

# Intermediate Mid

## Communication

- 1 Interpretive Communication - In texts and conversations on a wide variety of topics that relate to students and their environment, relying upon understanding of series of connected sentences, sometimes supported by repetition and plain language, students: 1**
  - a Understand traits of multiple cultures and communities. **IM.1.A**
  - b Understand the main idea and some supporting details. **IM.1.B**

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- 2 Interpersonal Communication - In conversations on a wide variety of topics that relate to students and their environment in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students: 2**
  - a Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. **IM.2.A**
  - b Understand, answer, and ask a variety of questions. **IM.2.B**
  - c Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. **IM.2.C**
  - d Provide basic advice on individual or societal issues. **IM.2.D**

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- 3 Presentational Communication - In presentations on a wide variety of topics that relate to students and their environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students: 3**
  - a Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. **IM.3.A**
  - b Present information, raise awareness, and express personal preferences in culturally appropriate ways. **IM.3.B**
  - c State a viewpoint and provide reasons to support it. **IM.3.C**

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- 4 Intercultural Communication - In interactions in a variety of settings, creating series of connected sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners easily understand, students: 4**
- a Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. **IM.4.A**
  - b Use appropriate learned gestures and behaviors. **IM.4.B**
  - c Avoid major social blunders. **IM.4.C**
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## Linguistic Cultures

- 5 Cultures – In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: 5**
- a Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. **IM.5.A**
  - b Investigate, explain, and reflect on how culture affects identity. **IM.5.B**
  - c Investigate, explain, and reflect on the similarities and differences of cultures over time. **IM.5.C**
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- 6 Comparisons - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: 6**
- a Investigate, explain, and reflect on the nature of culture through comparisons of the diverse targetlanguage cultures studied and their own by: **IM.6.A**
    - 1 Making comparisons between products, practices, and perspectives. **IM.6.A.1**
    - 2 Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. **IM.6.A.2**
  - b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: **IM.6.B**
    - 1 Interpreting, expressing, and comparing the meaning of idioms. **IM.6.B.1**
    - 2 Making comparisons of basic language forms. **IM.6.B.2**
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## Lifelong Learning

- 7 Connections - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently: 7**
- a Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. **IM.7.A**
  - b Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic ageappropriate materials. **IM.7.B**

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**8 Communities - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students fully and consistently: 8**

- a Apply cultural and linguistic skills to participate in the school, local, and global community by: **IM.8.A**
  - 1 Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. **IM.8.A.1**
  - 2 Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. **IM.8.A.2**
- b Become lifelong learners by: **IM.8.B**
  - 1 Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. **IM.8.B.1**
  - 2 Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. **IM.8.B.2**
  - 3 Explaining language education requirements for careers of interest. **IM.8.B.3**
  - 4 Setting goals for growth in these areas and reflecting upon progress. **IM.8.B.4**