

Georgia Department of Education

Modern Languages 6th Grade Dual Language Immersion (DLI) Advanced Language and Literacy (ALL) 6th Grade

Course Description

Modern Languages Dual Language Immersion (DLI) Advanced Language and Literacy (ALL) 6th Grade course is recommended as middle school continuation for students who have completed a content-based world languages program in elementary school (such as Dual Language Immersion) or who possess similar levels of language proficiency. Instruction in the ALL 6th grade course focuses on the development of language, literacy, and cultural competencies. During this course most students should continue in the Intermediate level of proficiency. Students gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the world language, and making oral and written presentations in the target language. Students are exposed to more complex features of the language, moving from concrete to more abstract concepts. Strong emphasis will be placed on use of and interaction with authentic materials from the target cultures. This course seeks to provide a bridge for students who have been learning language through content as they refine their language forms and begin learning language through more traditional world language instructional strategies.

This course will be taught over one year with the expectation that students will continue with subsequent world languages courses developing intermediate to advanced levels of proficiency in 7th and 8th grade. By the end of this course, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate-Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 2012). This course should be taught exclusively in the target language.

Georgia Standards of Excellence for DLI ALL 6th Grade

I. Communication	
Interpretive Mode of Communication (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, voice in source material.

Georgia Department of Education

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.
Interpersonal Mode of Communication (IP)	
MLALL6.IP1	The student participates in oral and written exchange of information, opinions, and ideas in a variety of timeframes and formal/ informal situations.
A.	Use 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 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.

Georgia Department of Education

H.	Demonstrate use of transitional words, phrases, and cohesive devices.
Presentational Mode of Communication (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, 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 presentation.
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.

Georgia Department of Education

II. 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.
III. Connections, Comparisons, and Communities (CCC)	
MLALL6.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.

Georgia Department of Education

C.	Incorporate College Board Advanced Placement (AP) World Languages and Cultures course themes.
DLI ALL 6th Grade: Summary of Skills Developed	
Typical DLI ALL 6 th grade students will exhibit varying levels of proficiency. The following list is intended to guide instruction and to assist teachers with their planning by providing a two-page reference to the elements described in the Georgia Standards of Excellence for Modern Languages.	
Skills developed in MLALL6	
The students:	
MLALL6.IP1A	Use appropriate register
B	Respond to questions and statements
C	Respond and produces questions and statements
MLALL6.IP1D	Paraphrase and summarize
E	Use appropriate grammar and syntax
F	Use a variety of vocabulary and expressions
G	Demonstrate Intermediate-Low Proficiency
MLALL6.IP2A	Request repetition, clarification, and explanation
B	Participate in oral and written
C	Use paraphrasing, circumlocution, and other means to convey and comprehend
D	Use self-correction
E	Describe and elaborate
F	Use proper pronunciation, intonation, and writing conventions
G	Use culturally appropriate gestures
H	Use transitional words, phrases, and cohesive devices
MLALL6.INT1A	Identify main ideas and supporting details
B	Understand subtleties of meaning
C	Recognize timeframe, mood, aspect, and voice
D	Comprehend and react to current events and issues
E	Understand connected discourse
F	Identify cultural perspectives
G	Demonstrate Intermediate-Mid Proficiency

Georgia Department of Education

MLALL6.P1A	Summarize and communicate main ideas and supporting details
B	Produce brief oral presentations
C	Write short, organized compositions
D	Prepare and present culturally authentic presentations
MLALL6.P1E	Demonstrate Intermediate-Low Proficiency
MLALL6.P2A	Present extended discourse in multiple timeframes
MLALL6.P2B	Use circumlocution, paraphrasing, and other strategies.
C	Utilize organizational strategies to prepare presentations
D	Use self-correction
E	Use proper pronunciation, intonation, and writing conventions
F	Appropriate use of register and consideration of audience
G	Use transitional words, phrases, and cohesive devices
MLALL6.CU1A	Understand, describe, and discuss products and perspectives of the culture studied.
B	Understand, describe, and discuss practices and perspectives of the culture studied.
MLALL6.CCC1A	Identify and discuss connections between subject areas.
MLALL6.CCC2B	Identify and discuss connections with career fields.
C	Discuss how viewpoints influence cultural perspectives and products
MLALL6.CCC2A	Compare the influence of world events and issues between home and target culture.
B	Recognize and discuss local, regional, and national differences in countries where the target language is spoken.
MLALL6.CCC3A	Compare linguistic elements of the target language and English.
MLALL6.CCC4A	Analyze and evaluate media, entertainment, and technology in the target language culture(s).

Georgia Department of Education

MLALL6.CCC4B	Involve cultural representative and organizations.
MLALL6.CCC4C	Incorporate College Board Advanced Placement (AP) World Languages and Cultures course themes
Modern Languages 6th Grade Dual Language Immersion (DLI) Advanced Language and Literacy (ALL): Course Themes	
Course themes for the DLI ALL 6 th course are based on the College Board Advanced Placement (AP) World Languages and Cultures course themes. These interrelated themes integrate content, culture, and language and support the use of language in a variety of real-world contexts. Recommended contexts vary by language. Refer to instructional calendars for further details and support and AP World Languages and Cultures reference materials for a list of current AP World Languages course themes.	