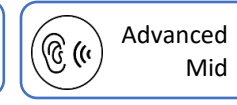


# Course Profile



## Native Language Reading and Literacy Standards

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

**NLRL2.IP1** Exchange a variety of oral and written information and ideas in the native language on topics related to contemporary events and issues, utilizing cultural references where appropriate.

A. Express needs and desires.

B. Share emotions and preferences.

A. Elicit and express opinions and information.

B. Exchange personal reactions to spoken and written information related to cultures of the native language.

**NLRL2. IP2** Initiate, sustain, and close oral and written exchanges in the native language, applying increasingly accurate vocabulary and structures.

A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.

C. Exchange ideas clearly using level-appropriate language structures and vocabulary.

D. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.

E. Use self-correction.

F. Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

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

**NLRL2.INT1** Comprehend authentic spoken and written language on new and familiar topics presented through a variety of media in the native language.

A. Identify ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts.

B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in the native language, such as radio and television segments or literary passages.

C. Comprehend and react to current events and issues presented through print and electronic media.

D. Understand connected discourse.

E. Expand knowledge of academic and content-specific vocabulary in the native language.

F. Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension.

G. Comprehend regional and other variations in the spoken and written native language.

### **Presentational Mode of Communication (P)**

**NLRL2.P1** Present information in the native language orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.

A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.

B. Produce extended oral presentations using visual and technological support as appropriate.

C. Write organized compositions using visual and technological support as appropriate.

D. Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.

**NLRL2.P2** Present student-created as well as culturally authentic stories, poems, and/or skits in the native language.

A. Prepare and present poetry, skits or stories of the native language.

B. Prepare and present organized original essays, poetry, skits, or stories in the native language.



## WORKPLACE SPANISH – MEDICAL INTERPRETING

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

**NLRL2.PPP1** Understand, describe, and discuss perspectives, practices, and products of the native cultures, how they are interrelated, and how they differ.

- A. Participate in cultural events.
- B. Discuss cultural patterns of behavior and issues of the native language culture and the identity of its speakers in the modern world.
- C. Identify and evaluate contributions of the native cultures to the modern world.
- D. Compare and contrast how the native language is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
- E. Research and report on the history and development of the cultures and communities of the native language.

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

**NLRL2.CCC1** Reinforce and broaden knowledge of connections between the native language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

- A. Report on the role of major contemporary and historical figures and events from the cultures of native language speaking countries.
- B. Identify and discuss how topics studied in other subject areas relate to those studied in the native language class.
- C. Discuss how the viewpoints of people in the native language-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

**NLRL2.CCC2** Investigate the similarities and differences that exist within and among the cultures of the native language speakers.

- A. Discuss the influence of historical and current events and issues in and beyond the countries and communities that speak the native language.
- B. Discuss the variety of perspectives of the native language-speaking community regarding current issues and events in the United States.
- C. Recognize and discuss local, regional, and national differences in the countries where the native language is spoken, i.e., political organization, history, economic development, etc.

**NLRL2.CCC3** Expand knowledge of the English language through the study and analysis of the native language.

- A. Compare linguistic elements of the native language and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.
- B. Identify and use cognates to expand academic vocabulary in the native language and English.

**NLRL2.CCC4** Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Discuss information acquired through the use of informational and entertainment media and technology in the native language.
- C. Locate and use resources in the native language, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- D. Identify career paths that require bilingualism.
- E. Apply interpreting or translating skills to projects outside the language classroom.

Please click on the following titles for additional information on: [Native Language Reading and Literacy Course](#) & [Modern Languages Level VIII](#)



# WORKPLACE SPANISH – MEDICAL INTERPRETING

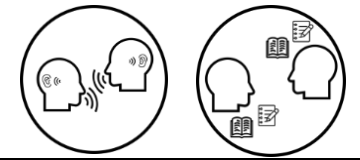
## Language Proficiency Targets

	Interpersonal	Speaking	Listening	Reading	Writing
Level I	Novice High	Novice High	Novice High	Intermediate Low	Novice High
Level II	Intermediate Low	Intermediate Low	Intermediate Low	Intermediate Mid -	Intermediate Low
Level III	Intermediate Mid -	Intermediate Mid -	Intermediate Mid -	Intermediate Mid	Intermediate Mid -
Level IV	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate High -	Intermediate Mid
Level V - VIII	Intermediate High - Advanced Low	Intermediate High - Advanced Low	Intermediate High - Advanced Low	Intermediate High - Advanced Low	Intermediate High - Advanced Low
Workplace	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid	Advanced Mid

