

Portuguese Acquisition Linkages Project

Level 1 Framework

In August 2015, the University of Georgia's (UGA) Portuguese Flagship Program (PFP) applied for and received funds from the National Security Education Program (NSEP) to support the Portuguese Acquisition Linkages (PAL) project. The PAL project is designed to strengthen and expand late-start Portuguese language teaching and learning in the state of Georgia. One of the main objectives of the PAL project is to develop curricular *Frameworks* for Portuguese Targets based on the most current research/expertise.

To create the *Frameworks* for Portuguese language courses, the PAL project created an advisory board that included: researchers in the field of second language acquisition; university foreign language professionals; district language coordinators; Executive Director from the American Association of Teachers of Spanish and Portuguese; and a strategist/consultant from the Language Flagship Program. Georgia Curriculum Coordinators and classroom teachers reviewed the frameworks, met with the advisory board and offered feedback for final revisions.

The *Framework* developed for each course reflects high expectations for all students, is designed specifically for late-start Portuguese language instruction, and is tailored specifically for use in other late-start Portuguese programs.

Proficiency Targets were established for courses where one year of study is equal to 120 ~ 150 hours of instructional time. Year 1 may happen at middle school or high school, but not before Grade 6. It's also important to note that the Proficiency Targets represent realistic, achievable skill levels when teachers understand the targets and when they plan and teach to have students evidence them.

Since little recent research has been published about targets in listening, reading, and writing, foreign language experts Greg Duncan and Fernando Rubio developed targets in these areas for the PAL project, based on their expertise, previous studies from STAMP, and targets set by the Cobb County Schools in Metro-Atlanta. Dr. Rubio points out that the listening targets were established keeping in mind that "with older learners, listening may not develop as fast as reading and speaking; particularly in Portuguese where the relationship between orthography and phonology is not very straightforward."

Level 1 Course Description

The Level 1 Portuguese language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. In middle school programs, this course may be taught over the course of one, two or three years. In high school programs, this course may be taught over one year (e.g. traditional high school programs), or during one semester (e.g. 4 x 4 block schedule). The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

During this course, students generally perform in the Novice range, although a few abilities should emerge in the Intermediate range. Proficiency Targets for this project are achievable when teachers: (1) understand the targets themselves, (2) plan learning experiences that will deliver the target, and (3) provide students feedback that relates to the targets.

End of Course Proficiency Targets

Listening Target	Speaking Target	Reading Target	Writing Target
Novice-High	Novice –High	Intermediate-Low	Intermediate-Low

Link to the American Council for Teachers of Foreign Language Can-Do statements utilized in this framework:

https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf

Proficiency Targets – Interpretive

	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
Listening	<p>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra linguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.</p>	<p>At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extra linguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.</p>	<p>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</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 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>	<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 statement. I can sometimes understand questions about how old I am, where I live, what I like to do, etc. I can sometimes understand questions or statements about my family, friends, or classmates. <p>I can understand simple information when presented w/ 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 a photo or piece of art. I can follow along with simple arithmetic problems when I can see the figures. <p>I can sometimes understand the main topic of conversations.</p> <ul style="list-style-type: none"> I can sometimes understand if people are referring to me. I can sometimes understand if people are talking about their homes or asking directions. I can sometimes understand a simple transaction between a customer and sales clerk. 	<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 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.

Proficiency Targets - Interpretive

	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
	<p>At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.</p>	<p>At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.</p>	<p>At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.</p>	<p>At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.</p>	<p>At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.</p>
Reading	<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 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 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 website descriptions of clothing items to make a 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 a city map. <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 a store's hours of operation. 	<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 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 basic information on travel brochures. I can understand 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.

Proficiency Targets - Interpersonal

Interpersonal Communication	<p style="text-align: center;">NOVICE LOW</p> <p>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p>	<p style="text-align: center;">NOVICE MID</p> <p>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p style="text-align: center;">NOVICE HIGH</p> <p>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 style="text-align: center;">INTERMEDIATE LOW</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>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 <i>who, what, when, where</i> 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. <p>I can introduce myself and others.</p> <ul style="list-style-type: none"> I can introduce myself and provide basic personal info. 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 <i>who, what, when, where</i> 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. <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. <p>I can buy a ticket.</p>	<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. I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.

Proficiency Targets - Presentational

	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
	<p>Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.</p>	<p>Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.</p>	<p>Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.</p>	<p>Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. The topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.</p>
Speaking	<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 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, 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. • 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, & experiences.</p> <ul style="list-style-type: none"> • I can describe someone's physical appearance. • I can describe someone's personality. • I can describe a school, workplace, or place I have visited. • I can present my ideas about something I've 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 a recipe. • I can describe my plans 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.

Proficiency Targets - Presentational

	<p style="text-align: center;">NOVICE LOW</p> <p>Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.</p>	<p style="text-align: center;">NOVICE MID</p> <p>Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.</p>	<p style="text-align: center;">NOVICE HIGH</p> <p>Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.</p>	<p style="text-align: center;">INTERMEDIATE LOW</p> <p>Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.</p>
<p style="text-align: center;">Writing</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. I can label items in a room. 	<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 information about my daily life in a letter, blog, discussion board, or email.</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 thank you 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. <p>I can ask for information in writing.</p> <ul style="list-style-type: none"> I can request resources like brochures. I can request an appointment with a classmate, teacher or colleague. I can request an application. 	<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.

Thematic Units

	Unit - 1	Unit - 2	Unit - 3	Unit - 4	Unit - 5
Level I	<u>Personal & Public Identities</u> All About Me	<u>Families & Communities</u> House and School	<u>Contemporary Life</u> Days of My Life Minha Vida	<u>Transforming Arts</u> Contributions to World Artistic Heritage	<u>Science & Technology</u> Staying Connected