



# Course Profile



Intermediate  
Mid (-)



Intermediate  
Mid (-)



Intermediate  
Mid (-)



Intermediate  
Mid (-)



Intermediate  
Mid

## Georgia Standards

### Communication – Interpersonal Mode (IP)

**MLIII.IP1: The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate.**

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|---------------------------------------|--|
| A. Express needs and desires.         | E. Give and follow detailed directions and instructions.   |
| B. Share feelings and emotions.       | F. Ask questions and provide responses on topics and events found in a variety of print and non-print sources. |
| C. Exchange opinions and preferences. |  |
| D. Give detailed descriptions.        |  |

**MLIII.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.**

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| A. Participate in extended oral and written activities reflecting the present.                 | E. Begin to self-correct.   |
| B. Begin to participate in oral and written activities reflecting the future and past.         | F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics. |
| C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.   |   |
| D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages. |   |

### Communication – Interpretive Mode (INT)

**MLIII.INT1: The students understand spoken and written language on newly acquired 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 supporting details from a variety of sources.                                | D. Follow instructions given in the target language.  |
| B. Understand culturally authentic materials and information.   | E. Understand simple connected discourse.   |
| C. Demonstrate comprehension of current events and issues presented through print and electronic media. | F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension |

### Communication Presentational Mode (P)

**MLIII.P1: The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.**

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| A. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.                                     | D. Begin to prepare presentations in the past and future.  |
| B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. | E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics. |
| C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate. |  |

**MLIII.P2: The students present student-created as well as culturally authentic stories, poems, and/or skits in the target language.**

## Spanish – Year III

A. Prepare and present culturally authentic poetry, skits or stories.

B. Prepare and present original essays, poetry, skits, or stories in the target language.

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

**MLIII.CU1: The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.**

A. Participate in real or simulated cultural events.

B. Discuss patterns of behavior typically associated with culture(s).

C. Investigate the role of geography in the history and development of the culture(s) studied.

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

**MLIII.CCC1: The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.**

A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.

B. Relate topics studied in other subject areas to those studied in the target language class.

C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

**MLIII.CCC2: The students investigate similarities and differences that exist within and among the cultures studied.**

A. Discuss the influence of events and issues on the relationships between countries where the target language is spoken and the students' own culture.

B. Compare and contrast social conventions of the target cultures with the students' own culture.

C. Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students' own culture.

**MLIII.CCC3: The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language.**

A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.

B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.

**MLIII.CCC4: The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.**

Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.

Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce 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

|                | Interpersonal                       | Speaking                            | Listening                           | Reading                           | Writing                             |
|----------------|-------------------------------------|-------------------------------------|-------------------------------------|-----------------------------------|-------------------------------------|
| Level I        | Novice High                         | Novice High                         | Novice High                         | Intermediate Low                  | Novice High                         |
| Level II       | Intermediate Low                    | Intermediate Low                    | Intermediate Low                    | Intermediate Mid -                | Intermediate Low                    |
| 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   |
|-------------|--|--|--|----------------------------------|--|---|
| Spanish I   | Hola, ¿qué tal? - 1.1                                    | En la clase - 1.2                            | La familia - 1.3   | Los pasatiempos - 1.4            | Las comida - 1.8 (Vocabulary)                                      | Las relaciones personales – 3.1   |
| Spanish II  | Las vacaciones – 1.5                                     | ¡De compras! – 1.6<br>La rutina diaria – 1.7 | La rutina diaria – 1.7                                   | La comida – 1.8                  | Las fiestas – 1.9  | Las diversiones – 3.2 & La vida diaria – 3.3  |
| Spanish III | En el consultorio – 2.1                                  | La tecnología – 2.2                          | La vivienda – 2.3  | La naturaleza – 2.4              |  | En la ciudad – 2.5<br>El bienestar – 2.6<br>El mundo del trabajo – 2.7<br>Un festival de arte – 2.8<br>Las actualidades – 2.9 |
| Spanish IV  | Las relaciones personales & La vida diaria - (3.1 & 3.3) | Las diversiones & Los viajes - (3.2 & 3.5)   | La naturaleza & La tecnología y la ciencia - (3.6 & 3.7) | La economía y el trabajo - (3.8) | - La salud y el bienestar & La literatura y el arte - (3.4 & 3.10) | La cultura popular y los medios de comunicación - (3.9)   |