## Instructional Pacing

Workplace Spanish 1 <sup>st</sup> semester	<b>Unit 1 – Principles of Medical Interpretation</b>		<b>Unit 2 – Medical Interpretation Standards</b>		<b>Unit 3 – Medical Interview/Basic Medical Vocabulary</b>		<b>Unit 4 – Your Health</b>	
	<ul style="list-style-type: none"> <li>Legal Aspects and Regulations</li> <li>Qualifications</li> <li>Simultaneous, Consecutive and Sight Translation</li> <li>Interpretation vs Translation</li> </ul>		<ul style="list-style-type: none"> <li>Professional Standards</li> <li>Code of Ethics</li> <li>Errors and Omissions Insurance</li> <li>Psychological/Emotional Impact</li> <li>Cultural Brokerage/Advocacy</li> </ul>		<ul style="list-style-type: none"> <li>Role of the Interpreter</li> <li>Vital Signs and Patient Complaints</li> <li>Follow-up Visits and Procedures</li> <li>Completing Medical Forms</li> <li>The Appointment Environment</li> </ul>		<ul style="list-style-type: none"> <li>Family Member Vocabulary</li> <li>Test Results and Diagnoses</li> <li>Prescriptions vs Herbal/Home Remedies</li> <li>Lab Work</li> <li>Vaccinations and Infectious Diseases</li> <li>Universal Human Rights</li> </ul>	
Workplace Spanish 2 <sup>nd</sup> semester	<b>Unit 5 – Illnesses, Symptoms and Vaccinations</b>		<b>Unit 6 – Human Body Systems</b>		<b>Unit 7 – Health and Nutrition</b>		<b>Unit 8 – Human Rights and Interpretation</b>	
	<ul style="list-style-type: none"> <li>Prescriptions for Diagnostic Tests</li> <li>Medical Consent Forms</li> <li>Surgeries and Procedures</li> <li>Pediatrics</li> <li>COVID-19</li> <li>Infectious Illnesses and STDs</li> </ul>		<ul style="list-style-type: none"> <li>14 Systems, Functions and Illnesses</li> <li>Medical Specialists</li> <li>Psychiatry and Psychology</li> <li>Abuse, Anxiety, Depression</li> <li>Resolving Patient Cultural Differences</li> <li>Prescription Dosage and Units</li> </ul>		<ul style="list-style-type: none"> <li>Dieticians and Nutrition</li> <li>Diseases Related to Poor Health</li> <li>Transplants and Donors</li> <li>Terminal Illnesses</li> <li>Immune System</li> <li>Immunosuppressive Medications</li> <li>Environmental Factors</li> <li>Physical and Other Therapies</li> </ul>		<ul style="list-style-type: none"> <li>Immigration and Emigration</li> <li>Naturalization and Citizenship</li> <li>Legal, Economic and Personal Status</li> <li>Workers' Compensation</li> <li>Introduction to Conference and Court Interpretation</li> </ul>	
								<b>Proficiency Exam (OPI) Practice and Review</b>  <b>Certification Exam (CCHI) Practice and Review</b>





