of past tenses as appropriate if describing a trip in the past; expressing feelings and opinions; persuasion, interrogatives (in role-play); review of appropriate register; comparatives and superlatives.
IB Connections	Optional Topic: Leisure: Travelling
Notes	

Current Events

Time Frame	3
Sub-topics	Any current events over the course of the year appropriate to any of the Checkpoint B Topics, skills and/or functions.
Essential Questions	What is happening in the world?
I Can Statements	I can read/watch/listen to basic news stories about important events on topics with which I am familiar and summarize the gist of the story; I can identify some details.
Outcomes	Students are aware of important events happening in the world, especially in the target language world, and can relate them to their own world.
Examples	Students read/watch/listen to a brief news story or clip and identify the key components of the story; students tell about a current event in their school or community.
Suggested Linguistic Components	Some "news" vocabulary, other vocabulary, phrases and structures as necessary.
IB Connections	Current events and reading informational texts is an important component in the preparation for upper level courses. Students must be familiarized with a variety of text types from early on - including news formats. Global issues that are often the context of news articles/stories are a core area of study in IB.
Notes	

Kenmore-Tonawanda UFSD



Checkpoint

C

Personal ID

Time Frame	4.5
Sub-topics	See all previous sub-topics for Personal ID; see also IB Topics
Essential Questions	Who am I as a person? How do I relate to my community? How do others perceive me?
I Can Statements	I can describe myself as a person and individual and in my community and society; I can express what is unique about me and what I have in common with others; I can describe my role in my community; I can express my strengths and weaknesses; I can verbalize my perceptions of myself (physical and psychological); I can paraphrase others' perceptions of me.
Outcomes	Students are able to talk about themselves on a deeper level; they can discuss similarities and differences between perceptions, stereotypes and in self-image; Students are able to differentiate between their perceptions of themselves and others perceptions of them.
Examples	Students present objects that represent who they are and discuss the meaning in detail with their classmates; Students write reflections on themselves, referencing how they were when younger, currently, and what type of person they would like to become; Students listen to a podcast of an interview with a famous person and interpret what they can; Students read a biographical or auto-biographical text on that same person and then write a report, referencing both sources.
Suggested Linguistic Components	Expand and deepen vocabulary and idiomatic expressions for describing self and others; use more complex verb tenses to say things such as "I used to be...", "When I was young...", "I would like to be...", "I wish I were..."; appropriate verb constructions to report speech of others (my parents say that I am...)
IB Connections	Emphasis on IB Topics: Social relationships: self-identity; relationships (friendship, work, family); social structures; relationships (friendship, work, family); Cultural diversity: beliefs, values, norms; concepts of human beauty;
Notes	

Family Life

Time Frame	4.5
Sub-topics	Rapport among family members, customs and values, family structure; responsibilities/expectations; rapport among members of the community
Essential Questions	What is my family like and how does my family compare to societal norms? How has my family evolved over the years? How do we get along with each other? What does it mean to be part of a family? How has the societal concept of family evolved over time? How do concepts of family in the target culture differ? How are they the same?
I Can Statements	I can describe my family in detail and compare it to societal norms; I can interpret societal norms and explain the underlying values; I can analyze what it means to be part of a family; I can draw conclusions as to how the concept of family has changed and is changing; I can describe how my family has evolved over time; I can explain how the members of my family get along with each other; I can compare societal norms of family between the target culture and my own.
Outcomes	Students are able to analyze their family structure, values, dynamics and relationships. Students express how family situations change and evolve over time. Students compare their family and the concept of family in our culture to the concept of family in the target culture.
Examples	Students interview each other, parents, and grandparents and compare and contrast family types/situations, current and over time; Students write a letter to a parent or family member expressing feelings they could not express in person (real or fictitious); Students create a fictitious family using authentic-like documents (birth certificates, death notices, marriage announcement, letters, news articles, etc.) and present their family to the class; Students read/listen and interpret texts from the target culture on the evolving nature of "family" as a concept.
Suggested Linguistic Components	Expand family-related vocabulary to approach sub-topics and essential questions; address verb tenses needed to talk about past, present and future
IB Connections	Social relationships; Cultural diversity: beliefs, values, and norms: Customs and traditions: celebrations, social and religious events
Notes	

