

Unit Theme	Communication	Cultures	Connections	Comparisons	Communities
Unit Theme  1 Personal Identities Students understand how their sense of self changes over time. They will also explore personal identities of their peers in the target culture. They will interpret and/or produce rehearsed phrases and basic vocabulary related to the unit. Topics include but not limited to the following: occupations, affiliations, abilities, and attributes.	Communication  IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.  I.3.2 Demonstrate understanding of the tone and the meaning of oral and written communication used in a variety of passages.  I.3.3 Demonstrate understanding of the main ideas related to current events reported in a variety of target-language media.  I.3.4 Demonstrate understanding of main	Cultures  2.3.1 Discuss how cultural traditions and their perspectives are shaped by geography and climate.  2.3.2 Engage appropriately in real or simulated cultural events.  2.3.3 Compare and contrast products, artifacts, dwellings and symbols, and their perspectives among samelanguage cultures.	Connections  3.3.5 Present factual data using the language studied.	Comparisons  4.3.1 Compare the various meanings of words in different contexts in the target language and English.  4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States.  4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language.  4.3.4 Compare and	Communities 5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.
	ideas and identify essential details when			contrast products, practices, and	

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	reading and listening to a variety of passages.  P.3.1 Create and present materials on diverse topics with minimal guidance using multimedia supports.			perspectives from culture(s) studied and the students' own culture(s).  4.3.5 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the culture studied and the students' own culture(s).	
Contemporary Life Students understand how the conveniences of modern life influence the range of abilities. They will explore aspects of their peers' contemporary life in the target culture. They will interpret and/or produce simple phrases and basic vocabulary related to the unit.  Topics include but not limited to the following:	IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.  IP.3.3 Ask and answer factual questions on a variety of topics.  IP.3.5 Initiate, sustain, and close conversations applying	2.3.2 Engage appropriately in real or simulated cultural events.	3.3.1 Compare and contrast different approaches to health issues using the language studied.  3.3.2 Compare and contrast cultural geographic data using the language studied.  3.3.5 Present factual data using the language studied.	4.3.1 Compare the various meanings of words in different contexts in the target language and English.  4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States.  4.3.3 Recognize	5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.  5.3.2 Engage in activities and/or events within and outside the local community that expand students' interests, career goals, and cultural enrichment for life-

lifestyle, leisure, and career	familiar vocabulary and		differences and	long learning.
pathways.	structures to new		similarities in	
	situations.		grammatical structures,	5.3.3 Use a variety of
			and idiomatic	world language
	I.5.1 Interpret and infer		expressions between the	sources in and outside
	from intonation, body		language studied and the	the community for
	language, common and		dominant language.	entertainment or
	regional idioms to			personal growth.
	clarify messages.		4.3.4 Compare and	
			contrast products,	
	I.5.2 Evaluate the tone		practices, and	
	and implied meaning of		perspectives from	
	oral and written		culture(s) studied and	
	communications found		the students' own	
	in a variety of		culture(s).	
	authentic sources			
	dealing with a diversity		4.3.5 Compare, contrast,	
	of topics.		and exchange opinions	
			on issues that are of	
	I.5.3 Demonstrate		contemporary or	
	comprehension of		historical interest in the	
	main ideas and		culture studied and the	
	supporting details of		students' own culture(s).	
	unfamiliar written and			
	oral language with little			
	or no visual support.			
	I.5.4 Analyze various			
	elements in spoken			
	and written passages.			
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	P.3.1 Create and			
	present materials on			
	diverse topics with			

	minimal guidance using multimedia supports.  P.3.2 Present orally and in writing information that combines learned as well as original language in increasingly complex sentences and paragraphs.  P.3.3 Use present, past and future frames, word order, and other appropriate language structures when making a presentation.				
Innovations Students understand how imagination leads to innovation. They will interpret and/or produce key phrases and academic vocabulary related to the unit. Topics include but not limited to the following: technology boom, social network, mass media, and health sciences.	IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.  IP.3.3 Ask and answer factual questions on a variety of topics.  IP.3.5 Initiate, sustain, and close conversations applying	2.3.2 Engage appropriately in real or simulated cultural events.	3.3.1 Compare and contrast different approaches to health issues using the language studied.  3.3.2 Compare and contrast cultural geographic data using the language studied.  3.3.3 Compare and contrast diverse opinions on environmental issues using the language	4.3.1 Compare the various meanings of words in different contexts in the target language and English.  4.3.3 Recognize differences and similarities in grammatical structures, and idiomatic expressions between the language studied and the dominant language.  4.3.5 Compare, contrast,	5.3.3 Use a variety of world language sources in and outside the community for entertainment or personal growth.

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structures to new	333333	on issues that are of
situations.	3.3.4 Compare and	contemporary or
	contrast the flora and	historical interest in the
I.5.1 Interpret and infer	fauna in different	culture studied and the
from intonation, body	environments and	students' own culture(s).
language, common and	their preservation	
regional idioms to	and/ or	
clarify messages.	endangerment using	
	the language studied.	
I.5.2 Evaluate the tone		
and implied meaning of	3.3.5 Present factual	
oral and written	data using the	
communications found	language studied.	
in a variety of		
authentic sources		
dealing with a diversity		
of topics.		
I.5.3 Demonstrate		
comprehension of		
main ideas and		
supporting details of		
unfamiliar written and		
oral language with little		
or no visual support.		
I.5.4 Analyze various		
elements in spoken		
and written passages.		
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Collective Responsibility Students understand the role they play in collective responsibility. They will interpret common phrases and/or produce key vocabulary related to the unit. Topics include but not limited to the following: advocacy, sustainable development, and community service.	making a presentation.  IP.3.1 Use paraphrasing, circumlocution, and non-verbal behaviors to convey and comprehend messages in a level appropriate language.  IP.3.3 Ask and answer factual questions on a variety of topics.  IP.3.5 Initiate, sustain, and close conversations applying	2.3.2 Engage appropriately in real or simulated cultural events.	3.3.1 Compare and contrast different approaches to health issues using the language studied.  3.3.2 Compare and contrast cultural geographic data using the language studied.  3.3.3 Compare and contrast diverse opinions on environmental issues using the language	4.3.1 Compare the various meanings of words in different contexts in the target language and English.  4.3.2 Analyze local, regional and national differences in the countries where the language is spoken while comparing and contrasting them to the United States.  4.3.3 Recognize	5.3.1 Communicate orally and in writing with members of the culture studied on topics of personal and community interest.  5.3.2 Engage in activities and/or events within and outside the local community that expand students' interests, career goals, and cultural enrichment for life-

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regional idioms to		nd/ or		personal growth.
clarify messages.		ndangerment using	4.3.4 Compare and	P
		ne language studied.	contrast products,	
I.5.2 Evaluate the tone		00	practices, and	
and implied meaning o	3.	3.3.5 Present factual	perspectives from	
oral and written		ata using the	culture(s) studied and	
communications found		inguage studied.	the students' own	
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authentic sources			, ,	
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