**Interpersonal Communication**

<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><b>ADVANCED LOW:</b> I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.</p>	<p><b>ADVANCED MID:</b> I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics. I can talk in detail and in an organized way about events and experiences in various time frames. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues</p>	<p><b>ADVANCED HIGH:</b> I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.</p>
<p>I can exchange information related to areas of mutual interest. I can ask for and provide information about specific events. I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports. I can ask for and provide descriptions of places I know and also places I would like to visit. I can talk about my family history. I can talk about jobs and career plans. I can use my language to do a task that requires multiple steps. I can give the basic rules of a game or sport and answer questions about them. I can ask for, follow, and give instructions for preparing food. I can ask for and follow directions to get from one place to another. I can tell someone how to access information online. I can explain basic rules, policies, or laws that affect us and answer questions about them. I can use my language to handle a situation that may have a complication. I can arrange for a make-up exam or reschedule an appointment. I can return an item I have purchased to a store. I can plan an outing with a group of friends.</p>	<p>I can participate in conversations on a wide variety of topics that go beyond my everyday life. I can explain absentee and sick leave policies and answer questions about them. I can explain current issues, such as leash laws, school dress codes, drinking age, or speed limits. I can discuss what is currently going on in another community or country. I can compare and contrast life in different locations and in different times. I can explain how life has changed since I was a child and respond to questions on the topic I can compare different jobs and study programs in a conversation with a peer. I can explain how technology has changed our lives while discussing this topic with another I can resolve an unexpected complication that arises in a familiar situation. I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays. I can tell a friend how I'm going to replace an item that I borrowed and broke/lost. I can explain why I was late to class or absent from work and arrange to make up the lost time. I can conduct or participate in interviews. I can interview for a job or service opportunity related to my field of expertise. I can interview someone about his/her professional interests and activities</p>	<p>I can relate clear and detailed information about when and how to use an interpreter. I can explain the difference between interpretation and translation. I know and can discuss the different types of interpretations. I can discuss using an interpreter in person, on the phone or on-line, and the differences among the means. I can explain an injury or illness and manage to get help I can understand and have knowledge of medical procedures. I can understand and have knowledge of medical terminology in both English and the target language. I can discuss how to apply for a job as an interpreter. I can help patients explain their culture to their health provider. I can discuss the medical interpreter's Code of Ethics. I can talk about the Medical Certifications in Georgia. I can understand and have knowledge of interpreter techniques. I can understand and have knowledge of ethical and professional standards for medical interpreters I can discuss detailed information about one's basic medical situation. I can clarify a major misunderstanding of a basic medical situation. I can explain basic symptoms of an illness. I can communicate regarding medical office and hospital procedures. I can control the pace of the communication in a medical interview. I can perform a pre-session with the patient and the health provider. I can ask for clarification if I am not aware of a term. I can communicate in English and Spanish family member titles. I can ask and answer questions related to a medical history questionnaire. I can assist a patient in completing a medical form. I can communicate with and help a patient who is illiterate in both English and Spanish. I can communicate with the different types of medical doctors. I can discuss with a medical provider the cultural aspects of home remedies.</p>	<p>I can exchange complex information about academic and professional tasks. I can exchange complex information about my academic studies, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field. I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field. I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions or countries. I can exchange detailed information on topics within and beyond my fields of interest. I can exchange detailed information about my personal and professional interests. I can exchange detailed information on technological advances. I can participate in conversations on social or cultural questions relevant to speakers of this language. I can support my opinion and construct hypotheses. I can give a supported argument about work-related processes that would benefit me and my employer. I can give a supported argument about social reform, such as daycare and elder care. I can usually defend my views in a debate</p>





# WORKPLACE SPANISH – MEDICAL INTERPRETING

## Presentational Speaking



<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.	<b>ADVANCED LOW:</b> I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various time frames	<b>ADVANCED MID:</b> I can deliver well-organized presentations on concrete social, academic, and professional topics. I can present detailed information about events and experiences in various time frame	<b>ADVANCED HIGH</b> I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.
I can present information on academic and work topics. I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue. I can explain a series of steps needed to complete a task or experiment. I can present my qualifications and goals for an academic program, training, or job. I can make a presentation on events, activities, and topics of particular interest. I can make a presentation about future plans. I can present my point of view and provide reasons to support it. I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint. I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.	I can deliver presentations for a specific audience. I can provide an explanation about a process or procedure such as obtaining a driver’s license, submitting an application for college admission, applying for a scholarship financial aid, etc. I can present an overview about my school, community, or workplace. I can explain issues of public and community interest, including different viewpoints. I can make a presentation related to public health or safety. I can deliver short presentations on social and cultural topics. I can present an explanation for a social or community project or policy. I can give a presentation about the importance of certain social and cultural practices. I can present an explanation for a work or school process, project, or policy. I can provide a rationale for the importance of certain classes, subjects, or training programs.	I can make presentations on a variety of medical interpretations. I can give a detailed presentation on the process of using a medical interpreter. I can explain the differences between a qualified interpreter and a bilingual individual. I can present detailed information to patients and healthcare providers on how and why to use a medical interpreter. I can speak in the past tense in both English and Spanish. I can express myself in Spanish. I can speak professionally during a job interview. I can ask for clarification in a medical setting. I can talk about stereotypes as a Spanish speaker I can use synonyms and antonyms in both languages I can explain the meaning of a word when there is no translation. I can say basic medical terminology in English and Spanish. I can give a detailed presentation of how a medical interview is performed I can give detailed presentations with ease on a wide variety of medical topics I can ask for clarification if I am not aware of a term. I can use cognates and false cognates while interpreting. I can explain how to take medications. I can give detailed information on how to perform a urine, a blood, a skin and a sputum test. I can give detailed information on how to perform a <i>Papanicolaou</i> . I can explain the terms: <i>Papanicolaou</i> and <i>citología</i> and why they have different names to refer to the same exam. I can explain why a medical doctor would refer a patient to a specialist. I can explain the difference between a hospital and a clinic and what is done in each one.	I can present complex information on many concrete topics and related issues. I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field. I can give a presentation about cultural influences on society. I can speak about the details and value of an experiment I have performed. I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls, etc. into a presentation. I can use appropriate presentational conventions and strategies. I can incorporate some appropriate idiomatic and culturally authentic expressions and behaviors in my presentation. I can express my viewpoints using expressions appropriate for the target language and culture. I can deliver my presentation appropriate to the formality of the setting.





