

## Content Elaborations for World Languages and Cultures

Content elaborations are concepts that extend the Ohio [World Languages and Cultures learning standards](#) and bring more clarity and richness to the learning content. Content elaborations are specific to proficiency levels and include ideas that build learners' communication skills and intercultural knowledge.

There are eight global themes within the content elaborations, vertically aligned from the Novice Low to Advanced Low proficiency sublevels of the standards. The themes relate closely to the Advanced Placement and International Baccalaureate themes, with an additional theme related to career connections. Each theme includes sample topics and essential questions that provide a context for learning intercultural content, as well as stimulate thought, provoke inquiry and challenge learners to increase their critical thinking skills. This reflects Ohio's commitment to ensuring that all learners graduate from high school ready for post-secondary life, college or career in an interconnected, intercultural world.

The content elaborations can serve as guidance for creating courses, units, assessments and lessons that are aligned from Novice Low through Advanced Low proficiency sublevels. Teachers can use or modify the content elaborations to best meet their targeted learning outcomes and proficiency level.

**Themes, topics and essential questions, vertically aligned from Novice Low – Advanced Low:**

[Beauty and Aesthetics](#)

[Families and Communities](#)

[Career Connections](#)

[Global Issues and Challenges](#)

[Communication and Media](#)

[Interdisciplinary](#)

[Contemporary Life](#)

[Personal and Public Identities](#)

## Using the Content Elaborations to Develop Units and Lessons

**Unit Planning Template:** The content elaborations can be used in conjunction with the [Intercultural Unit Planning Template](#) to create standards-based units and lessons for Novice Low – Advanced Low proficiency. This detailed planning template shows the step-by-step process for Backward Design of an intercultural unit, with explanations for each step and links to the relevant model curriculum resources. Additional templates are also available on Ohio's World Languages and Cultures website.

**Intercultural Unit Samples:** Ohio teachers created [sample units](#), based on an intercultural theme and learning outcome extended across multiple proficiency levels. These units can be used as a model for creating similar units for any world language. The Department does not prescribe content, and all curricular decisions will be made at the local level.

**Intercultural Reflection Samples:** The [intercultural reflection template](#) from NCSSFL-ACTFL provides sample reflection activities that provide opportunities for deeper intercultural exploration, both in the target language in class and in English/native language outside of class. *“The primary focus of language education is to develop language proficiency; however, deep reflection normally occurs in one’s native language. For this reason, reflection activities are designed with maximum use of the target language during instructional time and an option for use of English at home for deeper reflection.” (NCSSFL-ACTFL 2017)*

**Authentic Cultural Materials:** For each of the themes and topics in the Content Elaborations, Ohio teachers curated [lists of relevant authentic resources](#) for various languages and, when possible, gave suggestions for using the resource with Novice and Intermediate learners. These lists, sorted by language, theme and topic, are found in the World Languages and Cultures Model Curriculum and can be used with the Content Elaboration topics to create scaffolded or extended tasks across proficiency levels.

Learners at every proficiency level should be exposed to authentic cultural texts or media that are carefully chosen (based on context, content, age and linguistic level) to allow maximum interaction from the learner. Using one resource with scaffolded or extended tasks can give learners at various proficiency levels the opportunity to “grapple” with the material to stimulate thinking and provoke deeper inquiry (ACTFL 2022. [Read full text](#)). The following are common authentic materials that can be used to create tasks across proficiency levels.

