

Intermediate High



Standard 1.1 Communication - Interpersonal / Conversational. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.

K-12 Benchmarks Intermediate-High: The student converses about home, school, and community topics using connected units of thought in present, past, and future time.

Indicators	Instructional Examples
1. Attempts to use appropriate forms of address and behavior to suit social setting.	Conduct class discussions in register for teacher distinct from register for peers. Practice using comments for clarification. Establish rubric for participation in small group discussions. Make video of class, compare it to a movie scene in comparable setting and ask students to evaluate whether appropriate forms are being used or not. Prepare role-play situations, insert an unexpected twist into the scene, which they have not planned. Work in groups on projects. Reinforce useful expressions for negotiating differences. Identify individual roles in the group-work process. Pair students, one is blind-folded. One reads directions of how to make a geometric figure out of a piece of paper, the other listens and follows directions.
2. Initiates, sustains and concludes conversations on a wide variety of topics.	
3. Manages simple unforeseen situations.	
4. Explores other's likes and dislikes.	
5. Expresses individual feelings and ideas in order to negotiate solutions to problems.	
6. Gives and follows directions in unfamiliar situations.	



Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.

K-12 Benchmark 1.2 Intermediate-High: The student understands and interprets authentic written and spoken/signed sources on universal topics with little support.

Indicators	Instructional Examples
1. Follows authentic written and spoken/signed commands and instructions with little support.	Follow a recipe or instructions on a medication.
2. Understands main idea and most supporting details in authentic expository and narrative text with limited contextual support.	Read and discuss selected literature from the culture. Provide sample family (wedding, birth), job, or business documents; ask questions about various details.
3. Deduces sentence level meaning from knowledge of parts of speech, etymology, and words borrowed from other languages.	Using a text with unfamiliar vocabulary, <u>explicitly</u> teach and discuss comprehension strategies by having students think aloud, sharing their

	<p>thought processes with each other as they work toward understanding. Categorize, tally, and practice their strategies. (“I didn’t know...but I thought it was a verb because of the ending and it reminded me of Since the rest of the paragraph is ...I thought maybe”)</p> <p>Explicitly teach strategies such as recognition of spelling patterns, syllable chunking, predicting vocabulary based on background knowledge, categorizing new words to aid retention, word analysis, repeated reading, and conversing with text rather than reciting text (mental questioning).</p>
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	<p>Standard 1.3 Communication - Presentational. The student conveys information, concepts and ideas to an audience of listeners, viewers, and readers for a variety of purposes.</p>	
<p>K-12 Benchmark 1.3 Intermediate High: The student conveys, with limited support, familiar and universal topics in the present, past, and future times.</p>		
<p>Indicators – Spoken/signed production</p>		<p>Instructional Examples</p>
1. Reads text or recites poetry aloud attempting native intonation and rhythm.		Select a poet, provide many samples of their work, each student chooses one sample, rehearses it, and reads it aloud to the class.
2. Reports and describes using connected compound and complex sentences in paragraphs.		Write book reports or essays based on literature.
3. Narrates present, past, and future events.		Write an autobiographical sketch.
<p>Indicators – Written production</p>		<p>Instructional Examples</p>
4. Spells words correctly, which are exceptions to target language rules.		<p>Following class readings and class discussion, students make a list of new vocabulary and spelling words. Write reflective journal on one or two topics picked out of the discussion. Share the abstract with the class for feedback. Write a draft of an essay and submit for peer review and peer editing. Rewrite the final draft of the essay.</p>
5. Writes to convey a mood or to imply meaning.		
6. Writes about current events and popular topics.		
7. Explains a process using appropriate tenses.		
8. Writes narrative text using present, past, and future tenses using various cohesive devices.		
9. Writes several paragraphs with various cohesive devices and sentence structures.		