## Presentational Writing

<p><b>INTERMEDIATE HIGH:</b> I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames</p>	<p><b>ADVANCED LOW:</b> I can write on general interest, academic, and professional topics. I can write organized paragraphs about events and experiences in various time frames</p>	<p><b>ADVANCED MID:</b> I can write on a wide variety of general interest, professional, and academic topics. I can write well-organized, detailed paragraphs in various time frames</p>	<p><b>ADVANCED HIGH:</b> I can write extensively with significant precision and detail on a variety of topics, most complex issues, and some special fields of expertise.</p>
<p>I can write about school and academic topics. I can write a series of steps needed to complete a task, such as for an experiment. I can prepare notes for someone who was absent from class or school. I can write about work and career topics. I can write a simple summary about an assignment of task that I've been asked to do. I can document the series of steps needed to complete a task or project. I can prepare notes for someone who is new or has been absent from a project, team, or work meeting. I can draft a work plan. I can write about community topics and events. I can write a simple summary about something I have researched. I can write the content for a multi-media presentation, a handout, a synopsis, etc. I can write the series of steps needed to complete a task, I can summarize what has been happening in the community for someone who is new or has been away. I can summarize a conversation or interview that I had with someone. I can describe an event that I participated in or witnessed.</p>	<p>I can meet basic school and academic writing needs. I can revise class or meeting notes that I have taken for distribution. I can write an abstract for a science fair project, research study, or conference. I can write summaries or annotations for a research project. I can meet basic work and career writing needs. I can write an informational memo about a project or event. I can write summaries or a multi-step work plan for a new project. I can write brief job descriptions or performance reports. I can revise for distribution meeting notes that I have taken. I can draft and revise a resume or cover letter. I can meet basic social and civic writing needs. I can manage and edit an online journal, blog, or discussion forum. I can write an article about an event or project of a club or group. I can write a letter of advice or letter to the editor on a social, civic, or political issue. I can prepare reports and online communications for a social club, community, or political group.</p>	<p>I can write in the present and past tenses and describe how to use an interpreter. I can write about the differences between an interpreter and a translator. I can correctly spell words such as “simultaneous”, “consecutive”, “sight”, “qualified”, “bilingual”, “interpreter” and “qualification”, both in English and in Spanish. I can write a story using the preterit and the imperfect tense. I can write a summary of a basic text. I can write basic medical terminology in Spanish and in English. I can write about the Code of Ethics. I can write my resume I know how to fill out a job application as an interpreter for an agency and a hospital. I can write instructions about procedures and prescriptions. I can help patients complete medical forms. I can write well organized texts for a variety of professional purposes. I can correctly spell body parts in both English and Spanish. I can spell regular and irregular commands in both English and Spanish. I can provide a written translation of a medical history questionnaire. I can write in both English and Spanish about health issues, health history and the healthcare system in the United States, including how they differ from those in other countries. I can write sentences with medical content using the subjunctive. I can write medical terminology in both English and Spanish and know the Latin source.</p>	<p>I can write using target language and culture conventions to present and elaborate a point of view. I can write a position paper on an issue I have researched or related to my field of expertise. I can write an editorial piece in order to speculate on outcomes or implications of an issue. I can write using target language and culture conventions for informal purposes. I can write a statement of purpose related to my professional goals. I can write entries in a reflection journal. I can write using target language and culture conventions for formal purposes. I can write an in-depth research paper. I can write a policy statement. I can contribute to a strategic plan. I can create a professional portfolio.</p>





