

# Course Profile



## Georgia Standards of Excellence for DLI Media Literacy 7th Grade

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

- MLDML7.IP1 Participate in oral and written exchanges utilizing appropriate authentic media sources (e.g., film, music, television, websites, email, text messages) from 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-mid to intermediate-high proficiency in interpersonal speaking and writing
- MLDML7.IP2 Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate and authentic media sources (e.g., film, music, television, websites, email, text messages) from countries in which the target language is spoken.
- 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)**

- MLDML7.INT1 This course should be taught exclusively in the target language. Comprehend spoken and written language when accessing appropriate and authentic media sources (e.g., film, music, television, websites, email, text messages) from 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 content presented through multiple media sources.
  - C. Identify cultural perspectives represented in the source material.
  - D. Demonstrate intermediate-mid to intermediate-high proficiency in listening and reading comprehension.



## DLI Media Literacy 7<sup>th</sup> Grade

### Communication Presentational Mode (P)

- MLDML7.P1 Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate and authentic media sources (e.g., film, music, television, websites, email, text messages) from countries in which the target language is spoken.
- A. Summarize and communicate main ideas and supporting details from a variety of appropriate authentic media sources.
  - B. Produce brief oral presentations (with some errors in present tense, and some errors with past and future tenses).
  - C. Write lengthier, organized compositions (few 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.
- MLDML7.P2 Employ a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes derived from appropriate and authentic media sources (e.g., film, music, television, websites, email, text messages) from countries in which the target language is spoken.
- A. Present in extended oral and written activities reflecting the present, with some usage of past and future tenses.
  - B. Utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages.
  - C. 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 the use of transitional words, phrases, and cohesive devices.

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

- MLDML7.CU1 Understand, describe, and discuss cultural practices, products, and perspectives from appropriate and authentic media sources (e.g., film, music, television, websites, email, and text messages) from countries in which 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) as well as the content of their appropriate and authentic media sources.
  - B. Identify and discuss how cultural practices, products, and perspectives are evidenced in target culture media and compare these to U.S. media.

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

- MLDML7.CCC1 Identify and discuss how language, literacy, cultural competencies, and media literacy in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad.
- MLDML7.CCC2 Involve cultural representatives and organizations to learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken; communicate when appropriate with pre-screened native speakers using a variety of media sources (e.g., film, music, television, web sites, email, text messages).



Language Proficiency Targets by Mode

	Interpersonal	Speaking	Listening	Reading	Writing
7 <sup>th</sup> grade	Intermediate-Mid	Intermediate-Mid	Intermediate-Mid	Intermediate-High	Intermediate-Mid

AP/IB Alignment

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
AP/IB Themes	Personal and Public Identities / Who We Are	Families and Communities / How We Organize Ourselves	Contemporary Life / Where We Are in Place and Time	Beauty and Aesthetics / How We Express Ourselves	Science and Technology / How The World Works	Global Challenges / Sharing The Planet
7 <sup>th</sup> grade	La influencia de los “influencers”	La influencia de los “influencers”	La forma de vivir: ¿de vuelta a la normalidad o nueva normalidad?	La forma de vivir: ¿de vuelta a la normalidad o nueva normalidad?	Una historia para contar: Somos latinos, somos hispanos	Una historia para contar: Somos latinos, somos hispanos