**AP Themes:** Beauty and Aesthetics (BA), Contemporary Life (CL), Families and Communities (FC), Global Challenges (GC), Personal and Public Identities (PPI), Science and Technology (ST).

Proficiency Target Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

| <p><b>INTERMEDIATE LOW:</b></p> <p>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></p> <p>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</p>   | <p><b>INTERMEDIATE HIGH:</b></p> <p>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><b>I can have a simple conversation on a number of everyday topics.</b></p> <ul style="list-style-type: none"> <li>• I can talk with someone about family or household tasks.</li> <li>• I can talk with someone about hobbies and interests.</li> <li>• I can talk with someone about school or work.</li> </ul> <p><b>I can ask and answer questions on factual information that is familiar to me.</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</li> </ul> <p><b>I can use the language to meet my basic needs in familiar situations.</b></p> <ul style="list-style-type: none"> <li>• I can ask for help at school, work, or in the community.</li> <li>• I can make a reservation.</li> </ul> <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"> <li>• I can be the first to start a conversation.</li> <li>• I can ask for information, details, and explanations during a conversation.</li> <li>• I can bring a conversation to a close.</li> <li>• I can interview someone for a project or a publication.</li> </ul> <p><b>I can talk about my daily activities and personal preferences.</b></p> <ul style="list-style-type: none"> <li>• I can talk about my daily routine.</li> <li>• I can talk about my interests and hobbies.</li> <li>• I can give reasons for my preferences.</li> <li>• I can give some information about activities I did.</li> <li>• I can give some information about something I plan to do.</li> <li>• I can talk about my favorite music, movies, and sports.</li> </ul> <p><b>I can use my language to handle tasks related to my personal needs.</b></p> <ul style="list-style-type: none"> <li>• I can request services, such as repair for a phone, computer, or car.</li> <li>• I can schedule an appointment.</li> <li>• I can inquire about membership in an organization or club.</li> </ul> <p><b>I can exchange information about subjects of special interest to me.</b></p> <ul style="list-style-type: none"> <li>• I can talk about artists from other countries.</li> <li>• I can talk about historical events.</li> </ul> <p>I can talk about a mathematics, technology, or science project.</p> | <p><b>I can exchange information related to areas of mutual interest.</b></p> <ul style="list-style-type: none"> <li>• I can ask for and provide information about specific events.</li> <li>• I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports.</li> <li>• I can ask for and provide descriptions of places I know and also places I would like to visit.</li> <li>• I can talk about my family history.</li> <li>• I can talk about jobs and career plans.</li> </ul> <p><b>I can use my language to do a task that requires multiple steps.</b></p> <ul style="list-style-type: none"> <li>• I can give the basic rules of a game or sport and answer questions about them.</li> <li>• I can ask for, follow, and give instructions for preparing food.</li> <li>• I can ask for and follow directions to get from one place to another.</li> <li>• I can tell someone how to access information online.</li> <li>• I can explain basic rules, policies, or laws that affect us and answer questions about them.</li> </ul> <p><b>I can use my language to handle a situation that may have a complication.</b></p> <ul style="list-style-type: none"> <li>• I can arrange for a make-up exam or reschedule an appointment.</li> <li>• I can return an item I have purchased to a store.</li> </ul> <p>I can plan an outing with a group of friends.</p> |



