

Novice
HighIntermediate
LowIntermediate
LowIntermediate
LowIntermediate
Mid (-)Georgia Standards**Communication – Interpersonal Mode (IP)**

MLII.IP1: 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.

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| A. Express needs and preferences. | E. Give and follow directions and instructions. |
| B. Express feelings and emotions. | F. Ask questions and provide responses based on topics such as self, others, and the immediate environment. |
| C. Request help and clarification. | G. Ask questions and provide responses about plans and events. |
| D. Give descriptions. | |

MLII.IP2: The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.

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| A. Initiate, participate in, and close an oral or written exchange. | D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. |
| B. Use simple paraphrasing to convey and comprehend messages. | |
| C. Use gestures and body language to convey and comprehend messages. | |

Communication – Interpretive Mode (INT)

MLII.INT1: The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.

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| A. Identify main ideas and essential details when reading and listening. | C. Comprehend and follow oral and written instructions. |
| B. Interpret culturally authentic materials and information. | D. Demonstrate Novice-Mid to Novice-High proficiency in listening and reading comprehension. |

MLII.INT2: The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language.

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| A. Differentiate among increasingly complex statements, questions, and exclamations. | B. Interpret basic gestures, body language, and intonation that clarify a message. |
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Communication – Presentational Mode (P)

MLII.P1: The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns.

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| A. Relate main ideas and essential details from level-appropriate print or non-print material. | C. Write short, organized compositions, using visual and technological support as appropriate. |
| B. Give brief, organized oral presentations, using visual and technological support as appropriate. | D. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. |

MLII.P2: The students present rehearsed and unrehearsed material in the target language, such as skits, poems, short narratives, and songs.

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| A. Demonstrate Novice-Mid to Novice-High proficiency in pronunciation and intonation when presenting material. | B. Demonstrate comprehension of material. |
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Cultural Perspectives, Practices, and Products (CU)

MLII.CU1: The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

- A. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
- B. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
- C. Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.

Connections, Comparisons, and Communities (CCC)

MLII.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. Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.
- B. Relate information acquired in other subjects discussed in the language class, such as the use of the metric system.

MLII.CCC2: The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

- A. Compare and contrast traditions, such as holidays, foods, and celebrations.
- B. Compare and contrast social conventions of the target culture(s) with the students' own cultures, such as handshaking and kissing on the cheek.
- C. Compare and contrast the geography of the countries of the target language and the students' own country and discuss its impact on culture.

MLII.CCC3: The students develop a better understanding of the English language through the study of the target language.

- A. Compare vocabulary usage and structural patterns of the target language with English.
- B. Use level-appropriate idiomatic expressions in the target language.

MLII.CCC4: The students identify current events and issues in the target culture(s).

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

MLII.CCC5: The students develop and apply target language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.
- B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet to reinforce basic cultural knowledge.



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

	<u>Interpersonal</u>	<u>Speaking</u>	<u>Listening</u>	<u>Reading</u>	<u>Writing</u>
Level I	Novice High	Novice High	Novice High	Intermediate Low	Novice High
Level II	<u>Intermediate Low</u>	<u>Intermediate Low</u>	<u>Intermediate Low</u>	<u>Intermediate Mid -</u>	<u>Intermediate Low</u>
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 - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High - to Advanced Low	Intermediate High to Advanced Low	Intermediate High - to Advanced Low

Thematic Units

	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
Portuguese I						
Portuguese II						
Portuguese III						
Portuguese IV						



Proficiency Target Can Do Statements (NCSSFL-ACTFL)

Interpersonal Communication

<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>INTERMEDIATE LOW: 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>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.</p>
<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. 	<p>I can have a simple conversation on a number of everyday topics.</p> <ul style="list-style-type: none"> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or work. <p>I can ask and answer questions on factual information that is familiar to me.</p> <ul style="list-style-type: none"> • I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature. <p>I can use the language to meet my basic needs in familiar situations.</p> <ul style="list-style-type: none"> • I can ask for help at school, work, or in the community. • I can make a reservation. <p>I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.</p>	<p>I can start, maintain, and end a conversation on a variety of familiar topics.</p> <ul style="list-style-type: none"> • I can be the first to start a conversation. • I can ask for information, details, and explanations during a conversation. • I can bring a conversation to a close. • I can interview someone for a project or a publication. <p>I can talk about my daily activities and personal preferences.</p> <ul style="list-style-type: none"> • I can talk about my daily routine. • I can talk about my interests and hobbies. • I can give reasons for my preferences. • I can give some information about activities I did. • I can give some information about something I plan to do. • I can talk about my favorite music, movies, and sports. <p>I can use my language to handle tasks related to my personal needs.</p> <ul style="list-style-type: none"> • I can request services, such as repair for a phone, computer, or car. • I can schedule an appointment. • I can inquire about membership in an organization or club. <p>I can exchange information about subjects of special interest to me.</p> <ul style="list-style-type: none"> • I can talk about artists from other countries. • I can talk about historical events. <p>I can talk about a mathematics, technology, or science project.</p>