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 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 write what I understand from a debate. I can write about the changes that happened in my community during the pandemic.</p>	<p>I can analyze an image and explain how it connects to the main idea of the unit. I can express my opinions to my peers. I can connect key vocabulary words to how my community searches for peace and harmony among its people. I can listen to audio and identify the key ideas. I can share my ideas with a classmate regarding safety rules for social media applications.</p>	<p>I can collaborate with a partner and answer comprehension questions related to the text. I can use specialized vocabulary to write a summary and share my work with my peers. I can identify and share safety rules that are needed on social media platforms. I can respond to questions related to a literature text with the assistance of my peers. I can practice simulated conversations with my peers. I can collaborate with a partner and write rules for social media applications that are important for our safety. I can write a summary of my thoughts and feelings about a topic. I can listen to audio and identify the key ideas. I can share my ideas with a classmate regarding safety rules for social media applications.</p>	<p>I can exchange my ideas with my peers and create follow-up questions. I can exchange opinions related to future jobs I would like to have and what I need to do to obtain that job. I can communicate my ideas with my peers. I can practice simulated conversations with my peers. 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. I can write a summary of my thoughts and feelings about a topic.</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 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.</p>	<p>I can record and audio starting a prediction. I can analyze an image and record an audio starting my opinion on the topic. I can create an audio that expresses the importance of living in a world with peace. I can record audio comparing what I learned in the biography to my community and how it promotes sports. I can write about points of view made in a debate.</p>	<p>I can listen to audio and identify the key ideas. I can share my ideas with a classmate regarding safety rules for social media applications. I can make an oral comparison between my culture and other cultures. I can write and discuss what my thoughts are about job growth due to technological advances and social media. I can discuss the opinion that a higher education is not necessary to be successful. I can discuss ideas on how Hispanics can occupy more jobs in higher positions. I can present important aspects of a business that I designed along with a plan to get it started. I can make an oral presentation about a persona that has been influential in my life. I can listen to audio and highlight the important information that was presented.</p>	<p>I can make an audio recording summarizing what I learned in the unit regarding job changes and opportunities in my community. I can record an audio comparing what I learned in the biography to my community and how it promotes sports. I can present a topic related to the unit using prefixes and suffixes.</p>





## Presentational Writing

<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><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>I can write the main ideas of a story. I can write on how a product represents the culture of a country. I can write some points that my peers shared. I can use new vocabulary to write about learned topics.</p>	<p>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 the main idea of the differences between the use of lower- and upper-case letters in English and Spanish. I can write about points made in a debate.</p>	<p>I can collaborate with a partner and write rules for social media applications that are important for our safety. I can write a summary of my thoughts and feelings about a topic. I can follow orthographic rules to convey clear ideas when I speak and write. I can analyze and discuss what I learned in the unit and identify key facts about how immigration is connected to my community. I can write about people, activities, events, and experiences. I can write my opinion regarding the potential changes a society could face due to migration movements. I can write a plan about how to become a good candidate and then get hired. I can write about a topic related to the unit using prefixes and suffixes. I can make an audio recording summarizing what I learned in the unit regarding job changes and opportunities. I can write the key points of a simulated conversation. I can present my research findings and answer questions.</p>	<p>I can write the main idea and supporting details of a biography of a famous person. I can write about how Hispanics can occupy more jobs in higher positions. I can write about important aspects of a business that I designed along with a plan to get it started.</p>





## 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 listen to my classmate’s opinions about our community. 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 main idea of the reading. I can listen to a video and identify the key points.</p>	<p>I can interpret the meaning of a vocabulary word being used in context. I can infer meaning from an authentic audiovisual source and understand the cultural perspectives of a Spanish-speaking country. I can listen to audio and understand the cultural perspectives of bilingualism and how it is used in our community. I can infer meaning from an authentic audio-visual source and identify the main idea. 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 debate. I can listen to different audio, understand the cultural accents, and compare people from city and rural communities. I can listen to audio and understand the cultural perspectives of bilingualism and how it is used in our community.</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 analyze a song and identify the main idea as well as how the message connects to my community. I can understand how new vocabulary can be used in different contexts.</p>	<p>I can answer basic questions for the thematic analysis of a poem. I can explain the information provided in a graphic organizer. I can write the answers for the comprehension questions with my group. I can describe a person that has been influential in my life.</p>	<p>I can collaborate with a partner and write rules for social media applications that are important for our safety. I can write a summary of my thoughts and feelings about a topic. I can identify the main idea of reading and make a connection to my community. I can understand how new vocabulary words can be used in different contexts. I can understand, interpret, and analyze a story. I can write the main idea of a quote and make a connection to my community. I can identify the main ideas of women that have shaped our history. I can write what I understand from a debate. I can write about the changes that happened in my community during the pandemic.</p>	<p>I can understand the main idea of a quote and make a connection to my community. I can identify the main ideas of women that have shaped our history. I can understand the main ideas and supporting details of a biography of a famous person.</p>