| Novice  | Intermediate   | Advanced  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• song or poetry titles, simple refrains, lyrics or verses</li> <li>• catalogs/shopping websites of familiar items (clothing, furniture, school supplies, technology)</li> <li>• music videos</li> <li>• movie posters or trailers</li> <li>• real estate ads</li> <li>• museum brochures or websites</li> <li>• travel guides or reviews</li> <li>• simple interviews, stories, books</li> <li>• advertisements or commercials</li> <li>• excerpts from documentaries</li> <li>• news headlines</li> <li>• invitations and greeting cards</li> <li>• personal emails</li> <li>• community flyers</li> <li>• family trees</li> <li>• maps and weather reports</li> <li>• census data</li> <li>• travel agency websites and maps</li> <li>• pay stubs</li> <li>• simple infographics or graffiti</li> <li>• political cartoons</li> <li>• campaign posters</li> <li>• murals, billboards or banners</li> <li>• timelines</li> <li>• passports</li> <li>• self-portraits</li> <li>• simple horoscopes</li> <li>• grave markers</li> <li>• obituaries, birth or wedding announcements or certificates</li> <li>• simple cartoons and comic strips</li> <li>• short social media posts</li> <li>• excerpts or graphics from international organizations' websites (World Central Kitchen, Global Goals, etc.)</li> </ul> | <p><i>In addition to the Novice resources:</i></p> <ul style="list-style-type: none"> <li>• film/ theater/book reviews</li> <li>• public service announcements</li> <li>• Wikipedia entries</li> <li>• expenses, budgets, bills</li> <li>• professional emails</li> <li>• statistical reports or infographics</li> <li>• editorials and interviews</li> <li>• online chats</li> <li>• job applications/postings, CV, resumes</li> <li>• television series or cartoons</li> <li>• graphic novels</li> <li>• blogs</li> <li>• museum guides (visual/audio)</li> <li>• human interest or popular culture articles</li> <li>• instructional guides or directions</li> <li>• literary or historical prose (excerpts)</li> <li>• plays (excerpts or full)</li> <li>• quatrains</li> <li>• medical forms</li> <li>• online games</li> <li>• news or current events reports</li> <li>• scientific articles</li> <li>• excerpts from biographies/ autobiographies and letters</li> <li>• special announcements</li> <li>• census surveys</li> <li>• international organizations' websites (Red Cross, Doctors Without Borders, Global Goals, etc.)</li> </ul> | <p><i>In addition to the Novice and Intermediate resources:</i></p> <ul style="list-style-type: none"> <li>• audio lectures</li> <li>• academic articles</li> <li>• fiction and non-fiction books or chapters</li> <li>• films and documentaries (full or excerpts)</li> <li>• plays and lyric poetry</li> <li>• film/theater/book reviews</li> <li>• topic-specific interviews/articles</li> <li>• personal interest books or media</li> <li>• biographies/autobiographies/ memoirs (full or chapters)</li> <li>• eulogies</li> <li>• wedding speeches/toasts</li> <li>• sermons</li> <li>• soap operas</li> <li>• guidebooks, historical travelogues or travel blogs</li> <li>• cultural interest reports</li> <li>• mortgage deeds</li> <li>• financial reports or infographics</li> <li>• editorials or letters to editor</li> <li>• petitions and formal letters</li> <li>• campaign and political speeches</li> <li>• legal documents</li> <li>• constitutions (excerpts)</li> <li>• rap music</li> <li>• international organizations' websites (Red Cross, Doctors Without Borders, Global Goals, etc.)</li> </ul> |

