

# Course Profile



INT-MID



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INT-LOW



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## Georgia Standards of Excellence for DLI Culture and History 7th Grade

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

- MLDCH7.IP1 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 the 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 the study of the histories and cultures that are home to and influenced by the target language studied.
  - D. Identify cultural perspectives represented in the source material.
  - E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension.
  - F. The students comprehend spoken and written language on topics incorporating the history and culture of countries in which the target language is spoken.
- MLDCH7.IP2 The student initiates and sustains interaction using various communication strategies within the themes of culture and history.
- 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.

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

- MLDCH7.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 the 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 the study of the histories and cultures that are home to and influenced by the target language studied.
  - D. Identify cultural perspectives represented in the source material.
  - E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening and reading comprehension.



## DLI Culture and History 7<sup>th</sup> Grade

### Presentational Mode of Communication (P)

- MLDCH7.P1 The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating the themes of culture and history.
- A. Synthesize and articulate main ideas and supporting details from a variety of authentic language materials; support personal opinions.
  - B. Produce lengthier oral presentations (with limited errors in present tense, and some errors with past and future tenses).
  - C. Write lengthier, organized compositions (limited 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-Mid to Intermediate-High proficiency in Presentational Speaking and Writing.
- MLDCH7.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 demonstrated 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 the culturally appropriate use of register and consideration of audience.
  - G. Demonstrate the use of transitional words, phrases, and cohesive devices.

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

- MLDCH7.CU1 Understand, describe, and discuss historical events and cultural perspectives and products of the target language culture(s).
- A. Identify and discuss how historical and cultural events, products, and practices are perceived in the student's own culture as compared to the culture(s) where the target language is spoken.
  - B. 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).

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

- MLDCH7.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.
- MLDCH7.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
7 <sup>th</sup> DLI Culture and History	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid

## 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
7 <sup>th</sup> DLI Culture and History	Los tipos de relaciones en la sociedad	Los tipos de relaciones en la sociedad	En busca de la paz	En busca de la paz	La inmigración en el mundo	La inmigración en el mundo

## 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 explain my interpretation of a text to my peers. I can express my opinions to my peers. I can use specialized vocabulary to write a summary and share my work with peers.	I can explain my interpretation of a text to my peers. I can exchange opinions and discuss a specific topic. I can express my opinion and justify it with supporting details to my peers. I can form an opinion about different phrases related to peace. I can describe with my partners the main section of an email.	I can start, maintain, and end a conversation on a variety of familiar topics. I can express my music preferences to my classmates. I can defend my opinion and support it with evidence from an article and share my thoughts with a peer. I can exchange information about subjects of special interest to me. I can start, maintain, and end a conversation on a variety of familiar topics. I can explain my interpretation of a text to my peers. I can describe the key vocabulary words that are related and important to understanding articles. I can interpret the meaning of a vocabulary word being used in context.	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. I can record audio related to the topic. I can use vocabulary words to write about how I envision my future in the next five years.





### Presentational Speaking

<b>NOVICE HIGH:</b> I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	<b>INTERMEDIATE LOW:</b> I can present information on most familiar topics using a series of simple sentences.	<b>INTERMEDIATE MID:</b> I can make presentations on a wide variety of familiar topics using connected sentences.	<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.
I can debate with my classmates by citing evidence from the articles. I can make a presentation to my peers in class about a creative writing piece I wrote. I can present a video to my class and analyze what I have learned in the unit.	I can debate with my classmates by citing evidence from a fable. I can debate with my peers about a topic presented on education. I can describe events that occur at the moment and share them with my peers. I can participate effectively as either the interviewer or interviewee in a mock interview scenario. I can make an oral comparison between my culture and other cultures.	I can make a presentation about my personal and social experiences. I can debate with my classmates by citing evidence from the newsletter. I can make a presentation to my peers in class about a creative writing piece I wrote. I can present a video to my class and analyze what I have learned in the unit. I can present information to narrate, describe, or explain relationships in society. I can make a presentation about my personal and social experiences. I can share how a product represents the culture of a country. I can discuss my perspective and reasons with my group members in my chosen corner. I can listen to audio and highlight the important information that was presented.	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



<b>NOVICE MID:</b> I can write briefly about most familiar topics and present information using words and phrases.	<b>NOVICE HIGH:</b> I can write briefly about most familiar topics and present information using simple sentences.	<b>INTERMEDIATE LOW:</b> I can write briefly about most familiar topics and present information using a series of simple sentences.	<b>INTERMEDIATE MID:</b> I can write on a wide variety of familiar topics using connected sentences.
I can make a written comparison of the main ideas in a text to the ideas presented on visual stimuli. I can follow orthographic rules to convey clear ideas when I speak and write. I can write a letter to an essential worker in my community.	I can make a written comparison of the main ideas in a text to the ideas presented on visual stimuli. I can follow orthographic rules to convey clear ideas when I speak and write. I can write about points made in a debate.	I can write about people, activities, events, and experiences. I can use specialized vocabulary to write a summary and share my work with my peers. I can prepare materials for a presentation. I can write about topics of interest. I can write instructions on how to make or do something. I can write about people, activities, events, and experiences. I can write about topics of interest. I can summarize the key points of the discussion in my corner when reporting back to the whole class. I can respond to an email by including all the necessary sections.	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. I can write a paragraph explaining the relationship between the three key vocabulary words related to the unit. I can follow orthographic rules to convey clear ideas when I speak and write.



# DLI Culture and History 7<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 understand the points made in a debate. 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 the points made in a class discussion. I can understand the purpose of an audio source and explain the cultural perspective. I can understand the details of an audio presentation about cultural practices and celebrations.</p>	<p>I can understand basic information in ads, announcements, and other simple recordings. I can understand the main idea of what I listen to for personal enjoyment. I can understand messages related to other people's lives. I can understand messages related to other people's lives. I can infer meaning from an authentic audio-visual source and understand the cultural perspectives of a Spanish Spanish-speaking country. I can describe the key vocabulary words that are related and important to understanding articles. I can interpret the meaning of a vocabulary word being used in context.</p>	<p>I can easily understand straightforward information or interactions. I can understand a few details in ads, announcements, and other simple recordings. I can sometimes understand situations with complicated factors. I can respond and identify key points in the audio discussion about respect and patience. I can read and understand information about an author and their narrative.</p>





**Interpretive Reading**

<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><b>INTERMEDIATE HIGH:</b> 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.</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>I can understand the main idea and supporting details of a short story. I can understand how new vocabulary can be used in different contexts.</p>	<p>I can identify the morals in a fable. I can explain the information provided in a graphic organizer. I can understand the details of an article about cultural practices and celebrations.</p>	<p>I can understand the meaning of a poem and how it relates to the author’s life. I can understand an article describing the impact that art has on human life. I can understand and describe the different relationships in my community. I can understand and describe the different relationships in my community. I can understand the points made in a peer conversation. I can read and analyze a text which discusses the significance of the medical profession in society. I can infer meaning from an authentic audio-visual source and understand the cultural perspective of a Spanish-speaking Country.</p>	<p>I can find and use information for practical purposes. I can read texts that compare information. I can follow simple written instructions. I can record audio related to the topic. I can use vocabulary words to write about how I envision my future in the next five years.</p>