	<p>Standard 2.1 Cultures - Practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the target language cultures.</p>	
<p>K-12 Benchmark 2.1 Intermediate-High: The student understands relationships between practices and perspectives in institutions and in historical context.</p>		
<p>Indicators</p>	<p>Instructional Examples</p>	
<p>1. Consistently uses appropriate register, gestures, and a broad range of social courtesies.</p>	<p>Practice constantly in daily class routines.</p>	
<p>2. Analyzes the role of perspective in various cultural and social practices.</p>	<p>Name a practice they can or have adopted in the culture, and the perspective on which it is based; name a practice they can not adopt and the perspective on which it is based.</p>	
<p>3. Explains how history has shaped current traditional events and associated practices.</p>	<p>Make a list of special days in a calendar year and create a timeline of prior events that have shaped the practices associated with them.</p>	
	<p>Standard 2.2 Cultures - Products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the target language cultures.</p>	
<p>K-12 Benchmark 2.2 Intermediate High: The student describes the role and significance of a broad range of products.</p>		
<p>Indicators</p>	<p>Instructional Examples</p>	
<p>1. Identifies, discusses, and analyzes such intangible products as social, economic, and political institutions, and describes relationships among these institutions and perspectives of the culture.</p>	<p>Establish a current event time / bulletin board of items related to target language culture.</p>	
<p>2. Analyzes expressive products (literature, music, visual arts, dance, media, and film) of the culture and the unique perspective conveyed.</p>	<p>Select a decade or critical period in the target country's cultural life, study literary samples, music, artwork, film, etc. from that one period; collect the vocabulary needed to describe the perspective conveyed. Discuss or write about the period and the products collected.</p>	



Standard 3 Connections - Content. The student makes connections to other disciplines and to authentic sources through knowledge of a foreign language.

K-12 Benchmark 3.1.1. Intermediate High. The student reinforces and furthers reading skills through world language (based on Kansas Reading and Literature Standards).

Indicators	Instructional Examples
1. Uses knowledge of classical and modern languages and structural analysis to determine meaning on global topics.	
2. Understands figurative language, i.e., similes, metaphors, idioms, onomatopoeia, hyperbole, and personification.	Read a children's book that has examples of figurative language. Have students pick out various forms of figurative language. Have them create an additional example of each form, share, let the class identify which form it is.
3. Distinguishes fact/opinion; recognizes propaganda, bias, and stereotypes in appropriate-level texts.	Watch commercials and read print ads in the target language. Identify and discuss the persuasive language and techniques used, i.e., bandwagon, oversimplification, circular thinking, loaded words, etc.
4. Describes different aspects of characters and analyzes how major characters are developed through words and actions, and how they change over time.	Rewrite a traditional folk tale to reflect current culture.

K-12 Benchmark 3.1.2 Intermediate-High: The student reinforces and furthers writing through world language (based on the Kansas 6-TRAIT Writing Model).

Indicators	Instructional Examples
1. Applies the 6-TRAIT model (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing. See Standard 1.3.	

K-12 Benchmark 3.1.3 Intermediate-High: The student reinforces and furthers math skills through world language (based on Kansas Curriculum Standards for Math).

Indicators	Instructional Examples
1. Uses numbers and math concepts in ways consistent with everyday practices of target countries.	

K-12 Benchmark 3.1.4 Intermediate High. The student reinforces / furthers knowledge of social studies through world language (Using Kansas Standards for History and Government; Economics and Geography). Theme: Politics and historical issues.	
Indicators	Instructional Examples
1. Identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate; human: religion, ethnicity, language, economy, government). (Soc. St. 7.3.2.4K)	
2. Recognizes basic structures, major issues, and leading figures of target country governments.	
K-12 Benchmark 3.1.5 Intermediate High. The student reinforces and furthers knowledge of science through world language (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
1. Investigates effects of human activities on the environment and justifies solutions. (S.7.6.2.1)	Find miles per gallon gas consumption on specific models of cars that students drive. Have them calculate how much gas is used per trip to school. Find miles per gallon gas consumption on school bus or city bus or other public transportation. Have students calculate gas consumption per trip to school. Compare the amount of gas used if the entire class drives to the amount used if they all ride the bus. Multiply this by the number of days in the school year and discuss the effects on the environment.
K-12 Benchmark 3.1.6 Intermediate High. The student reinforces and furthers knowledge and appreciation of music through world language (using the Kansas Model Curricular Standards for Music).	
Indicators	Instructional Examples
1. Explores musical traditions, musical styles, performers, composers, and instruments particular to the target culture.	
K-12 Benchmark 3.1.7 Intermediate High. The student reinforces and furthers knowledge and appreciation of visual arts through world language (based on the Kansas Model Curricular Standards for Visual Arts).	
Indicators	Instructional Examples
1. Explores artistic traditions and styles, artists, and media particular to the target culture.	