## BEAUTY AND AESTHETICS

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                    | Topics   | Essential Questions  |
|--|--|--|
| <b>Novice Low/Mid</b>                  | <ul style="list-style-type: none"> <li>Physical Characteristics</li> <li>Personality Traits</li> <li>Colors</li> <li>Dance and Music</li> <li>Arts and Crafts</li> <li>Fashion and Design</li> </ul> | <ul style="list-style-type: none"> <li>What do I look like?</li> <li>What is my personality?</li> <li>What do my friends and family look like, and what are their personalities?</li> <li>How does daily wear compare across cultures?</li> <li>How is art or music of target cultures the same or different from my culture?</li> </ul>   |
| <b>Novice High</b>                     | <ul style="list-style-type: none"> <li>Architecture</li> <li>Monuments</li> <li>Dance</li> <li>Music and Art</li> </ul>  | <ul style="list-style-type: none"> <li>How are modern and historical architectural styles the same or different?</li> <li>What monuments are important to a society?</li> <li>How does dance let us express ourselves?</li> <li>How is art or music used to record history?</li> </ul>   |
| <b>Intermediate Low</b>                | <ul style="list-style-type: none"> <li>Art and Music</li> <li>Ideals of Beauty</li> <li>Literature</li> </ul>  | <ul style="list-style-type: none"> <li>What makes music or art popular across cultures?</li> <li>How is our ideal of beauty the same or different from that of target cultures?</li> <li>How do ideals of beauty influence our daily lives?</li> <li>How do I analyze a character in literature?</li> </ul>  |
| <b>Intermediate Mid</b>                | <ul style="list-style-type: none"> <li>Ideals of Beauty</li> <li>Art</li> <li>Literature</li> <li>Film</li> <li>Music/Dance</li> </ul>   | <ul style="list-style-type: none"> <li>How does the media influence our concept of beauty?</li> <li>Does life reflect art, or does art reflect life?</li> <li>What makes a piece of literature “classic”?</li> <li>How can I critically reflect on literature and film?</li> <li>How can I express myself through the arts?</li> <li>How do music and art reflect time and place?</li> </ul>   |
| <b>Intermediate High /Advanced Low</b> | <ul style="list-style-type: none"> <li>Ideals of Beauty</li> <li>Contributions to Art</li> <li>Literature</li> <li>Perspectives</li> </ul>   | <ul style="list-style-type: none"> <li>How are the perceptions of beauty and art established?</li> <li>How can I critically reflect on art, culture, nature, literature, music or film?</li> <li>How does a culture’s historical art compare/contrast with its pop culture art?</li> <li>How do the arts both challenge and reflect cultural perspectives?</li> <li>How and why has the concept of beauty changed throughout the centuries?</li> </ul> |

## CAREER CONNECTIONS

[Career Connections Lessons and Resources](#) | [World Languages as Career Skills Unit Plan](#)

| Standards Alignment                      | Topics   | Essential Questions  |
|--|--|--|
| Novice<br>Low/Mid                        | <ul style="list-style-type: none"> <li>Career Awareness</li> </ul>                     | <ul style="list-style-type: none"> <li>For which careers do I need a world language?</li> <li>In which careers would knowing a world language be a benefit?</li> <li>Which professions/jobs are in-demand in my own and target cultures?</li> </ul>  |
| Novice High                              | <ul style="list-style-type: none"> <li>Career Exploration</li> </ul>                   | <ul style="list-style-type: none"> <li>Which professions interest me?</li> <li>How do I prepare myself for a profession?</li> <li>How can I build my language and intercultural skills to prepare for a career?</li> </ul>   |
| Intermediate<br>Low                      | <ul style="list-style-type: none"> <li>21st-Century Skills</li> </ul>                  | <ul style="list-style-type: none"> <li>What are 21<sup>st</sup> century skills?</li> <li>Why are 21<sup>st</sup> century skills so important?</li> <li>Why are language and culture inseparable when engaging in global professions?</li> <li>How do I identify my aptitudes and build my skills to find a suitable career?</li> </ul>   |
| Intermediate<br>Mid                      | <ul style="list-style-type: none"> <li>Career Planning</li> </ul>                      | <ul style="list-style-type: none"> <li>What skills, talent and education are valued by potential employers?</li> <li>How do I showcase my skills and aptitudes to find a suitable career?</li> <li>How do my goals for the future align with or prepare me for potential careers?</li> </ul>   |
| Intermediate<br>High<br>/Advanced<br>Low | <ul style="list-style-type: none"> <li>Career Opportunities and Development</li> </ul> | <ul style="list-style-type: none"> <li>How does speaking a second language expand my career opportunities?</li> <li>What level of language would be beneficial for my career interests?</li> <li>How can I find and apply for career opportunities?</li> <li>How do I create an international C.V.?</li> <li>What are similarities and differences in job descriptions (both linguistic and cultural) for the same careers in communities across the globe?</li> </ul> |

