

# Course Profile



## [Georgia Standards of Excellence for DLI Advanced Language and Literacy 6th Grade](#)

### **Communication – Interpersonal Mode (IP)**

- MLALL6.IP1 The student participates in the oral and written exchange of information, opinions, and ideas in a variety of timeframes and formal/ informal situations.
- A. Use a register appropriate to the situation.
  - B. Respond to questions and statements.
  - C. Respond and produce questions and statements.
  - D. Paraphrase and summarize information.
  - E. Utilize appropriate grammar and syntax.
  - F. Use a variety of vocabulary including idiomatic and culturally appropriate expressions.
  - G. Demonstrate Intermediate-Low proficiency in Interpersonal Speaking and Writing.
- MLALL6.IP2 The student initiates and sustains interaction through the use of various communication strategies.
- A. Request for repetition, clarification, and explanation.
  - B. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.
  - C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
  - D. Use self-correction.
  - E. Describe and elaborate.
  - F. Demonstrate proper pronunciation, intonation, and writing conventions.
  - G. Demonstrate competency in culturally appropriate gestures and other non-verbal strategies.
  - H. Demonstrate the use of transitional words, phrases, and cohesive devices.

### **Communication – Interpretive Mode (INT)**

- MLALL6.INT1 This course should be taught exclusively in the target language. The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. The students:
- A. Identify main ideas, supporting details, and various elements, such as point of view, intended audience, and purpose, from source material.
  - B. Understand some subtleties of meaning, such as intent, humor, and cultural context, in a variety of authentic media in the target language.
  - C. Recognize sophisticated elements such as timeframe, mood, aspect, and voice in the source material.
  - D. Comprehend and react to current events and issues presented through multiple media.
  - E. Understand connected discourse of various lengths.
  - F. Identify cultural perspectives represented in the source material.
  - G. Demonstrate Intermediate-Mid proficiency in listening and reading comprehension.



## DLI Advanced Language and Literacy 6<sup>th</sup> Grade

### Communication Presentational Mode (P)

- MLALL6.P1 The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences. The students:
- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
  - B. Produce brief oral presentations (with some errors in present tense, and some errors with past and future tenses).
  - C. Write short, organized compositions (some errors in present tense, some errors with past and future tenses).
  - D. Prepare and present organized, practiced, culturally authentic presentations (e.g. poetry, skits, essays, or stories).
  - E. Demonstrate Intermediate-Low proficiency in Presentational Speaking and Writing.
- MLALL6.P2 The student uses a variety of communication strategies in preparing and giving oral and written presentations.
- A. Present in extended oral and written activities reflecting the present, with some usage of past and future tenses.
  - B. When appropriate, students utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages.
  - C. Students utilize organizational strategies (i.e. developing beginning, middle, and conclusion, pacing, and delivery).
  - D. Use self-correction.
  - E. Demonstrate proper pronunciation, intonation, and writing conventions.
  - F. Demonstrate competency in culturally appropriate use of register and consideration of audience.
  - G. Demonstrate use of transitional words, phrases, and cohesive devices.

### Cultural Perspectives, Practices, and Products (CU)

- MLALL6.CU1 The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:
- A. Understand, describe, and discuss the products and perspectives of the culture studied.
  - B. Understand, describe, and discuss the practices and perspectives of the culture studied.

### Connections, Comparisons, and Communities (CCC)

- MLALL.CCC1 The students reinforce and broaden knowledge of connections between the target language and all other subject areas and careers. The students:
- A. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
  - B. Identify and discuss how language, literacy, and cultural competencies in the target language relate to competitive advantage in a variety of career fields.
  - C. Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products (i.e. political systems, art, architecture, music, history, and literature).
- MLALL6.CCC2 The students investigate the similarities and differences that exist within and among the cultures studied. The students:
- A. Compare the influence of world events and issues between home and target cultures.
  - B. Recognize and discuss local, regional, and national differences in the countries where the target language is spoken.
- MLALL6.CCC3 The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. The students:
- A. Compare linguistic elements of the target language and English, such as the different structures used to express time, tense, register, and mood.
- MLALL6.CCC4 The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes. The students:
- A. Analyze and evaluate media, entertainment, and technology in the target language culture(s).
  - B. Involve cultural representatives and organizations to reinforce cultural understanding.
  - C. Incorporate College Board Advanced Placement (AP) World Languages and Cultures course themes.



### Language Proficiency Targets

	Interpersonal	Speaking	Listening	Reading	Writing
6 <sup>th</sup> DLI Advanced Language and Literacy	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid	Intermediate-Low	Intermediate-Low

### Pacing and AP Alignment

	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
AP Themes	Personal and Public Identities	Families and Communities	Contemporary Life	Science and Technology	Beauty and Aesthetics	Global Challenges
6 <sup>th</sup> DLI Advanced Language and Literacy	La unión como base	La unión como base	La juventud, mi juventud	La juventud, mi juventud	Los valores y mis responsabilidades	Los valores y mis responsabilidades