House and Home

Time Frame	4.5
Sub-topics	See all previous sub-topics for House and Home
Essential Questions	How does a home reflect family and societal values?
I Can Statements	I can describe my home in detail and can analyze how a home can be seen as a reflection of family, society, cultural values; I can compare and contrast typical homes in my culture with homes in the target culture; I can explain how the environment is impacted by where/how we live and vice versa; I can compare how cultural perspectives of beauty and aesthetics are reflected in how/where we live.
Outcomes	Students are able to describe their home and understand how it is a reflection/extension of family and culture; Students are able to explain how homes in our culture are similar to/different from homes in the target culture; Students are able to explain how the environment is impacted by where/how we live; and vice versa; Students understand how cultural perspectives of beauty and aesthetics are reflected in how/where we live.
Examples	Students read/listen to authentic texts appropriate to the topic from the target language culture and compare and contrast to their own; Students apply concepts learned and write about/present on their ideal home; Students compare their homes with each other and discuss similarities and differences; Students prepare a PPT of an authentic TL home and role-play a scene buying the house with/from a real estate agent, critiquing and commenting on aspects of the house and/or rooms depicted; Students view authentic TV shows (Ex: House Hunters in the TL) and develop logical arguments pro/con each house portrayed; Students read and interpret an authentic text on how architecture can reflect the environment in which it is found and/or how architecture can enhance/help the environment (green architecture).
Suggested Linguistic Components	Review and expand house and home-related vocabulary, expanding as appropriate; vocabulary necessary to discuss design and aesthetics; vocabulary necessary to discuss environmentally friendly architecture and design
IB Connections	Contemporary Life, Family and Communities, and other sub-topics as appropriate, including: Technology, Environmental Issues, and Beauty and Aesthetics
Notes	

Community and Neighborhood

Time Frame	4.5
Sub-topics	See all previous sub-topics, extending into: responsibilities/expectations; rapport among community members
Essential Questions	What is community and how do I and others play a role in community/communities?
I Can Statements	I can describe myself and my role as a member of a community; I can describe my community; I can cite evidence of what constitutes "community" or "communities" in the target culture; I can compare and contrast the target culture community and my own; I can develop logical arguments about how outside forces affect communities (immigration, poverty, environmental issues, politics); I can identify challenges and problems in my community and in the target culture and can hypothesize about possible solutions; I can identify sub-groups of a community and can describe the challenges they face (racism, poverty, immigration, gender discrimination, etc.)
Outcomes	Students are able to explain their role as a member of their community (local/global); Students are able to define the concept of community; Students are able to explain how concepts of community differ from/are similar to concepts of community in the target culture; Students are aware of forces that influence societal changes in communities (immigration, poverty, environmental issues, politics); Students recognize challenges/problem in our community and in communities in the target language and can offer possible solutions.
Examples	Students watch/read/listen to text/video/audio pertaining to the topic/subtopics and interpret various definitions/perspectives of community as a concept; Students select a community/societal issue and present on the topic, relating it to the target culture and/or to their own; Students debate a topic of relevance; Students interview a guest speaker (as available) on issues pertinent to community and the target language/culture; Students develop a group project designed to improve an aspect of community life and address a problem/challenge they have identified.
Suggested Linguistic Components	Vocabulary and idiomatic expressions appropriate and relative to the topic/sub-topics being explored; conditional/modals (could, should, would, must, might); phrases needed for making suggestions/arguments, for stating opinion; comparatives
IB Connections	Global issues: Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language's culture(s); Social relationships: How people interrelate and behave—as members of a community, individually and in groups.
Notes	

Meal taking/Food and Drink

Time Frame	4.5
Sub-topics	See all previous sub-topics and expand as appropriate
Essential Questions	What do people eat (in my culture, in the target culture, and around the globe) and how does it relate to health and global issues?
I Can Statements	I can discuss what I eat and my eating habits in detail in the context of taste, health/nutrition, and cultural influences; I can compare the foods and eating habits of the target culture with my own; I can describe global trends in eating habits and their health implications.
Outcomes	Students are able to discuss in detail what they eat and why in the context of taste, health/nutrition, and cultural influences; Students are able to compare the foods and eating habits of the target culture with their own; Students are able to describe global trends in eating habits and their health implications.
Examples	Students compare and contrast the eating habits of the target culture and their own; Students discuss the impact of globalization of the food industry on our daily lives, health, and on the environment; Students write an article for their school newspaper in which they discuss how students can improve their nutrition; Students research and present on school lunches in the target culture and/or their own; Students interpret a recipe, record the preparation process at home and present in class; Students write an email to a friend about a meal they had in an expensive restaurant; Students research a nutrition sub-topic (fat, carbs, meat, sodium, vegetarianism, etc.) and develop a brochure on that topic.
Suggested Linguistic Components	Vocabulary and skills as necessary to deal with the topic
IB Connections	Health: Diet and nutrition; Cultural diversity: culinary heritage
Notes	