<p>NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p>	<p>INTERMEDIATE LOW: I can present information on most familiar topics using a series of simple sentences.</p>	<p>INTERMEDIATE MID: I can make presentations on a wide variety of familiar topics using connected sentences.</p>
<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. 	<p>I can talk about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> • I can describe the physical appearance of a friend or family member. • I can describe another person's personality. • I can describe a school or workplace. • I can describe a famous place. • I can describe a place I have visited or want to visit. • I can present my ideas about something I have learned. <p>I can express my needs and wants.</p> <ul style="list-style-type: none"> • I can describe what I need for school or work. • I can talk about what I want or need to do each day. <p>I can present information on plans, instructions, and directions.</p> <ul style="list-style-type: none"> • I can explain the rules of a game. • I can give multi-step instructions for preparing a recipe. • I can describe what my plans are for the weekend. • I can describe what my summer plans are. • I can describe holiday or vacation plans. • I can describe what is needed for a holiday or a celebration. • I can describe what I plan to do next in my life <p>I can present songs, short skits, or dramatic readings.</p> <ul style="list-style-type: none"> • I can retell a children's story. • I can present a proverb, poem, or nursery rhyme. • I can participate in a performance of a skit or a scene from a play. <p>I can express my preferences on topics of interest.</p> <ul style="list-style-type: none"> • I can give a presentation about a movie or television show that I like. • I can give a presentation about a famous athlete, celebrity, or historical figure. • I can express my thoughts about a current event I have learned about or researched. 	<p>I can make a presentation about my personal and social experiences.</p> <ul style="list-style-type: none"> • I can describe a childhood or past experience. • I can report on a social event that I attended. • I can make a presentation on something new I learned. • I can make a presentation about my plans for the future. <p>I can make a presentation on something I have learned or researched.</p> <ul style="list-style-type: none"> • I can give a short presentation on a current event. • I can present about a topic from an academic subject, such as science, math, art, etc. • I can describe how to plan and carry out an event, such as a party or family reunion. • I can give a short presentation on a famous person, landmark, or cultural event. <p>I can make a presentation about common interests and issues and state my viewpoint.</p> <ul style="list-style-type: none"> • I can give a presentation about a favorite movie or song and tell why I like it. • I can give a presentation about a famous person or historical figure and tell why he/she is important. • I can share my reactions about a current event and explain why the event is in the news



<p>NOVICE HIGH: I can write short messages and notes on familiar topics related to everyday life.</p>	<p>INTERMEDIATE LOW: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>INTERMEDIATE MID: I can write on a wide variety of familiar topics using connected sentences.</p>
<p>I can write information about my daily life in a letter, blog, discussion board, or email message.</p> <ul style="list-style-type: none"> • I can introduce myself. • 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 write short notes using phrases and simple sentences.</p> <ul style="list-style-type: none"> • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write a short announcement, invitation, or thankyou note. <p>I can write about a familiar experience or event using practiced material.</p> <ul style="list-style-type: none"> • I can write what I do in class or at work. • I can write what happens after school or during the weekend. • I can write about a website, a field trip, or an activity that I participated in. <p>I can write basic information about things I have learned.</p> <ul style="list-style-type: none"> • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community. <p>I can ask for information in writing.</p> <ul style="list-style-type: none"> • I can request resources like brochures or posted information. • I can request an appointment with a classmate, teacher, or colleague. • I can request an application for a job, membership in a club, or admission to a school or program. 	<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. 	<p>I can write messages and announcements.</p> <ul style="list-style-type: none"> • I can write a message to explain or clarify something. • I can write about common events and daily routines. • I can write an autobiographical statement for a contest, study abroad or other special program, or job application. • I can write an invitation or flyer about an event I am Planning <p>I can write short reports about something I have learned or researched.</p> <ul style="list-style-type: none"> • I can write a short article on a current event. • I can write about an academic subject, such as science, math, art, etc. • I can write the minutes or a debrief from a club or other meeting. <p>I can compose communications for public distribution.</p> <ul style="list-style-type: none"> • I can create a flyer for an upcoming event at my school or at work. • I can write a review of a movie, book, play, exhibit, etc. • I can post an entry to a blog or a discussion forum. • I can compose a simple letter, response, or article for a publication. • I can contribute to a school or work publication.



