



Georgia Standards

Communication – Interpersonal Mode (IP)

MLI.IP1: The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.

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| <ul style="list-style-type: none"> A. Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms B. Express likes, dislikes, emotions, agreement and disagreement. C. Make simple requests. D. Ask for clarification. E. Give simple descriptions. | <ul style="list-style-type: none"> F. Comprehend basic directions. G. Ask questions and provide responses based on topics such as self, family, school, etc. H. Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context. |
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MLI.IP2: The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

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| <ul style="list-style-type: none"> A. Initiate, participate in, and close a brief oral or written exchange. B. Use formal and informal forms of address. | <ul style="list-style-type: none"> C. Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. |
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Communication – Interpretive Mode (INT)

MLI.INT1: The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

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| <ul style="list-style-type: none"> A. Identify main ideas and some details when reading and listening. B. Comprehend simple, culturally authentic announcements, messages, and advertisements. | <ul style="list-style-type: none"> C. Understand simple instructions, such as classroom procedures. D. Demonstrate Novice-Mid proficiency in listening and reading comprehension. |
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MLI.INT2: The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

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| <ul style="list-style-type: none"> A. Differentiate among statements, questions and exclamations. | <ul style="list-style-type: none"> B. Recognize basic gestures, body language, and intonation that clarify a message. |
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Communication - Presentational Mode (P)

MLI.P1: The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

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| <ul style="list-style-type: none"> A. Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media. B. Give basic information about self and others including school, family, activities, etc. | <ul style="list-style-type: none"> C. Demonstrate Novice-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. |
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MLI.P2: The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

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| <ul style="list-style-type: none"> A. Demonstrate Novice-Mid proficiency in pronunciation and intonation when presenting rehearsed material. | <ul style="list-style-type: none"> B. Demonstrate comprehension of rehearsed material. |
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Cultural Perspectives, Practices, and Products (CU)

MLI.CU: The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

- A. Demonstrate knowledge of contributions of target culture(s) to civilization.
- B. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
- C. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons, and Communities (CCC)

MLI.CCC1: The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

- A. Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language (e.g. using basic math skills).
- C. Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
- D. Relate content from other subject areas to topics discussed in the language class, such as the influence of explorers and settlers on various regions of the United States.

MLC.CCC2: The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students’ own culture.

- A. Compare patterns of behavior and interaction in the students’ own culture with those of the target language.
- B. Demonstrate an awareness of elements of the students’ own culture.

MLI.CCC3: The students compare basic elements of the target language to the English language.

- A. Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- B. Recognize basic sound distinctions and intonation patterns and their effect on communicating meaning.

MLI.CCC4: The students demonstrate an awareness of current events in the target culture(s).

- A. Give information regarding major current events of the target culture(s).
- B. Understand the impact of current events of the target culture(s).

MLI.CCC5: The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom setting, for recreational, educational, and occupational purposes.

- A. Identify examples of the target language and the culture(s) studied that are evident in and through media, entertainment, and technology.
- B. Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture(s) studied.

For more information about the **Georgia Performance Standards**, go to <http://goo.gl/ZqLcyy> or use the following QR code



For more information about the **ACTFL World-Readiness Standards for Learning Languages**, go to <http://goo.gl/ofmml1> or use the following QR code



Language Proficiency Targets

	Interpersonal	Speaking	Listening	Reading	Writing
Level I	Novice Low	Novice Mid	Novice Mid	Novice Low	Novice Low
Level II	<u>Novice Mid</u>	<u>Novice Mid (+)</u>	<u>Novice Mid (+)</u>	Novice Mid	<u>Novice Mid</u>
Level III	Novice Mid (+)	Novice High	Novice High	Novice Mid (+)	Novice Mid (+)
Level IV	Novice High	Intermediate Low	Intermediate Low	Novice High	Novice High
Level V - VIII	Intermediate Low (-) to Intermediate High (-)	Intermediate Mid (-) to Intermediate High	Intermediate Low (-) to Intermediate High (-)	Intermediate Low (-) to Intermediate High (-)	Intermediate Low (-) to Intermediate High (-)

Thematic Units

	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
Arabic I						
Arabic II						
Arabic III						
Arabic IV						