Shopping

Time Frame	4.5
Sub-topics	See all previous sub-topics for Shopping
Essential Questions	How do marketing and advertising affect us?
I Can Statements	I can critique marketing and advertising to demonstrate that I am an aware shopper; I can explain how marketing and advertising impact the mind and buying habits; I can cite examples of how marketing and advertising differ between the target culture and my own and can identify connections to underlying cultural values.
Outcomes	Students are able to critique marketing and advertising to demonstrate that they are aware shoppers; Students are able to explain how marketing and advertising influence the buyer and buying habits; Students are able to cite examples of how marketing and advertising differ between the target culture and their own and can identify connections to underlying cultural values.
Examples	Students read/listen to/watch advertisements in the target language and analyze them for marketing/advertising strategies and discuss similarities to/differences from their own culture; Students debate the influence of marketing and advertising on teens, teen culture, and self-concept/concept of beauty; Students develop an advertisement in the target language, demonstrating an understanding of basic marketing and advertising concepts and target culture values and norms.
Suggested Linguistic Components	Vocabulary needed to discuss marketing and advertising concepts; idiomatic expressions; study of/attention to word play, double entendre and subliminal messages as appropriate.
IB Connections	Communication in the media: advertising; Cultural diversity: the concepts of human beauty
Notes	

Leisure

Time Frame	4.5
Sub-topics	See all previous sub-topics for Leisure
Essential Questions	Why do I spend my free time the way that I do? How does the concept of free time vary from culture to culture and over time? How does technology influence my free time?
I Can Statements	I can explain in detail how I spend my free time and why I choose particular activities; I can compare popular free time activities in the target culture with my own; I can surmise how technology and media have influenced how people spend their free time
Outcomes	Students are able to discuss how they spend their free time and why, how the concept of free time varies from culture to culture and over time, and how technology influences our free time; Students are able to explain how people in the target culture spend their free time and are able to develop logical connections to the values of the target culture.
Examples	Students read/listen to/watch texts/video/audio appropriate to the topic, interpret meaning and make connections to their lives, to the target culture and to their own culture; Students discuss with each other what they do in their free time, and how they have changed since they were little; Students debate what to do as a group during a block of free time; Students assume the role of an exchange student in the target culture and write an article for their school newspaper comparing free time of teens in the target culture to their own.
Suggested Linguistic Components	Vocabulary and idiomatic expressions appropriate relative to the topic/sub-topics being explored; use of more complex verb structures as needed to compare things over time; vocabulary and idiomatic phrases necessary to persuade, convince, argue, agree, concede, etc.
IB Connections	IB Optional topic: Leisure, with multiple connections to Customs and Traditions, Health and Social relationships.
Notes	

Current Events

Time Frame	4.5
Sub-topics	Any current events over the course of the year appropriate to any of the Checkpoint C Topics, skills and/or functions.
Essential Questions	What is happening in the world?
I Can Statements	I can demonstrate that I am aware of global issues, especially in the countries where the language I am learning is spoken (political, economic, environmental).
Outcomes	Students are able to paraphrase what is happening in the world, especially in the countries where the target language is spoken, and can discuss common/important issues (political, economic, environmental).
Examples	Students give an oral or written report on a news item; Students watch a news clip and discuss in class; Students debate a recent item in the news.
Suggested Linguistic Components	Vocabulary common to news reporting such as reported speech and appropriate verb tenses; vocabulary specific to topics being addressed (political, economic, environmental, etc); vocabulary specific to discussing data trends.
IB Connections	Communication and media:How people interact, transmit and gather data for the purposes of information and entertainment; multiple other topics, depending on content.
Notes	

Personal ID

Time Frame	2
Sub-topics	See all previous sub-topics for Personal ID; see also IB Topics
Essential Questions	Who am I as a person? How do I relate to my community? How do others perceive me?
I Can Statements	I can describe myself as a person and individual and in my community and society; I can express what is unique about me and what I have in common with others; I can describe my role in my community; I can express my strengths and weaknesses; I can verbalize my perceptions of my self (physical and psychological); I can paraphrase others' perceptions of me
Outcomes	Students can talk about themselves on a deeper level; they can discuss similarities and differences between perceptions, stereotypes and in self-image; Students are able to differentiate between their perceptions of themselves and others perceptions of them.
Examples	Students present objects that represent who they are and discuss the meaning in detail with their classmates; Students write reflections on themselves, referencing how they were when younger, currently, and what type of person they would like to become; Students listen to a podcast of an interview with a famous person and interpret what they can; Students read a biographical or auto-biographical text on that same person and then write a report, referencing both sources.
Suggested Linguistic Components	Expand and deepen vocabulary and idiomatic expressions for describing self and others; use more complex verb tenses to say things such as "I used to be...", "When I was young...", "I would like to be...", "I wish I were..."; appropriate verb constructions to report speech of others (my parents say that I am...)
IB Connections	Emphasis on IB Topics: Social relationships: self-identity; relationships (friendship, work, family); social structures; relationships (friendship, work, family); Cultural diversity: beliefs, values, norms; concepts of human beauty;
Notes	

