

Georgia Department of Education

Modern Languages 8th Grade
Dual Language Immersion (DLI)
Culture and History

Course Description

The Middle School Dual Language Immersion (DLI) Culture and History (Grade 8) course is designed for students who continue their 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 surveys the histories and cultures represented by countries and regions in which the target language is spoken. Students will examine cultural practices, perspectives, and products in the target language and reflect on the values, beliefs, interests, and experiences that shape these cultures. Special focus will be placed on cultural expression through products (i.e., music, artwork, folklore, literature, dance, theater, architecture). By the end of this course, students will exhibit Intermediate-Mid to Intermediate-High (some students may approach Advanced-Low) levels of proficiency 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 Culture and History 8th Grade

I. Communication	
<i>Interpretive Mode of Communication (INT)</i>	
MLDCH8.INT1	This course should be taught exclusively in the target language. The students comprehend spoken and written language on topics incorporating the history and culture of 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 historical and cultural events presented through multiple media.
C.	Integrate content, culture, and language and support the use of language in a variety of contexts through study of the histories and cultures that are home to and influenced by the target language studied
D.	Identify cultural perspectives represented in the source material.
E.	Demonstrate intermediate-mid to intermediate high (some students may approach advanced-low) proficiency in listening and reading comprehension.
<i>Interpersonal Mode of Communication (IP)</i>	

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MLDCH8.IP1	The student participates in oral and written exchange of information incorporating the cultures and histories of 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-mid to intermediate-high (some students may approach advanced-low) proficiency in Interpersonal Speaking and Writing
MLDCH8.IP2	The student initiates and sustains interaction using various communication strategies within the themes of culture and history.
A.	Request for repetition, clarification, and explanation
B.	Participate in extended oral and written activities reflecting the present, with limited errors in usage of past and future tenses.
C.	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
D.	Use self-correction.
E.	Describe and elaborate
<i>Presentational Mode of Communication (P)</i>	
MLDCH8.P1	The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences incorporating the themes of culture and history.
A.	Synthesize and articulate main ideas and supporting details from a variety of authentic language materials; support personal opinions; develop new ideas
B.	Produce lengthier oral presentations (with limited errors in present tense, and limited errors with past and future tenses).
C.	Write lengthier, organized compositions (limited errors in present tense, limited 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-mid to intermediate-high (some students may approach advanced-low) proficiency in Presentational Speaking and Writing
MLDCH8.IP2	The student employs a variety of communication strategies in preparing and giving oral and written presentations incorporating the themes of history and culture
A.	Present in extended oral and written activities reflecting the present, with demonstrated usage of past and future tenses.
B.	When appropriate, students utilize paraphrasing, circumlocution, body language, and other creative strategies to convey messages.

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C.	Students utilize organizational strategies (i.e. developing beginning, middle, and conclusion, pacing, and delivery).
D.	Use self-correction.
E.	Demonstrate proper pronunciation, intonation, and writing conventions.
F.	Demonstrate competency in culturally appropriate use of register and consideration of audience.
G.	Demonstrate use of transitional words, phrases, and cohesive devices.
Cultural Perspectives, Practices, and Products (CU)	
MLDCH8.CU1	Understand, describe, and discuss historical events and cultural perspectives and products of the target language culture(s).
A.	identify and discuss how historical and cultural events, products, and practices are perceived in the students' own culture as compared to the culture(s) where the target language is spoken
B.	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).
Connections, Comparisons, and Communities (CCC)	
MLDCH8.CCC1	identify and discuss how historical and cultural events, products, and practices are perceived in the students' own culture as compared to the culture(s) where the target language is spoken
MLDCH8.CCC2	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).
Modern Languages Middle School DLI (language) Connections: Culture and History (Grade 8). Summary of Skills Developed	
Typical ML DLI Connections: Culture and History (grade 8) 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 MLDLC1	
The students:	
MLDCH8.IP1A	Use appropriate register
B.	Respond to questions and statements
C.	Respond and produces questions and statements
MLDCH8.IP1D	Paraphrase and summarize
E	Use appropriate grammar and syntax
F	Use a variety of vocabulary and expressions
G	Demonstrate Intermediate-Mid to Intermediate-High (some students may approach Advanced-Low) Proficiency
MLDCH8.IP2A	Request repetition, clarification, and explanation

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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
MLDCH8.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 to Intermediate-High Proficiency (some students may approach Advanced-Low)
MLDCH8.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
MLDCH8.P1E	Demonstrate Intermediate-Mid to Intermediate-High Proficiency (some students may approach Advanced-Low)
MLDCH8.P2A	Present extended discourse in multiple timeframes
MLDCH8.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
MLDCH8.CU1A	Understand, describe, and discuss products and perspectives of the culture studied.
B	Understand, describe, and discuss practices and perspectives of the culture studied.
MLDCH8.CCC1	Identify and discuss connections with career fields.
Modern Languages Middle School DLI (language) Connections: Culture and History (Grade 8): Course Themes	

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The following are recommended themes for Modern Languages Middle School DLI (language) Connections: Culture and History (Grade 8). These interrelated themes integrate content, culture, and language and support the use of language in a variety of contexts through study of the histories and cultures that are home to and influenced by the target language studied. Recommended contexts vary by language. Refer to instructional calendars for further details and support. Teachers may wish to work closely with history, social studies, and art teachers in their schools to reinforce and build on cross-curricular themes.

	Course Themes
	Music
	Art
	Legends and Folklore
	Architecture
	History and Beliefs