| <p><b>INTERMEDIATE LOW:</b></p> <p>I can present information on most familiar topics using a series of simple sentences.</p>   | <p><b>INTERMEDIATE MID:</b></p> <p>I can make presentations on a wide variety of familiar topics using connected sentences.</p>  | <p><b>INTERMEDIATE HIGH:</b></p> <p>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><b>I can talk about people, activities, events, and experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe the physical appearance of a friend or family member.</li> <li>• I can describe another person’s personality.</li> <li>• I can describe a school or workplace.</li> <li>• I can describe a famous place.</li> <li>• I can describe a place I have visited or want to visit.</li> <li>• I can present my ideas about something I have learned.</li> </ul> <p><b>I can express my needs and wants.</b></p> <ul style="list-style-type: none"> <li>• I can describe what I need for school or work.</li> <li>• I can talk about what I want or need to do each day.</li> </ul> <p><b>I can present information on plans, instructions, and directions.</b></p> <ul style="list-style-type: none"> <li>• I can explain the rules of a game.</li> <li>• I can give multi-step instructions for preparing a recipe.</li> <li>• I can describe what my plans are for the weekend.</li> <li>• I can describe what my summer plans are.</li> <li>• I can describe holiday or vacation plans.</li> <li>• I can describe what is needed for a holiday or a celebration.</li> <li>• I can describe what I plan to do next in my life.</li> </ul> <p><b>I can present songs, short skits, or dramatic readings.</b></p> <ul style="list-style-type: none"> <li>• I can retell a children’s story.</li> <li>• I can present a proverb, poem, or nursery rhyme.</li> <li>• I can participate in a performance of a skit or a scene from a play.</li> </ul> <p><b>I can express my preferences on topics of interest.</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a movie or television show that I like.</li> <li>• I can give a presentation about a famous athlete, celebrity, or historical figure.</li> <li>• I can express my thoughts about a current event I have learned about or researched.</li> </ul> | <p><b>I can make a presentation about my personal and social experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe a childhood or past experience.</li> <li>• I can report on a social event that I attended.</li> <li>• I can make a presentation on something new I learned.</li> <li>• I can make a presentation about my plans for the future.</li> </ul> <p><b>I can make a presentation on something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can give a short presentation on a current event.</li> <li>• I can present about a topic from an academic subject, such as science, math, art, etc.</li> <li>• I can describe how to plan and carry out an event, such as a party or family reunion.</li> <li>• I can give a short presentation on a famous person, landmark, or cultural event.</li> </ul> <p><b>I can make a presentation about common interests and issues and state my viewpoint.</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a favorite movie or song and tell why I like it.</li> <li>• I can give a presentation about a famous person or historical figure and tell why he/she is important.</li> <li>• I can share my reactions about a current event and explain why the event is in the news</li> </ul> | <p><b>I can present information on academic and work topics.</b></p> <ul style="list-style-type: none"> <li>• I can present ideas about something I have learned, such as a historical event, a famous person, or a current environmental issue.</li> <li>• I can explain a series of steps needed to complete a task or experiment.</li> <li>• I can explain to someone who was absent what took place in class or on the job.</li> <li>• I can present my qualifications and goals for an academic program, training, or job.</li> </ul> <p><b>I can make a presentation on events, activities, and topics of particular interest.</b></p> <ul style="list-style-type: none"> <li>• I can present on something I learned from the media.</li> <li>• I can make a presentation about an interesting person.</li> <li>• I can summarize a personal, historical, or cultural event.</li> <li>• I can give a presentation about my interests, hobbies, lifestyle, or preferred activities.</li> <li>• I can make a presentation about the history or current status, of a school, organization, or company.</li> <li>• I can make a presentation about future plans.</li> </ul> <p><b>I can present my point of view and provide reasons to support it.</b></p> <ul style="list-style-type: none"> <li>• I can make a presentation on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.</li> <li>• I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.</li> <li>• I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.</li> </ul> |



