

Classical-Modern Languages: Intermediate

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. **1C**

1 Interpersonal: Learners interact and negotiate meaning in spoken, gestured, or written conversations to share information, reactions, feelings, and opinions. 1C.1I

1I. Proficiency Benchmark: Intermediate - I can participate in spontaneous spoken, written, or gestured conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. 1C.1I

1I. Intermediate Low (IL) 1I

a I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. **1C.1I.1I.A**

1I. Intermediate Mid (IM) 1I

a I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. **1C.1I.1I.A**

Intermediate High (IH)

a I can exchange information in conversations and discussions on a variety of familiar and concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. **1C.1I.1I.A**

2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Intermediate - I can understand the main idea and various pieces of information on familiar topics from sentences and series of connected sentences in spoken, written, or gestured contexts. 1C.2I

IL. Intermediate Low (IL) IL

- a In written texts, I can identify the topic and related information from simple sentences in short informational and/or fictional texts. 1C.2I.IL.A
- b In conversations and discussions, I can identify the main idea in short conversations. 1C.2I.IL.B

IM. Intermediate Mid (IM) IM

- a In written texts, I can understand the main idea and key information in short straightforward informational and/or fictional texts. 1C.2I.IM.A
- b In conversations and discussions, I can understand the main idea and key information in short straightforward conversations. 1C.2I.IM.B

IH. Intermediate High (IH) IH

- a In both informational and fictional written texts, I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length texts. 1C.2I.IH.A
- b In conversations and discussions, I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. 1C.2I.IH.B

3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate resources and adapting to various audiences of listeners, readers, or viewers. 1C.P

P. Proficiency Benchmark: Intermediate - I can communicate information, make presentations, and express my thoughts about familiar topics using sentences and series of connected sentences through spoken, written, or gestured language. 1C.P

IL. Intermediate Low (IL) IL

- a I can present personal information about my life, activities, and events, using original, simple sentences. 1C.P.IL.A

IM. Intermediate Mid (IM) IM

- a I can tell a story and/or present information about my life, activities, events and other social experiences, using sentences and series of connected sentences. 1C.P.IM.A

IH. Intermediate High (IH) IH

- a I can tell stories and/or present information about school and community events and personal experiences, using a few short paragraphs of writing or using dialogue, often across various time frames. 1C.P.IH.A
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Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners use language to interact with others in and from another culture. 2C.IC

IC. Proficiency Benchmark: Intermediate - I can interact at a functional level in familiar contexts. 2C.IC

IL. Language (IL) IL

a I can converse with peers from the target culture in familiar situations at school, work, online, or play, and identify basic cultural similarities and differences. 2C.IC.IL.A

IB. Behavior (IB) IB

a I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders. 2C.IC.IB.A

2 Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures. 2C.CI

CI. Proficiency Benchmark: Intermediate - I can explain through comparisons between products and practices to help me understand perspectives in the target cultures and in my own. 2C.CI

I. Intermediate (I) I

a In my own and other cultures, I can compare products related to everyday life and personal interests or studies. 2C.CI.I.A

b In my own and other cultures, I can compare practices related to everyday life and personal interests or studies. 2C.CI.I.B

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 3C

1 Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures. 3C.IP

I With limited guidance and support from the teacher, I can access and evaluate complex information and perspectives that are available through the target language and its cultures. 3C.IP.I

2 Making Connections - Learners build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively. 3C.MC

I I can expand my knowledge of other disciplines while using the target language. 3C.MC.I

Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own. 4C.CC

I I can explain and provide generic details about differences and similarities between my community and cultures of the target language. 4C.CC.I

2 Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own. 4C.LC

- I I can explain the differences and similarities between the target and native languages. 4C.LC.I

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5C.SG

- I I can use the target language both within and beyond the classroom to interact and collaborate in my community and in the globalized world. 5C.SG.I

2 Lifelong Learning - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5C.LL

- I I can make decisions about topics that will be studied for the course. 5C.LL.I
- I I can self-assess at the end of a term on the progress I have made and what I have learned. 5C.LL.I