Proficiency Target Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

<p>NOVICE LOW: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p>	<p>NOVICE MID: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>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.</p>
<p>I can greet my peers.</p> <ul style="list-style-type: none"> I can say hello and goodbye. <p>I can introduce myself to someone.</p> <ul style="list-style-type: none"> I can tell someone my name. <p>I can answer a few simple questions.</p> <ul style="list-style-type: none"> I can respond to yes/no questions. I can answer an either/or question. I can respond to who, what, when, where questions 	<p>I can greet and leave people in a polite way.</p> <ul style="list-style-type: none"> I can say hello and goodbye to someone my age or younger. I can say hello and goodbye to my teacher, professor, or supervisor. I can say hello and goodbye to an adult. I can say hello and goodbye to a person I do not know. <p>I can introduce myself and others.</p> <ul style="list-style-type: none"> I can introduce myself and provide basic personal information. I can introduce someone else. I can respond to an introduction. <p>I can answer a variety of simple questions.</p> <ul style="list-style-type: none"> I can answer questions about what I like and dislike. I can answer questions about what I am doing and what I did. I can answer questions about where I'm going or where I went. I can answer questions about something I have learned. <p>I can make some simple statements in a conversation.</p> <ul style="list-style-type: none"> I can tell someone what I am doing. I can say where I went. I can say whom I am going to see. I can express a positive reaction, such as "Great!" <p>I can ask some simple questions.</p> <ul style="list-style-type: none"> I can ask who, what, when, where questions. I can ask questions about something that I am learning. <p>I can communicate basic information about myself and people I know.</p> <ul style="list-style-type: none"> I can say my name and ask someone's name. I can say or write something about the members of my family and ask about someone's family. I can say or write something about friends and classmates or co-workers. <p>I can communicate some basic information about my everyday life.</p> <ul style="list-style-type: none"> I can give times, dates, and weather information. I can talk about what I eat, learn, and do. I can talk about places I know. I can ask and understand how much something costs. I can tell someone the time and location of a community event. 	<p>I can exchange some personal information.</p> <ul style="list-style-type: none"> I can ask and say a home address and e-mail address. I can ask and say someone's nationality. I can ask and talk about family members and their characteristics. I can ask and talk about friends, classmates, teachers, or co-workers. <p>I can exchange information using texts, graphs, or pictures.</p> <ul style="list-style-type: none"> I can ask about and identify familiar things in a picture from a story. I can ask about and identify important information about the weather using a map. I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. I can respond to simple questions based on graphs or visuals that provide information containing numbers or statistics. <p>I can ask for and give simple directions.</p> <ul style="list-style-type: none"> I can ask for directions to a place. I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. I can tell someone where something is located, such as next to, across from, or in the middle of. <p>I can make plans with others.</p> <ul style="list-style-type: none"> I can accept or reject an invitation to do something or go somewhere. I can invite and make plans with someone to do something or go somewhere. I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. <p>I can interact with others in everyday situations.</p> <ul style="list-style-type: none"> I can order a meal. I can make a purchase. I can buy a ticket.



Presentational Speaking

<p>NOVICE LOW: I can present information about myself and some other very familiar topics using single words or memorized phrases.</p>	<p>NOVICE MID: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<p>NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>
<p>I can recite words and phrases that I have learned.</p> <ul style="list-style-type: none"> • I can count from 1-10. • I can say the date and the day of the week. • I can list the months and seasons <p>I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.</p> <ul style="list-style-type: none"> • I can name famous landmarks and people. • I can name countries on a map. • I can list items I see every day. <p>I can introduce myself to a group.</p> <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can give my phone number, home address, and email address. <p>I can recite short memorized phrases, parts of poems, and rhymes.</p> <ul style="list-style-type: none"> • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem 	<p>I can present information about myself and others using words and phrases.</p> <ul style="list-style-type: none"> • I can say what I look like. • I can say what I am like. • I can say what someone looks like. • I can say what someone is like. <p>I can express my likes and dislikes using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can say which sports I like and don't like. • I can list my favorite free-time activities and those I don't like. • I can state my favorite foods and drinks and those I don't like. <p>I can present information about familiar items in my immediate environment.</p> <ul style="list-style-type: none"> • I can talk about my house. • I can talk about my school or where I work. • I can talk about my room or office and what I have in it. • I can present basic information about my community, town/city, state, or country. <p>I can talk about my daily activities using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. • I can name activities and their times in my daily schedule. • I can talk about what I do on the weekends. <p>I can present simple information about something I learned using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. 	<p>I can present information about my life using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do <p>I can tell about a familiar experience or event using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can tell what I do in class or at work. • I can tell about what I do during the weekend. • I can tell about what happens after school or work. <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe a useful website. • I can talk about my favorite musical group, actor, or author. • I can describe a landmark, vacation location, or a place I visit. • I can talk about a famous person from history. <p>I can present information about others using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. <p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. <p>I can present basic information about things I have learned using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can describe a simple process like a science experiment. • I can present a topic from a lesson based on pictures or photos. • I can present information about something I learned in a class or at work • I can present information about something I learned in the community.