K-12 Benchmark 3.1.8 Intermediate High. The student reinforces and furthers knowledge and appreciation of health through world language.

Indicators	Instructional Examples
1. Investigates current health trends.	Use health magazine and statistics on health, and find out trends of healthy food, exercise, and life style of target language culture. Make a list of health trends and share with others in group or class.

K-12 Benchmark 3.1.8 Intermediate High. The student reinforces and furthers knowledge and appreciation of technology through world language.

Indicators	Instructional Examples
1. Investigates and adapts to changing technology in a variety of applications.	



Standard 3.2 Connections – Authentic sources. The student uses authentic sources of the target language to gain knowledge.

K-12 Benchmark Intermediate High: The student applies information from sources intended for native speakers.

Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use short novels, expository text, and short academic text.
2. The student reinforces and furthers knowledge of <i>math</i> .	Use math texts
3. The student reinforces and furthers knowledge of <i>social studies</i> .	Use history texts, television, radio, and web-based news, radio, and newspapers.
4. The student reinforces and furthers knowledge of <i>science</i> .	Use science texts.
5. The student reinforces and furthers knowledge of <i>music</i> .	Use CDs, DVDs, satellite TV, and regional and national broadcasts,
6. The student reinforces and furthers knowledge of <i>visual arts</i> .	Use museums and their websites, galleries and their websites, and artist receptions.
7. The student reinforces and furthers knowledge of <i>health</i> .	Use product labels.
8. The student reinforces and furthers knowledge of <i>technology</i> .	Use freeware and shareware, software updates, and on-line projects.



Standard 4.1 Comparisons - Languages. The student understands the nature of language by making comparisons between the target language and English.

K-12 Benchmark 4.1 Intermediate High. The student identifies regional variations involved in similarities of and differences between languages.

Indicators	Instructional Examples
1. Identifies which language patterns vary according to region or country.	Collect from movies several conversations from people from different regions of the target language. Students identify the origin of these people.
2. Understands stylistic variety based on structural evidence, i.e., formal/informal, public/private speech.	
3. Translates passages using figurative language.	Select poetry or short passages from literature by established authors of the target cultures. Identify figurative language. Every student thinks of a similar thought or phrase in English. In pairs or small groups discuss which choices provide the closest parallels.
4. 4. Uses full array of tools in a translating dictionary.	



Standard 4.2 Comparisons – Cultures. The student understands the concept of cultures through comparing the target cultures with American culture.

K-12 Benchmark 4.2 Intermediate High. The student identifies similarities and differences from historical, literary, and political influences on cultures.

Indicators	Instructional Examples
1. Compares and contrasts the social, artistic, and institutional perspectives in different cultures.	Create Venn diagrams and discuss comparing and contrasting an event from the perspective of target culture and American culture.



Standard 5.1 Communities - Application. The student applies language skills and cultural knowledge both within and beyond the school setting.

K-12 Benchmark 5.1 Intermediate High: The student shares skills or knowledge with school, community groups, and individuals in target language countries.

Indicators	Instructional Examples
1. Uses language and understanding of culture in community events.	
2. Finds and engages in multicultural opportunities such as international festivals and interactions with exchange students.	Organize an international festival for the high school and its feeder schools. Invite heritage language users and their families. Include children's games, cultural presentation, musical and dramatic performances, and food samples.



Standard 5.2 Communities - Exploration. The student becomes a lifelong learner for personal enjoyment and enrichment.

K-12 Benchmark 5.2 Intermediate High. The student establishes and/or maintains personal interactions with speakers/signers of target language.

Indicators	Instructional Examples
1. Maintains personal connections with the target culture through technology, media, and authentic sources.	Partner students to communicate outside of class via telephone/e-mail in the target language.
2. Explores employment opportunities and study in which target language skills are used.	Example?