## COMMUNICATION AND MEDIA

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                                | Topics  | Essential Questions   |
|--|---|---|
| <b>Novice<br/>Low/Mid</b>                          | <ul style="list-style-type: none"> <li>Advertising</li> <li>Internet</li> <li>Text Messages</li> <li>Email</li> <li>Social Media</li> </ul> | <ul style="list-style-type: none"> <li>Do ads influence what I buy? How?</li> <li>How do I communicate with my friends and family?</li> <li>When do I communicate using email?</li> <li>How do I communicate using social media?</li> </ul>   |
| <b>Novice High</b>                                 | <ul style="list-style-type: none"> <li>Mail/Letters</li> <li>Smartphones</li> <li>Radio/TV</li> <li>Movies</li> <li>Social Media</li> </ul> | <ul style="list-style-type: none"> <li>How do people in various cultures communicate with each other?</li> <li>How do I learn what is happening around the world?</li> <li>Can we live without smartphones?</li> <li>How does social media impact my life?</li> </ul>   |
| <b>Intermediate<br/>Low</b>                        | <ul style="list-style-type: none"> <li>Communication</li> <li>Current Events</li> <li>Social Media</li> <li>Marketing</li> </ul>            | <ul style="list-style-type: none"> <li>What has changed historically in the way we communicate with each other?</li> <li>How do current events and social media impact each other?</li> <li>How does online communication change our level of courtesy?</li> <li>How can I use social media to connect with people in other countries or other cultures?</li> <li>How does marketing or advertising reflect the priorities of a society?</li> </ul> |
| <b>Intermediate<br/>Mid</b>                        | <ul style="list-style-type: none"> <li>Censorship</li> <li>Sensationalism</li> <li>Perspectives</li> </ul>                                  | <ul style="list-style-type: none"> <li>How do freedom of speech and censorship relate to each other?</li> <li>Are facts or speed more important in reporting?</li> <li>What does sensationalism in the media look like?</li> <li>How does fake news impact a society?</li> <li>What impacts our perspectives and point of view?</li> </ul>  |
| <b>Intermediate<br/>High<br/>/Advanced<br/>Low</b> | <ul style="list-style-type: none"> <li>Data</li> <li>Global Perspectives</li> <li>Propaganda</li> </ul>                                     | <ul style="list-style-type: none"> <li>How do people gather data for the purposes of entertainment or information?</li> <li>How do globalized products and practices impact perspectives, values or attitudes across cultures?</li> <li>What does propaganda look like across cultures?</li> <li>How do I critically examine information in the media?</li> </ul>   |

## CONTEMPORARY LIFE

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                                | Topics  | Essential Questions  |
|--|---|--|
| <b>Novice<br/>Low/Mid</b>                          | <ul style="list-style-type: none"> <li>• Clothing</li> <li>• Things I Like to Do</li> <li>• Entertainment</li> <li>• Music</li> <li>• Sports</li> <li>• Vacation</li> </ul> | <ul style="list-style-type: none"> <li>• What is my personal style?</li> <li>• How does what I do or what I wear reflect my identity or personality?</li> <li>• What youth activities are the same or different in my own and target cultures?</li> <li>• How does vacation differ in my culture from that of target cultures?</li> </ul>  |
| <b>Novice High</b>                                 | <ul style="list-style-type: none"> <li>• Leisure Activities</li> <li>• Housing and Shelter</li> <li>• Daily Routine</li> <li>• School</li> </ul>                            | <ul style="list-style-type: none"> <li>• Which sports are important in my culture and the target cultures?</li> <li>• How are my daily activities different from or similar to those in target cultures?</li> <li>• How does housing in my culture compare to housing in target cultures?</li> <li>• How is my school day similar to or different from the school day in target cultures?</li> </ul> |
| <b>Intermediate<br/>Low</b>                        | <ul style="list-style-type: none"> <li>• Daily Life</li> <li>• Travel and Tourism</li> <li>• Customs/Etiquette</li> <li>• Transportation</li> </ul>                         | <ul style="list-style-type: none"> <li>• How balanced is my life (school, activities, work)?</li> <li>• How does travel change one's life or perspectives?</li> <li>• How do we interact according to cultural norms when traveling?</li> <li>• How and why is transportation similar or different across cultures?</li> </ul>   |
| <b>Intermediate<br/>Mid</b>                        | <ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Current Events</li> <li>• Healthcare</li> <li>• Government</li> </ul>                                     | <ul style="list-style-type: none"> <li>• How and why do cultural trends and entertainment become globalized?</li> <li>• How do global events impact our lives?</li> <li>• How do various cultures define "quality of life"?</li> <li>• What role does government play in the quality of life of society?</li> </ul>  |
| <b>Intermediate<br/>High<br/>/Advanced<br/>Low</b> | <ul style="list-style-type: none"> <li>• Education and Career</li> <li>• Current Events</li> <li>• Social Values and Customs</li> </ul>                                     | <ul style="list-style-type: none"> <li>• How has technology changed modern education?</li> <li>• What is a "good" education?</li> <li>• How are we preparing for our life in the future?</li> <li>• How is contemporary life influenced by global products, practices and perspectives?</li> <li>• How do cultural customs reflect a society's values?</li> </ul>                                    |

