

Georgia Department of Education

Modern Languages 6th Grade
Dual Language Immersion (DLI)
Media Literacy

Course Description

The Middle School Dual Language Immersion (DLI) Media Literacy (Grade 6) course is designed for students who continue their dual language immersion (DLI) studies from elementary to middle school. The course may also be appropriate for native-like speakers with proficiency levels similar to DLI students. This course is designed to enable students to access appropriate, authentic media content presented in the target language. Students will examine, interpret, and evaluate messages within the cultural and social contexts of the cultures in which the language is spoke and will develop informed and critical understanding of content as presented in various media formats (i.e., film, music, websites, television, email, text messages). By the end of this course, students will exhibit Intermediate-Low to Intermediate-Mid level proficiency in speaking, listening, reading, and writing (ACTFL Proficiency Guidelines, 2012). This course should be taught exclusively in the target language.

This course may be offered in a quarterly- semester- or year-long format. There is no pre-requisite for this course.

Georgia Standards of Excellence for DLI Media Literacy 6th Grade

Communication	
<i>Interpretive Mode of Communication (INT)</i>	
MLDML6.INT1	This course should be taught exclusively in the target language. Comprehend spoken and written language when accessing appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken.
A.	Identify main ideas, supporting details and various elements such as point of view, intended audience, and purpose from source material.
B.	Comprehend and react to content presented through multiple media sources.
C.	Identify cultural perspectives represented in the source material.
D.	Demonstrate intermediate-low to intermediate-mid proficiency in listening and reading comprehension.
<i>Interpersonal Mode of Communication (IP)</i>	

Georgia Department of Education

MLDML6.IP1	Participate in oral and written exchanges utilizing appropriate authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken.
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 to intermediate-mid proficiency in interpersonal speaking and writing
MLDML6.IP2	Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken.
A.	Summarize and communicate main ideas and supporting details from a variety of appropriate authentic media sources.
B.	Produce brief oral presentations (with some errors in present tense, 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 to intermediate-mid proficiency in presentational speaking and writing.
<i>Presentational Mode of Communication (P)</i>	
MLDML6.P1	Present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken.

Georgia Department of Education

A.	Summarize and communicate main ideas and supporting details from a variety of appropriate authentic media sources.
B.	Produce brief oral presentations (with some errors in present tense, 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 to intermediate-mid proficiency in presentational speaking and writing.
MLDML6.IP2	Employ a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes derived from appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken.
A.	Present in extended oral and written activities reflecting the present, with some usage of past and future tenses.
B.	Utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages.
C.	Utilize organizational strategies (i.e., developing beginning, middle, and conclusion, pacing, and delivery).
D.	Use self-correction.
E.	Demonstrate proper pronunciation, intonation, and writing conventions.
F.	Demonstrate competency in culturally appropriate use of register and consideration of audience.

Georgia Department of Education

G.	Demonstrate use of transitional words, phrases, and cohesive devices.
Cultural Perspectives, Practices, and Products (CU)	
MLDML6.CU1	Understand, describe, and discuss cultural practices, products, and perspectives from appropriate and authentic media sources (e.g., film, music, television, web sites, email, text messages) from countries in which the target language is spoken.
A.	Discuss how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products (i.e., political systems, art, architecture, music, history, and literature) as well as the content of their appropriate and authentic media sources.
B.	Identify and discuss how cultural practices, products, and perspectives are evidenced in target culture media and compare these to U.S. media.
Connections, Comparisons, and Communities (CCC)	
MLDML6.CCC1	Identify and discuss how language, literacy, cultural competencies, and media literacy in the target language connect to competitive advantages in a variety of career fields in the U.S. and abroad.
MLDML6.CCC2	Involve cultural representatives and organizations to learn firsthand perspectives from natives of the culture(s) and countries where the native language is spoken; communicate when appropriate with pre-screened native speakers using a variety of media sources (e.g., film, music, television, web sites, email, text messages).
Modern Languages Middle School DLI Media Literacy (Grade 6). Summary of Skills Developed	
Typical ML Middle School DLI Media Literacy (grade 6) 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 MLDML6	
The students:	
MLDML6.IP1A	Use appropriate register
B.	Respond to questions and statements
C.	Respond and produces questions and statements
MLDML6.IP1D	Paraphrase and summarize
E	Use appropriate grammar and syntax

Georgia Department of Education

F	Use a variety of vocabulary and expressions
G	Demonstrate Intermediate-Low Proficiency
MLDML6.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
MLDML6.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
MLDML6.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
MLDML6.P1E	Demonstrate Intermediate-Low Proficiency
MLDML6.P2A	Present extended discourse in multiple timeframes
MLDML6.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
MLDML6.CU1	Understand, describe, and discuss products and perspectives of the culture studied.
MLDML6.CCC1	Identify and discuss connections with career fields.
MLDML6.CCC2	Practice language with native speakers.
Modern Languages Middle School DLI (language) Media Literacy (Grade 6): Course Themes	

Georgia Department of Education

	<p>The following are recommended themes for Modern Languages Middle School DLI Media Literacy (Grade 6). These interrelated themes integrate content, culture, and language and support the use of language in a variety of media-rich, real-world contexts. Recommended contexts vary by language. Refer to instructional calendars for further details and support. Teachers will take special care to ensure that media are age/school appropriate and will abide by all media-release and other district and school-based policies regarding media access.</p>
	Film and Culture
	Music and Culture
	Television and Culture
	Accessing Web-Based Information
	Communicating via Email and Text