

Course Profile



INT-MID



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INT-LOW



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Georgia Standards of Excellence for DLI Culture and History 6th Grade

Communication – Interpersonal Mode (IP)

- MLDCH6.IP1 The student participates in oral and written exchange of information incorporating the cultures and histories of countries in which the target language is spoken.
- 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 to Intermediate-Mid proficiency in Interpersonal Speaking and Writing
- MLDCH6.IP2 The student initiates and sustains interaction using 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

Communication – Interpretive Mode (INT)

- MLDCH6.INT1 This course should be taught exclusively in the target language. The students comprehend spoken and written language on topics incorporating the history and culture of countries in which the target language is spoken.
- A. Identify main ideas, supporting details and various elements, such as point of view, intended audience, and purpose, from source material.
 - B. Comprehend and react to historical and cultural events presented through multiple media.
 - C. Integrate content, culture, and language and support the use of language in a variety of contexts through study of the histories and cultures that are home to and influenced by the target language studied
 - D. Identify cultural practices, perspectives, and products represented in the source material.
 - E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.

Communication Presentational Mode (P)

- MLDCH6.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, 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 to Intermediate-Mid proficiency in Presentational Speaking and Writing



DLI Media Literacy 6th Grade

MLDCH6.P2 The student employs a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes of history and culture

- 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)

- MLDCH6.CU1 identify and discuss how historical and cultural events, products, and practices are perceived in the students' own culture as compared to the culture(s) where the target language is spoken
- A. 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).
 - B. identify and discuss how historical and cultural events, products, and practices are perceived in the students' own culture as compared to the culture(s) where the target language is spoken

Connections, Comparisons, and Communities (CCC)

- MLDCH6.CCC1 Identify and discuss how language, literacy, and cultural competencies in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad.
- MLDCH6.CCC2 Involve cultural representatives and organizations to learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken



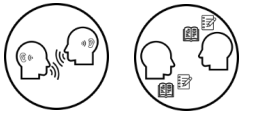
Language Proficiency Targets

	Interpersonal	Speaking	Listening	Reading	Writing
6 th DLI Culture and History	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 th DLI Culture and History	Las redes nos enredan	Las redes nos enredan	Las redes nos enredan	Las redes nos enredan	La fantasía y la imaginación	La fantasía y la imaginación

Proficiency Target Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

NOVICE HIGH: 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.	INTERMEDIATE LOW: I can participate in conversations on several familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	INTERMEDIATE MID: 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.	INTERMEDIATE HIGH: 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.
I can exchange some personal information. I can exchange information using texts, graphs, or pictures. I can ask for and give simple directions. I can make plans with others. I can interact with others in everyday situations.	I can have a simple conversation on several everyday topics. I can ask and answer questions on information that is familiar to me. I can use the language to meet my basic needs in familiar situations.	I can start, maintain, and end a conversation on a variety of familiar topics. I can talk about my daily activities and personal preferences. I can exchange information about subjects of special interest to me. I can participate in a conversation to support my usage of social media. I can identify words that describe the tone of the story and explain their effect with a partner. I can exchange my ideas with peers and create follow-up questions.	I can exchange information related to areas of mutual interest. I can use my language to do a task that requires multiple steps. I can use my language to handle a situation that may have a complication.



DLI Media Literacy 6th Grade

Presentational Speaking



NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	INTERMEDIATE LOW: I can present information on most familiar topics using a series of simple sentences.	INTERMEDIATE MID: I can make presentations on a wide variety of familiar topics using connected sentences.	INTERMEDIATE HIGH: 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.
I can present information about my life using phrases and simple sentences. I can talk about a familiar experience or event using phrases and simple sentences. I can present basic information about a familiar person, place, or thing using phrases and simple sentences. I can present information about others using phrases and simple sentences. I can give basic instructions on how to make or do something using phrases and simple sentences. I can present basic information about things I have learned using phrases and simple sentences.	I can talk about people, activities, events, and experiences. I can express my needs and wants. I can present information on plans, instructions, and directions. I can present songs, short skits, or dramatic readings. I can express my preferences on topics of interest.	I can make a presentation about my personal and social experiences. I can make a presentation on something I have learned or researched. I can make a presentation about common interests and issues and state my viewpoint. I can speak and address the topic of technology. I can make a comparison between the use of fantasy and creativity in two specific films and a visual stimulus.	I can present information on academic and work topics. I can make a presentation on events, activities, and topics of particular interest. I can present my point of view and provide reasons to support it.

Presentational Writing



NOVICE MID: I can write briefly about most familiar topics and present information using words and phrases.	NOVICE HIGH: I can write briefly about most familiar topics and present information using simple sentences.	INTERMEDIATE LOW: I can write briefly about most familiar topics and present information using a series of simple sentences.	INTERMEDIATE MID: I can write on a wide variety of familiar topics using connected sentences.
I can investigate how the Internet created a drastic life change in society. I can use technology to communicate with peers in the target culture. I can prepare materials for a presentation.	I can write about people, activities, events, and experiences. I can write about topics of interest. I can write basic instructions on how to make or do something. I can write questions to obtain information.	I can write about people, activities, events, and experiences. I can prepare materials for a presentation. I can write about topics of interest. I can write basic instructions on how to make or do something. I can write questions to obtain information. I can make a writing comparison of the main ideas in a text to the ideas presented on visual stimuli. I can write an opinion summary about the scope of science fiction in the society we live in.	I can write messages and announcements. I can write short reports about something I have learned or researched. I can compose communications for public distribution.





Interpretive Listening

INTERMEDIATE LOW: I can understand the main idea of short and simple texts when the topic is familiar.	INTERMEDIATE MID: I can understand the main idea of texts related to everyday life and personal interests or studies.	INTERMEDIATE HIGH: I can easily understand the main ideas of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions of events and experiences in various time frames.	ADVANCED LOW: I can understand the main ideas and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.
<p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <p>I can identify some simple information needed on forms.</p> <p>I can identify some information from news media.</p> <p>I can understand and write about the points made in a debate.</p>	<p>I can understand simple personal questions.</p> <p>I can understand personal questions to complete a profile on a social media site.</p> <p>I can understand basic information in ads, announcements, and other simple texts.</p> <p>I can understand the main idea of what I read for personal enjoyment.</p> <p>I can demonstrate culturally appropriate behaviors as I discuss the importance of understanding the proper use of the Internet.</p> <p>I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish-speaking country.</p>	<p>I can understand accounts of personal events or experiences.</p> <p>I can sometimes follow short, written instructions when supported by visuals.</p> <p>I can understand the main idea and a few supporting facts about famous people and historical events.</p> <p>I can understand the differences in the use of definite articles in English and Spanish.</p>	<p>I can find and use the information for practical purposes.</p> <p>I can read texts that compare information.</p> <p>I can follow simple written instructions.</p>

Interpretive Reading



NOVICE HIGH: 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.	INTERMEDIATE LOW: 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.	INTERMEDIATE MID: 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.	INTERMEDIATE HIGH: 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>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 understand and write about the points made in a debate.</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.</p> <p>I can demonstrate culturally appropriate behaviors as I discuss the importance of understanding the proper use of the Internet.</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>