| <p><b>INTERMEDIATE LOW:</b><br/>                     I can write briefly about most familiar topics and present information using a series of simple sentences.</p>  | <p><b>INTERMEDIATE MID:</b><br/>                     I can write on a wide variety of familiar topics using connected sentences.</p>  | <p><b>INTERMEDIATE HIGH:</b><br/>                     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>   |
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| <p><b>I can write about people, activities, events, and experiences.</b></p> <ul style="list-style-type: none"> <li>• I can describe the physical appearance and personality of a friend or family member.</li> <li>• I can write about a school, workplace, famous place, or place I have visited.</li> <li>• I can write about a holiday, vacation, or a typical celebration.</li> <li>• I can write about something I have learned.</li> <li>• I can write about what I plan to do next in my life.</li> </ul> <p><b>I can prepare materials for a presentation.</b></p> <ul style="list-style-type: none"> <li>• I can write out a draft of a presentation that I plan to present orally.</li> <li>• I can write an outline of a project or presentation.</li> <li>• I can write notes for a speech.</li> </ul> <p><b>I can write about topics of interest.</b></p> <ul style="list-style-type: none"> <li>• I can write about a movie or a television show that I like.</li> <li>• I can write about a famous athlete, celebrity, or historical figure.</li> <li>• I can write a brief explanation of a proverb or nursery rhyme.</li> <li>• I can write a simple poem.</li> </ul> <p><b>I can write basic instructions on how to make or do something.</b></p> <ul style="list-style-type: none"> <li>• <b>I can write the rules of a game.</b></li> <li>• <b>I can write about how to prepare something simple to eat.</b></li> <li>• <b>I can write about a simple routine, like getting lunch in the cafeteria.</b></li> <li>• <b>I can write simple directions to a nearby location or to an online resource.</b></li> </ul> <p><b>I can write questions to obtain information.</b></p> <ul style="list-style-type: none"> <li>• I can post a question for discussion or reflection.</li> <li>• I can develop a simple questionnaire or survey.</li> </ul> | <p><b>I can write messages and announcements.</b></p> <ul style="list-style-type: none"> <li>• I can write a message to explain or clarify something.</li> <li>• I can write about common events and daily routines.</li> <li>• I can write an autobiographical statement for a contest, study abroad or other special program, or job application.</li> <li>• I can write an invitation or flyer about an event I am Planning</li> </ul> <p><b>I can write short reports about something I have learned or researched.</b></p> <ul style="list-style-type: none"> <li>• I can write a short article on a current event.</li> <li>• I can write about an academic subject, such as science, math, art, etc.</li> <li>• I can write the minutes or a debrief from a club or other meeting.</li> </ul> <p><b>I can compose communications for public distribution.</b></p> <ul style="list-style-type: none"> <li>• I can create a flyer for an upcoming event at my school or at work.</li> <li>• I can write a review of a movie, book, play, exhibit, etc.</li> <li>• I can post an entry to a blog or a discussion forum.</li> <li>• I can compose a simple letter, response, or article for a publication.</li> <li>• I can contribute to a school or work publication.</li> </ul> | <p><b>I can write about school and academic topics.</b></p> <ul style="list-style-type: none"> <li>• I can write a simple summary about something I have learned.</li> <li>• I can write a series of steps needed to complete a task, such as for an experiment.</li> <li>• I can prepare notes for someone who was absent from class or school.</li> <li>• I can write the content for a multi-media presentation, a handout, a synopsis, etc.</li> </ul> <p><b>I can write about work and career topics.</b></p> <ul style="list-style-type: none"> <li>• I can write a simple summary about an assignment or task that I've been asked to do.</li> <li>• I can document the series of steps needed to complete a task or project.</li> <li>• I can prepare notes for someone who is new or has been absent from a project, team, or work meeting.</li> <li>• I can draft a work plan.</li> <li>• I can write the content for a multi-media presentation, a handout, a synopsis, etc.</li> </ul> <p><b>I can write about community topics and events.</b></p> <ul style="list-style-type: none"> <li>• I can write a simple summary about something I have researched.</li> <li>• I can write the content for a multi-media presentation, a handout, a synopsis, etc.</li> <li>• I can write the series of steps needed to complete a task, such as for a community event or a fund raiser.</li> <li>• I can summarize what has been happening in the community for someone who is new or has been away.</li> </ul> <p><b>I can write about an entertainment or social event.</b></p> <ul style="list-style-type: none"> <li>• I can summarize a conversation or interview that I had with someone.</li> <li>• I can describe an event that I participated in or witnessed.</li> <li>• I can write a brief summary of the plot of a movie or an episode of a TV show.</li> </ul> |