## FAMILIES AND COMMUNITIES

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                                | Topics  | Essential Questions  |
|--|---|--|
| <b>Novice<br/>Low/Mid</b>                          | <ul style="list-style-type: none"> <li>Family Members</li> <li>Celebrations</li> <li>Rites of Passage</li> </ul>  | <ul style="list-style-type: none"> <li>Whom do I consider to be part of my family?</li> <li>Who is important to me and what are they like?</li> <li>What is a blended vs a nuclear family?</li> <li>How are families in my culture similar to and different from families in target cultures?</li> <li>How are common celebrations the same or different in my culture and the target cultures?</li> <li>What are important rites of passage across cultures?</li> </ul> |
| <b>Novice High</b>                                 | <ul style="list-style-type: none"> <li>Places in the Community</li> <li>Directions</li> <li>People in the Community</li> <li>Professions</li> <li>Chores</li> <li>Dining</li> </ul> | <ul style="list-style-type: none"> <li>What are the important places in my community?</li> <li>How is my family part of the community?</li> <li>Who speaks [target language] in my community?</li> <li>How do we travel within our community?</li> <li>What professions are needed in communities?</li> <li>How do I contribute to my family's well-being?</li> <li>How do eating and dining habits compare across cultures?</li> </ul>                                  |
| <b>Intermediate<br/>Low</b>                        | <ul style="list-style-type: none"> <li>Holidays and Celebrations</li> <li>Traditions and Ceremonies</li> <li>Heroes and Heroines</li> </ul>   | <ul style="list-style-type: none"> <li>How do religious and secular celebrations reflect the identity of a community?</li> <li>How do cultural celebrations build community?</li> <li>Who is a hero or heroine to me? Why?</li> <li>What are characteristics of heroes or heroines across cultures and how do they compare?</li> </ul>   |
| <b>Intermediate<br/>Mid</b>                        | <ul style="list-style-type: none"> <li>Education</li> <li>Family Structure</li> <li>Age</li> <li>Adolescence</li> </ul>   | <ul style="list-style-type: none"> <li>What does it mean to be an "educated person?"</li> <li>Is education considered a right or a privilege across cultures?</li> <li>How does education prepare us for our future?</li> <li>How has the family structure of industrialized societies changed over the past few decades?</li> <li>How is age valued across cultures?</li> </ul>   |
| <b>Intermediate<br/>High<br/>/Advanced<br/>Low</b> | <ul style="list-style-type: none"> <li>Citizenship/Community</li> <li>Service</li> <li>Diversity</li> <li>Family Structure</li> <li>Social Class</li> </ul>                         | <ul style="list-style-type: none"> <li>How do individuals contribute to the well-being of communities?</li> <li>How do the roles that families and communities assume differ in societies around the world?</li> <li>What constitutes a family in different cultures?</li> <li>What aspects of our lives does social class influence?</li> </ul>   |