Education

Time Frame	6
Sub-topics	Planning college studies, paying tuition, scholarships, aid, work study, student life, target culture educational system
Essential Questions	What comes after high school? How could I continue my education?
I Can Statements	I can describe my educational plans for after high school; I can explain what I will study/do and why; I can explain what the costs will be and how I will pay for my studies; I can describe college life and compare and contrast it between students in the target culture and my own; I can identify components of the target culture education system; I can identify issues/challenges in the education system.
Outcomes	Students are able to describe their educational plans for after high school; Students are able to explain what they will study/do and why; Students are able to explain what the costs will be and how I will pay for my studies; Students are able to describe college life and compare and contrast it between students in the target culture and their own; Students are able to identify components of the target culture education system; Students are able to identify issues/challenges in the education system.
Examples	Students discuss their plans for college and their expectations of college life; Students write a letter to a pen pal discussing college and career plans, explaining the US college system; Students read/watch/listen to and interpret a text/video/audio about student life in the target culture; Students Skype or video-conference with students in the target culture and interview them about their school life/post-secondary plans; Students compare the pros and cons of the post-sec systems of the target culture and their own; Students investigate factors involved in selecting a college and compare this process to the target culture.
Suggested Linguistic Components	Vocabulary and skills as necessary to deal with the topic
IB Connections	Social relationships: How people interrelate and behave—as members of a community, individually and in groups. Educational system
Notes	

Earning a Living

Time Frame	6
Sub-topics	Volunteer work, job market situations, relationships with colleagues and employers, applying for/interviewing for a position
Essential Questions	What options do I have for volunteer activities? Am I aware of the job market opportunities in my chosen profession? Am I aware of basic social skills regarding dealing with coworkers and employers?
I Can Statements	I can describe volunteer activities/options; I can report on the specifics of my job/a typical part-time job; I can compare job market factors and trends (employment rates, unions, benefits (vacation time, health care, child rearing) retirement age, etc.); I can research my chosen field and draw conclusions about job market opportunities.
Outcomes	Students are able to describe volunteer activities/options; Students are able to report on the specifics of my job/a typical part-time job; Students are able to compare job market factors and trends (employment rates, unions, benefits (vacation time, health care, child rearing) retirement age, etc.); Students research their chosen field and are able to draw conclusions about job market opportunities.
Examples	Students participate in a mock job interview; Students write their own resume and letter of application for a job (using target culture models); Students role-play a discussion with colleagues and/or employer on typical workplace situations; Students write an article for the school newspaper regarding volunteer work opportunities in their community; Students research the field of their choice and jigsaw with other students to compare and contrast relevant factors.
Suggested Linguistic Components	Vocabulary and skills as necessary to deal with the topic
IB Connections	Social relationships: work; Global issues: economy
Notes	

Health and Welfare

Time Frame	6
Sub-topics	See previous NYS sub-topics. IB Topic: Health: Physical, mental and social well-being, as well as matters related to illnesses. Possible aspects to cover: • concepts of beauty and health • diet and nutrition • drug abuse • epidemics • health services • hygiene • illnesses, symptoms of good/ill health • mental health • physical exercise • surgery • traditional and alternative medicine.
Essential Questions	How can I be an active agent in my own good health? How do health issues and concepts of good health affect others in the world?
I Can Statements	I can describe my physical, mental and social well-being; I can describe common illnesses and symptoms of good/ill health; I can describe concepts of beauty and health and can compare and contrast with those of the target culture; I can explain how diet, nutrition, drugs, hygiene, exercise, etc. can affect health; I can make connections with global health issues (access to adequate health care, epidemics, immunization, eradication attempts)
Outcomes	Students are able to describe their physical, mental and social well-being; Students are able to describe common illnesses and symptoms of good/poor health; Students are able to describe concepts of beauty and health and can compare and contrast with those of the target culture; Students are able to explain how diet, nutrition, drugs, hygiene, exercise, etc. can affect health; Students are able to make connections with global health issues (access to adequate health care, epidemics, immunization, eradication attempts)
Examples	Students develop an informational brochure and present on a common health issue including causes, symptoms, prevention and treatment; Students research a global health issue and draw conclusions as to its causes, implications and possible solutions; Students listen to a news report on a health issue, read an article on the same topic and synthesize a summary; Students compare and contrast public service health announcements between the target culture and their own and apply the concepts they observed to create one of their own; Students keep a log of their nutrition and exercise and draw conclusions as to the long-term impact on their health.
Suggested Linguistic Components	Vocabulary and skills as necessary to deal with the topic
IB Connections	Health: Physical, mental and social well-being, as well as matters related to illnesses. Possible aspects to cover: • concepts of beauty and health • diet and nutrition • drug abuse • epidemics • health services • hygiene • illnesses, symptoms of good/ill health • mental health • physical exercise • surgery • traditional and alternative medicine.
Notes	