Presentational Writing

<p>NOVICE LOW: I can copy some familiar words, characters, or phrases.</p>	<p>NOVICE MID: I can write lists and memorized phrases on familiar topics.</p>	<p>NOVICE HIGH: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>
<p>I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.</p> <ul style="list-style-type: none"> • I can copy the letters of the alphabet. • I can copy the characters that I am learning. • I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc. <p>I can write words and phrases that I have learned.</p> <ul style="list-style-type: none"> • I can write my name, home address, and my email address. • I can write numbers such as my phone number. • I can write the date and the day of the week. • I can write the months and seasons. <p>I can label familiar people, places, and objects in pictures and posters.</p> <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day. <p style="padding-left: 40px;">I can label items in a room.</p>	<p>I can fill out a simple form with some basic personal information.</p> <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. <p>I can write about myself using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationships to me, and what they like to do. • I can list my classes and tell what time they start and end. • I can write simple statements about where I live. <p>I can list my daily activities and write lists that help me in my day-to-day life.</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list. • I can write a shopping list. <p>I can write notes about something I have learned using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country. • I can create a list of topics or categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. 	<p>I can write about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance and personality of a friend or family member. • I can write about a school, workplace, famous place, or place I have visited. • I can write about a holiday, vacation, or a typical celebration. • I can write about something I have learned. • I can write about what I plan to do next in my life. <p>I can prepare materials for a presentation.</p> <ul style="list-style-type: none"> • I can write out a draft of a presentation that I plan to present orally. • I can write an outline of a project or presentation. • I can write notes for a speech. <p>I can write about topics of interest.</p> <ul style="list-style-type: none"> • I can write about a movie or a television show that I like. • I can write about a famous athlete, celebrity, or historical figure. • I can write a brief explanation of a proverb or nursery rhyme. • I can write a simple poem. <p>I can write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> • I can write the rules of a game. • I can write about how to prepare something simple to eat. • I can write about a simple routine, like getting lunch in the cafeteria. • I can write simple directions to a nearby location or to an online resource. <p>I can write questions to obtain information.</p> <ul style="list-style-type: none"> • I can post a question for discussion or reflection. • I can develop a simple questionnaire or survey.



Interpretive Listening

<p>NOVICE LOW: I can recognize a few memorized words and phrases when I hear them spoken.</p>	<p>NOVICE MID: I can recognize some familiar words and phrases when I hear them spoken.</p>	<p>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.</p>
<p>I can occasionally identify the sound of a character or a word.</p> <ul style="list-style-type: none"> • I can recognize the sound of a few letters when they are spoken or spelled out. <p>I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.</p> <ul style="list-style-type: none"> • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. 	<p>I can understand a few courtesy phrases.</p> <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name. <p>I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p> <ul style="list-style-type: none"> • I can understand days of the week and the hour. • I can recognize when I hear a date. • I can recognize some common weather expressions. <p>I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health or fitness class 	<p>I can sometimes understand simple questions or statements on familiar topics.</p> <ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about family. • I can sometimes understand questions or statements about my friends and classmates or workmates. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow along with simple arithmetic problems when I can see the figures. <p>I can understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when weather symbols are used. • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow along with simple arithmetic problems when • I can see the figures.



Interpretive Reading

<p>NOVICE LOW: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p>	<p>NOVICE MID: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p>NOVICE HIGH: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>
<p>I can recognize a few letters or characters.</p> <ul style="list-style-type: none"> • I can alphabetize a few names or words. • I can match a character in a headline to a supporting visual. <p>I can connect some words, phrases, or characters to their meanings.</p> <ul style="list-style-type: none"> • I can recognize some cities on a map. • I can identify some menu items. 	<p>I can recognize words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> • I can recognize entrance and exit signs. • I can identify family member words on a family tree. • I can identify healthy nutritional categories. • I can identify the simple labels on a science-related graph. <p>I can recognize words, phrases, and characters when I associate them with things I already know.</p> <ul style="list-style-type: none"> • I can check off words or phrases on a to-do list, grocery list, or scavenger hunt list. • I can identify labeled aisles in a supermarket. • I can choose a restaurant from an online list of local eateries. • I can identify scores from sports teams because I recognize team names and logos. • I can identify artists, titles, and music genres from iTunes. • I can identify the names of classes and instructors in a school schedule. 	<p>I can usually understand short simple messages on familiar topics.</p> <ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie brochure or poster. • I can understand simple information in a text message from a friend. <p>I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p> <ul style="list-style-type: none"> • I can understand simple captions under photos. • I can understand very basic information from a real estate ad. • I can understand website descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph. <p>I can sometimes understand the main idea of published materials.</p> <ul style="list-style-type: none"> • I can distinguish a birthday wish from a note expressing thanks. • I can identify destinations and major attractions on a travel brochure. • I can locate places on city maps. <p>I can understand simple everyday notices in public places on topics that are familiar to me.</p> <ul style="list-style-type: none"> • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store’s hours of operation. • I can read the labels on a recycling bin.