## Interpretive Listening

<p><b>INTERMEDIATE HIGH:</b> I can easily understand the main idea 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><b>ADVANCED LOW:</b> I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>	<p><b>ADVANCED MID:</b> I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in most genres, even when not familiar with the topic.</p>	<p><b>ADVANCED HIGH:</b> I can easily follow narrative, informational, and descriptive speech. I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes follow extended arguments and different points of view.</p>
<p>I can easily understand straightforward information or interactions. I can understand the descriptions of avatars in a new video game. I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town. I can understand a few details in ads, announcements, and other simple recordings. I can understand a few details about a nutritional recommendation in a public service health announcement. I can understand a few details from public service announcements such as severe weather warnings or safety alerts. I can sometimes understand situations with complicating factors. I can understand a voice message from an exchange student telling why she will be late. I can understand a phone message about a change in meeting times and place. I can understand a voice message from the airlines about changes to a flight schedule.</p>	<p>I can understand descriptions and stories of events that have happened or will happen. I can understand a voicemail outlining the details of a plan for an upcoming outing. I can follow a video conferencing session in which the speakers recount their experience on a recent trip. I can understand the main idea of popular genres. I can follow televised promotions for upcoming programs. I can follow simple oral stories, recorded books, summaries, or short excerpts from speeches. I can understand some simple information from a movie trailer.</p>	<p>I understand the main ideas and many details of descriptions about the different types of interpretations. I can differentiate the different varieties of Spanish. I can differentiate the register of a speaker in both Spanish and in English. I know how to act professionally during a job interview. I can clarify a misunderstanding between two speakers. I understand the main ideas and many details of a healthcare provider's instructions to a patient. I can understand the main idea and details of a medical interview. I can understand basic medical orders and instructions given to patients. I can understand cognates and false cognates. I can understand commands and I know how to communicate them. I can understand vulgar concepts and slang terms and how to communicate them. I can understand patients who are providing information for the medical history questionnaire. I can understand when patients explain they may be a victim of sexual abuse. I can understand in both English and Spanish a conversation between the doctor or the nurse and the patient during a physical exam.</p>	<p>I can easily understand detailed reports and exposés. I can understand an interview in which the relationship of texting and traffic accidents is detailed by victims' reports on their experiences. I can understand a radio report on the increased crime rate in the community that includes descriptions of specific incidents of crime. I can often understand various viewpoints in extended arguments. I can follow the argument when students debate the advantages and disadvantages of study abroad supported by examples of their personal experiences. I can understand the main points made in a conversation I overhear where two people are arguing the pros and cons of social networking. I can understand discussions and presentations on many concrete and abstract topics. I can understand a group leader's justification for protesting a cut in programs</p>



Interpretive Reading



<p><b>INTERMEDIATE HIGH:</b> I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p>	<p><b>ADVANCED LOW:</b> I can understand the main idea 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>	<p><b>ADVANCED MID:</b> I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics. I can follow stories and descriptions of considerable length and in various time frames. I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.</p>	<p><b>ADVANCED HIGH:</b> I can easily follow narrative, informational, and descriptive texts. I can understand what I read on most topics that deal with special interests, unfamiliar situations, and abstract concepts. I can sometimes understand extended arguments and different points of view.</p>
<p>I can understand accounts of personal events or experiences. I can understand information about an upcoming excursion, such as a class trip or company event. I can sometimes follow short, written instructions when supported by visuals. I can follow simple directions to do an experiment in a science class. I can understand the basic instructions. I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.</p>	<p>I can understand the main message and some supporting details across major time frames in conversations and discussions. I can understand an exchange of letters relating to a product malfunction. I can understand reactions and responses in an electronic discussion about a new law I can understand written summaries of candidates' platforms to make a voting decision. I can understand some events described in an excerpt from an historical journal. I can understand absentee and sick leave policies in an employee handbook. I can read a message about a friend's car accident I can understand the main idea and some details from a list of government job descriptions. I can read an article about how technology has changed in the past 20 years.</p>	<p>I can read and understand basic information about legislation in Georgia related to medical interpretation. I can read a basic document in both English and Spanish and vice versa using Sight Translation. I can read and understand the Code of Ethics. I can read medical terminology in Spanish and English. I can read a basic document in both English and Spanish and vice versa using Sight Translation. I can read the instructions given to the patient in a medical interview. I can understand written instructions regarding prescriptions and medications. I can read a medical form and perform a sight translation in both English and Spanish. I can read handouts and perform a sight translation. I can read idioms and I can communicate them in both English and Spanish. I can understand all the concepts of a medical history questionnaire. I can read instructions addressing how to take medications found on prescriptions and labels. I can perform a Sight Translation of a medical form, a prescription, a medical questionnaire, a clinical history and diagnoses in both English and Spanish. I can read in both English and Spanish medical information where the subjunctive mode is used and how it could be translated into English. I can interpret for the patient a medical form when the patient does not understand the questions.</p>	<p>I can understand narrative, descriptive, and informational texts of any length. I can understand most documents outlining rules and regulations, such as an apartment rental contract. I can read about most topics of special interest I can understand a report that describes policy changes, for example, related to admission into a program or changes to social networking platforms. I can follow the reporting of national or international news, such as an election, a natural disaster, or civil unrest I can understand most inferences and allusions. I can understand non-fiction texts that are specialized and complex in nature, such as essays, documentaries, technical documentation, etc.</p>