Interpersonal Communication

<p><b>NOVICE HIGH:</b> I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p><b>INTERMEDIATE LOW:</b> I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p><b>INTERMEDIATE MID:</b> I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p>	<p><b>INTERMEDIATE HIGH:</b> I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p>
<p>I can exchange some personal information.</p> <p>I can exchange information using texts, graphs, or pictures.</p> <p>I can ask for and give simple directions.</p> <p>I can make plans with others.</p> <p>I can interact with others in everyday situations.</p>	<p>I can have a simple conversation on a number of everyday topics.</p> <p>I can ask and answer questions on factual information that is familiar to me.</p> <p>I can use the language to meet my basic needs in familiar situations.</p> <p>I can interpret the results of a survey I conducted to share with my peers.</p> <p>I can express my opinions to my peers.</p>	<p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <p>I can talk about my daily activities and personal preferences.</p> <p>I can use my language to handle tasks related to my personal needs.</p> <p>I can exchange information about subjects of special interest to me.</p> <p>I can collaborate with a partner to talk and share the chores we do at home.</p> <p>I can express my opinions to my peers.</p> <p>I can analyze and write about events and celebrations from my culture and other cultures to share with my class.</p>	<p>I can exchange information related to areas of mutual interest.</p> <p>I can use my language to do a task that requires multiple steps.</p> <p>I can use my language to handle a situation that may have a complication.</p> <p>I can use specialized vocabulary to write a summary and share my work with my peers.</p>





**Presentational Speaking**

<p><b>NOVICE HIGH:</b> I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p><b>INTERMEDIATE LOW:</b> I can present information on most familiar topics using a series of simple sentences.</p>	<p><b>INTERMEDIATE MID:</b> I can make presentations on a wide variety of familiar topics using connected sentences.</p>	<p><b>INTERMEDIATE HIGH:</b> I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames.</p>
<p>I can present information about my life using phrases and simple sentences.</p> <p>I can talk about a familiar experience or event using phrases and simple sentences.</p> <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <p>I can present information about others using phrases and simple sentences.</p> <p>I can present basic information about things I have learned using phrases and simple sentences.</p>	<p>I can talk about people, activities, events, and experiences.</p> <p>I can express my needs and wants.</p> <p>I can present information on plans, instructions, and directions.</p> <p>I can present songs, short skits, or dramatic readings.</p> <p>I can express my preferences on topics of interest.</p>	<p>I can make a presentation about my personal and social experiences.</p> <p>I can make a presentation on something I have learned or researched.</p> <p>I can make a presentation about common interests and issues and state my viewpoint.</p> <p>I can make an oral comparison between traditional education and the education of the future.</p> <p>I can create a video that presents my cultural essence and the details of my personality.</p>	<p>I can present information on academic and work topics.</p> <p>I can make a presentation on events, activities, and topics of particular interest.</p> <p>I can present my point of view and provide reasons to support it.</p>

**Presentational Writing**



<p><b>NOVICE MID</b> I can write briefly about most familiar topics and present information using words and phrases.</p>	<p><b>NOVICE HIGH:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p><b>INTERMEDIATE LOW:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p><b>INTERMEDIATE MID:</b> I can write on a wide variety of familiar topics using connected sentences.</p>
<p>I can follow orthographic rules to convey clear ideas when I speak and write.</p>	<p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p>	<p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p> <p>I can write a summary of the main ideas presented in a text.</p>	<p>I can write messages and announcements.</p> <p>I can write short reports about something I have learned or researched.</p> <p>I can compose communications for public distribution.</p>



# DLI Advanced Language and Literacy 6<sup>th</sup> Grade

## Interpretive Listening



<p><b>NOVICE HIGH:</b> I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<p><b>INTERMEDIATE LOW:</b> I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p><b>INTERMEDIATE MID:</b> I can understand the main ideas in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>	<p><b>INTERMEDIATE HIGH:</b> I can easily understand the main ideas in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>
<p>I can sometimes understand simple questions or statements on familiar topics.</p> <p>I can understand simple information when presented with pictures and graphs.</p> <p>I can understand simple information when presented with pictures and graphs.</p>	<p>I can understand the basic purpose of a message.</p> <p>I can understand messages related to my basic needs.</p> <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>I can identify the main idea of a video.</p>	<p>I can understand basic information in ads, announcements, and other simple recordings.</p> <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <p>I can understand messages related to my everyday life. I can understand the point of view of two people in a conversation about home obligations.</p> <p>I can infer meaning from an authentic audiovisual source and understand the cultural perspective of a Spanish-speaking country.</p>	<p>I can easily understand straightforward information or interactions.</p> <p>I can understand a few details in ads, announcements, and other simple recordings.</p> <p>I can sometimes understand situations with complicated factors.</p>



Interpretive Reading

<p><b>NOVICE MID:</b> I can often understand words and phrases related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is written about familiar topics.</p>	<p><b>NOVICE HIGH:</b> I can often understand written words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is written.</p>	<p><b>INTERMEDIATE LOW:</b> I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p><b>INTERMEDIATE MID:</b> I can understand the main idea of texts related to everyday life and personal interests or studies.</p>
<p>I can understand the points made in a debate and write my conclusions. I can define, identify, and write a noun within a context.</p>	<p>I can infer meaning from an authentic source and understand the cultural perspectives of a Spanish-speaking country.</p>	<p>I can understand messages in which the writer tells or asks me about topics of personal interest.  I can identify some simple information needed on forms.  I can identify some information from news media.</p>	<p>I can understand simple personal questions.  I can understand personal questions to complete a profile on a social media site. I can understand basic information in ads, announcements, and other simple texts.  I can understand the main idea of what I read for personal enjoyment.</p> 