## GLOBAL ISSUES AND CHALLENGES

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                                | Topics  | Essential Questions   |
|--|---|---|
| <b>Novice<br/>Low/Mid</b>                          | <ul style="list-style-type: none"> <li>Countries and Capitals</li> <li>Geography</li> <li>Animals</li> <li>Food and Water</li> <li>Environment</li> </ul>   | <ul style="list-style-type: none"> <li>Where do they speak [target language]?</li> <li>How is geography different across countries?</li> <li>Which animals are native to my own and the target cultures?</li> <li>Who is hungry and where do they live?</li> <li>Which food choices in target cultures are similar to or different from my choices?</li> <li>Who does and does not have clean water?</li> </ul>   |
| <b>Novice High</b>                                 | <ul style="list-style-type: none"> <li>Priorities</li> <li>Transportation</li> <li>Animals</li> <li>Poverty and Hunger</li> </ul>   | <ul style="list-style-type: none"> <li>What global issues are important to me?</li> <li>Why do transportation differences exist across cultures?</li> <li>What role do animals play across cultures?</li> <li>What global initiatives fight poverty and hunger?</li> </ul>  |
| <b>Intermediate<br/>Low</b>                        | <ul style="list-style-type: none"> <li>Human Rights</li> <li>Conservation</li> <li>Water</li> <li>Natural Resources</li> </ul>  | <ul style="list-style-type: none"> <li>What are the rights of a child across cultures?</li> <li>Do humans have an obligation to protect nature? Why?</li> <li>How do I personally protect the environment?</li> <li>How does geography impact economy and quality of life?</li> <li>What is the connection between health and eating habits in modern society?</li> <li>How do we use natural resources wisely?</li> </ul>  |
| <b>Intermediate<br/>Mid</b>                        | <ul style="list-style-type: none"> <li>Immigration</li> <li>Poverty</li> <li>Global Connections</li> <li>Sustainable Development</li> </ul>   | <ul style="list-style-type: none"> <li>What circumstances cause people to immigrate?</li> <li>What are the local and global consequences of poverty?</li> <li>How does women's education play a key role in the economy of developing nations?</li> <li>What challenges and benefits does globalization bring?</li> <li>What are sustainable development strategies and how are they established and enforced?</li> </ul>   |
| <b>Intermediate<br/>High<br/>/Advanced<br/>Low</b> | <ul style="list-style-type: none"> <li>Environmental Issues</li> <li>Economic Issues</li> <li>Global Perspectives</li> <li>Safety</li> <li>Political Issues</li> <li>Peace and War</li> <li>Human Rights</li> </ul> | <ul style="list-style-type: none"> <li>What environmental issues challenge societies across cultures? What are possible solutions?</li> <li>How are economies changing locally and globally?</li> <li>How do we learn to understand others' perspectives?</li> <li>How do we learn what are appropriate actions to take as a global citizen?</li> <li>How does the type of government affect quality of life?</li> <li>What does "freedom" mean across cultures?</li> </ul> |



## INTERDISCIPLINARY

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                    | Topics   | Essential Questions  |
|--|--|--|
| <b>Novice Low/Mid</b>                  | <ul style="list-style-type: none"> <li>Weather</li> <li>Numbers and Punctuation</li> <li>Computation</li> <li>Metric System</li> <li>Calendar</li> <li>Time</li> </ul>     | <ul style="list-style-type: none"> <li>How does weather affect our lives, our clothing, and our outdoor and indoor activities?</li> <li>What are the weather differences in other hemispheres or countries?</li> <li>How do people do math or monetary computations in target cultures?</li> <li>How do calendar formats differ across cultures?</li> <li>How do I express time in the target cultures?</li> </ul> |
| <b>Novice High</b>                     | <ul style="list-style-type: none"> <li>Body Parts</li> <li>Health/Fitness</li> <li>Historical Timelines</li> <li>Science</li> </ul>  | <ul style="list-style-type: none"> <li>How would I live a healthy lifestyle in my own and the target cultures?</li> <li>How are historical events reflected on a timeline in target countries?</li> <li>What [language] derivatives are present in modern biology and medical terminology?</li> </ul>  |
| <b>Intermediate Low</b>                | <ul style="list-style-type: none"> <li>Time</li> <li>Science</li> <li>Technology</li> </ul>  | <ul style="list-style-type: none"> <li>How does the concept of time and punctuality differ by country or culture?</li> <li>Who are/were innovators in science and technology?</li> <li>How does technology make life both easier and more complicated?</li> </ul>  |
| <b>Intermediate Mid</b>                | <ul style="list-style-type: none"> <li>Personal Technologies</li> <li>Science</li> <li>Medicine</li> <li>History</li> <li>Environmental Issues</li> </ul>                  | <ul style="list-style-type: none"> <li>How has technology impacted societies and individual lifestyles recently and historically?</li> <li>How do advances in science or medicine impact my life today?</li> <li>What impact do major historical events have on people's lives and the future of a country?</li> <li>How has the relationship between humans and nature evolved over the past century?</li> </ul>  |
| <b>Intermediate High /Advanced Low</b> | <ul style="list-style-type: none"> <li>Healthcare</li> <li>Treatment of the Elderly</li> <li>Current Research Topics</li> <li>Inventions as Catalysts to Change</li> </ul> | <ul style="list-style-type: none"> <li>How have developments in healthcare affected our lives and the lives of others globally?</li> <li>How do different cultures take care of the elderly?</li> <li>What role do ethics play in scientific advances?</li> <li>What are the pros and cons of artificial intelligence?</li> </ul>  |