Interpretive Listening

<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>INTERMEDIATE LOW: 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>INTERMEDIATE MID: I can understand the main idea 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>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. 	<p>I can understand the basic purpose of a message.</p> <ul style="list-style-type: none"> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling. • I can understand when and where an event will take place. • I can understand a voice message accepting or rejecting an invitation. <p>I can understand messages related to my basic needs.</p> <ul style="list-style-type: none"> • I can understand a clear and repeated announcement about a flight’s departure time and/or gate. • I can understand teacher announcements about when an assignment is due. • I can understand the date and time of when a voice message was recorded. <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <ul style="list-style-type: none"> • I can understand questions about my work or class schedule. • I can understand questions about my likes and dislikes. • I can understand simple compliments about what I am wearing or what I am doing. 	<p>I can understand basic information in ads, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> • I can understand when, where, and who is playing in a concert from a radio advertisement. • I can understand the main message of an e-card greeting. • I can understand what service is being offered in a TV ad. • I can identify the type of film from a movie preview. <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand basic questions or statements during a video conference. • I can understand a short YouTube clip. • I can understand peers’ recorded descriptions about themselves or their avatars. <p>I can understand messages related to my everyday life.</p> <ul style="list-style-type: none"> • I can understand a voice message about the time and place of meeting. • I can understand a box-office recording about the times of the performances or events. • I can understand that an event is being postponed or cancelled.



<p>INTERMEDIATE LOW: I can understand the main idea of short and simple texts when the topic is familiar.</p>	<p>INTERMEDIATE MID: I can understand the main idea of texts related to everyday life and personal interests or studies.</p>	<p>INTERMEDIATE HIGH: 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>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <ul style="list-style-type: none"> • I can understand what an e-pal writes about interests and daily routines. • I can understand a simple posting on a friend’s social media page. • I can understand a text from a friend about our plans. • I can understand if a friend accepts or rejects an invitation. <p>I can identify some simple information needed on forms.</p> <ul style="list-style-type: none"> • I can understand what is asked for on a customs form. • I can understand what is asked for on a hotel registration form. • I can understand what is asked for on an ID card. <p>I can identify some information from news media.</p> <ul style="list-style-type: none"> • I can understand personal information about sports stars from photo captions. • I can understand some information on job postings. • I can understand basic information on weather forecasts. 	<p>I can understand simple personal questions.</p> <ul style="list-style-type: none"> • I can understand the questions asked on a career preference survey. • I can understand what is asked for on a simple, popular magazine questionnaire. • I can understand the personal questions to complete a profile on a social media site. <p>I can understand basic information in ads, announcements, and other simple texts.</p> <ul style="list-style-type: none"> • I can understand the information in birth and wedding announcements. • I can understand the information in sales ads. • I can understand basic information on travel brochures. • I can understand basic information on food labels. <p>I can understand the main idea of what I read for personal enjoyment.</p> <ul style="list-style-type: none"> • I can understand updates in entertainment magazines. • I can understand postings in blogs on familiar topics. • I can understand postcards from friends. <p>I can read simple written exchanges between other people.</p> <ul style="list-style-type: none"> • I can understand the main idea of personal messages exchanged in chat rooms. • I can understand the main idea of a biographical interview with a celebrity. 	<p>I can understand accounts of personal events or experiences.</p> <ul style="list-style-type: none"> • I can understand information about an upcoming excursion, such as a class trip or company event. • I can understand a friend’s postcard describing a family vacation. • I can understand descriptions of a Peace Corps volunteer’s daily life. <p>I can sometimes follow short, written instructions when supported by visuals.</p> <ul style="list-style-type: none"> • I can follow the instructions to use an ATM. • I can follow the instructions to make an online purchase. • I can follow simple directions to do an experiment in a science class. • I can understand the basic instructions for playing a video game. <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p> <ul style="list-style-type: none"> • I can read a short summary of a historical figure’s accomplishments. • I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.