Physical Environment

Time Frame	6
Sub-topics	Impact on human life, ecology, economy, aesthetics of a quality environment, environmental impact of human actions
Essential Questions	What is the impact of the environment on human life and vice versa?
I Can Statements	I can discuss a variety of global environmental issues (natural and human-caused) and how they impact our society and economy; I can describe human responses (from individual through organizational/governmental) to global environmental issues; I can draw conclusions regarding my role as an individual in the environment; I can compare and contrast cultural aesthetic perspectives of environment.
Outcomes	Students are able to discuss a variety of global environmental issues (natural and human-caused) and how they impact our society and economy; Students are able to describe human responses (from individual through organizational/governmental) to global environmental issues; Students are able to draw conclusions regarding their role as an individual in the environment; Students are able to compare and contrast cultural aesthetic perspectives of environment.
Examples	Students read and interpret authentic texts on how the environment affects the lives of people; Students discuss what is being done to combat the effects of global warming locally, nationally and internationally; Students analyze the response to a natural disaster (at various levels: local, national, international); Students read an article about a relief organization in the target culture and summarize their findings; Students develop and present a proposal for a project to help reduce the human impact on the environment (PPT, brochure, speech to the student body, letter to the mayor, etc.)
Suggested Linguistic Components	Vocabulary and skills as necessary to deal with the topic
IB Connections	Global issues: • energy reserves • food and water • global warming, climate change, natural disasters • poverty and famine • the effect of man on nature • the environment and sustainability. Science and technology: • natural sciences • renewable energy.
Notes	

Travel	
Time Frame	5
Sub-topics	See all previous sub-topics and expand as appropriate for Checkpoint C
Essential Questions	What is the role of vacation and travel in our lives and society?
I Can Statements	I can describe where people in the target culture go, and how they spend their vacations and why; I can describe eco-friendly travel opportunities; I can describe how the concept of vacation/travel has changed over time and varies from culture to culture.
Outcomes	Students are able to explain where people in the target culture go, and how they spend their vacations and why; Students are able to investigate and identify eco-friendly travel opportunities; Students are able to describe how the concept of vacation/travel has changed over time and varies from culture to culture.
Examples	Students demonstrate understanding of eco-travel concepts by creating an itinerary for an eco-friendly vacation; Students read a passage about a target culture trip/vacation/travel habits and compare it to their own culture; Students interview parents and grandparents and present how the travel patterns have changed over the generations; Students investigate popular travel destinations in the target culture and make connections to underlying cultural values, tastes, interests, etc.
Suggested Linguistic Components	Vocabulary and skills as necessary to deal with the topic
IB Connections	Leisure: travel; Global issues: the environment and sustainability; Cultural diversity: beliefs, values and norms
Notes	

Current Events

Time Frame	4
Sub-topics	Any current events over the course of the year appropriate to any of the Checkpoint C Topics, skills and/or functions.
Essential Questions	What is happening in the world?
I Can Statements	I can demonstrate that I am aware of global issues, especially in the countries where the language I am learning is spoken (political, economic, environmental).
Outcomes	Students are able to paraphrase what is happening in the world, especially in the countries where the target language is spoken, and can discuss common/important issues (political, economic, environmental).
Examples	Students give an oral or written report on a news item; Students watch a news clip and discuss in class; Students debate a recent item in the news.
Suggested Linguistic Components	Vocabulary common to news reporting such as reported speech and appropriate verb tenses; vocabulary specific to topics being addressed (political, economic, environmental, etc); vocabulary specific to discussing data trends.
IB Connections	Public and Private Services
Notes	