## PERSONAL AND PUBLIC IDENTITIES

[Instructional Strategies](#) | [Authentic Resources for These Topics](#) | [AP Topics/Questions](#) | [IB Topics/Questions](#)

| Standards Alignment                                | Topics   | Essential Questions   |
|--|--|---|
| <b>Novice<br/>Low/Mid</b>                          | <ul style="list-style-type: none"> <li>• Age and Formality</li> <li>• Where I Live</li> <li>• Greetings/Leave-Taking</li> <li>• Eye Contact</li> <li>• Personal Space</li> <li>• Gestures</li> </ul> | <ul style="list-style-type: none"> <li>• Who am I?</li> <li>• Where do I consider “home”?</li> <li>• How do I interact with members of target cultures in a culturally appropriate manner?</li> <li>• How do greetings and farewells differ across cultures?</li> <li>• How do I use cultural gestures to enhance communication?</li> </ul>   |
| <b>Novice High</b>                                 | <ul style="list-style-type: none"> <li>• Image</li> <li>• Cultural Expectations</li> <li>• Heritage</li> <li>• Nationalities</li> </ul>  | <ul style="list-style-type: none"> <li>• What is my identity in various communities (home, school, social, etc.)?</li> <li>• How am I unique?</li> <li>• What is my heritage, and does it impact my identity?</li> <li>• How does where I am from or where I live impact who I am?</li> </ul>   |
| <b>Intermediate<br/>Low</b>                        | <ul style="list-style-type: none"> <li>• Ethnic Groups</li> <li>• Nationalities</li> <li>• Etiquette</li> <li>• Cultural Practices</li> <li>• Service</li> <li>• Stereotypes</li> </ul>              | <ul style="list-style-type: none"> <li>• How do I relate to people from other cultures?</li> <li>• How can I use my language and behaviors to interact appropriately with cultural groups in my community?</li> <li>• What unique cultural practices can be observed in authentic materials such as videos and news?</li> <li>• What is the role of community service?</li> <li>• How or why do stereotypes arise?</li> </ul> |
| <b>Intermediate<br/>Mid</b>                        | <ul style="list-style-type: none"> <li>• Character Analysis in Literature and Media</li> <li>• Personal Image</li> <li>• Public Image</li> <li>• Stereotypes</li> </ul>                              | <ul style="list-style-type: none"> <li>• How are aspects of a person’s identity expressed in literature or media?</li> <li>• How do language and culture influence individual or group actions?</li> <li>• How do the roles of members of a society impact their image?</li> <li>• How can we minimize stereotyping?</li> </ul>   |
| <b>Intermediate<br/>High<br/>/Advanced<br/>Low</b> | <ul style="list-style-type: none"> <li>• Identity</li> <li>• Language</li> <li>• Multiculturalism</li> <li>• Generational Issues</li> <li>• Alienation and Assimilation</li> </ul>                   | <ul style="list-style-type: none"> <li>• How are aspects of identity expressed in various situations or contexts?</li> <li>• How does learning another language and culture influence who I am and my view of the world?</li> <li>• Why do some people not adapt well to another culture?</li> </ul>  |

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