**Interpretive Listening**

| <p><b>INTERMEDIATE LOW:</b></p> <p>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></p> <p>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><b>INTERMEDIATE HIGH:</b></p> <p>I can easily understand the main idea 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>   |
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| <p><b>I can understand the basic purpose of a message.</b></p> <ul style="list-style-type: none"> <li>• I can determine if I am hearing an announcement or an advertisement.</li> <li>• I can understand what a radio advertisement is selling.</li> <li>• I can understand when and where an event will take place.</li> <li>• I can understand a voice message accepting or rejecting an invitation.</li> </ul> <p><b>I can understand messages related to my basic needs.</b></p> <ul style="list-style-type: none"> <li>• I can understand a clear and repeated announcement about a flight’s departure time and/or gate.</li> <li>• I can understand teacher announcements about when an assignment is due.</li> <li>• I can understand the date and time of when a voice message was recorded.</li> </ul> <p><b>I can understand questions and simple statements on everyday topics when I am part of the conversation.</b></p> <ul style="list-style-type: none"> <li>• I can understand questions about my work or class schedule.</li> <li>• I can understand questions about my likes and dislikes.</li> <li>• I can understand simple compliments about what I am wearing or what I am doing.</li> </ul> | <p><b>I can understand basic information in ads, announcements, and other simple recordings.</b></p> <ul style="list-style-type: none"> <li>• I can understand when, where, and who is playing in a concert from a radio advertisement.</li> <li>• I can understand the main message of an e-card greeting.</li> <li>• I can understand what service is being offered in a TV ad.</li> <li>• I can identify the type of film from a movie preview.</li> </ul> <p><b>I can understand the main idea of what I listen to for personal enjoyment.</b></p> <ul style="list-style-type: none"> <li>• I can understand basic questions or statements during a video conference.</li> <li>• I can understand a short YouTube clip.</li> <li>• I can understand peers’ recorded descriptions about themselves or their avatars.</li> </ul> <p><b>I can understand messages related to my everyday life.</b></p> <ul style="list-style-type: none"> <li>• I can understand a voice message about the time and place of meeting.</li> <li>• I can understand a box-office recording about the times of the performances or events.</li> <li>• I can understand that an event is being postponed or cancelled.</li> </ul> | <p><b>I can easily understand straightforward information or interactions.</b></p> <ul style="list-style-type: none"> <li>• I can understand the descriptions of avatars in a new video game.</li> <li>• I can understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.</li> <li>• I can understand a tour guide’s description of a city’s history and attractions.</li> </ul> <p><b>I can understand a few details in ads, announcements, and other simple recordings.</b></p> <ul style="list-style-type: none"> <li>• I can understand a few details about a nutritional recommendation in a public service health announcement.</li> <li>• I can understand the services offered in an ad about a car repair service.</li> <li>• I can understand a few details from public service announcements such as severe weather warnings or safety alerts.</li> </ul> <p><b>I can sometimes understand situations with complicating factors.</b></p> <ul style="list-style-type: none"> <li>• I can understand a voice message from an exchange student telling why she will be late.</li> <li>• I can understand a phone message about a change in meeting times and place.</li> <li>• I can understand a voice message from the airlines about changes to a flight schedule</li> </ul> |



**Interpretive Reading**

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