

## Intermediate Mid

	<p><b>Standard 1.1 Conversational / Interpersonal Communication. The student engages in conversations, provides and obtains information, expresses feelings and emotions, and exchanges opinions.</b></p>
<p><b>K-12 Benchmark Intermediate Mid: Converses on familiar topics using the present tense with some evidence of other timeframes.</b></p>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Incorporates social courtesies and gestures into conversation.	Role-play a wine-and-cheese reception at an art gallery for a famous artist of the target culture. Everyone circulates around the room, introducing themselves and striking up conversations.  Party planner: Make plans for a major celebration related to an individual – birthday, coming-of-age, retirement, etc. Interview the individual (classmate) giving them choices about the details of the event, to determine every aspect of the event.  Create a guide to local restaurants, giving 3-5 star ratings. Include the food, the atmosphere, the service.  Blindfold a partner and give them verbal instructions to complete a task or make a culturally-authentic object.
2. Initiates and concludes brief conversations on familiar topics.	
3. Manages predictable situations.	
4. Elaborates on likes and dislikes.	
5. Exchanges opinions and makes recommendations to others.	
6. Gives and follows directions, including clarification of unclear details.	
	<p><b>Standard 1.2 Communication – Interpretive. The student understands and interprets written and spoken/signed language on a variety of topics.</b></p>
<p><b>K-12 Benchmark Intermediate Mid: The student understands and interprets authentic written and spoken/signed sources on community topics with some support.</b></p>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Follows multiple written and spoken commands and instructions with some support.	Students take turns being the leader of Simon Says.
2. Understands simple narrative and expository texts such as letters and documents with some unfamiliar vocabulary.	Read short story and turn it into a big book/PowerPoint to be read to class, finding or creating an illustration for every couple of sentences. Collect news stories from many target language sources about one particular event. Students read the shortest, simplest first, identify differences.
3. Deduces meaning from word order, intonation.	



**Standard 1.3 Presentational Communication. The student conveys information, concepts, and ideas to listeners and readers for a variety of purposes.**

**K-12 Benchmark Intermediate Mid: Presents topics of personal interest using present and past tenses with some support.**

Indicators – Spoken/signed production	Instructional Examples
1. Reads sentences aloud attempting native intonation and rhythm.	Watch a news broadcast in the target language, then role-play the anchor person, reading short clips introducing the news of the day.
2. Reports and describes using compound and occasionally complex sentences.	Take a paragraph of simple sentences and recombine some of the sentences into compound or complex sentences.
3. Narrates present and some past events.	After returning from vacation or a weekend, each student describes briefly what they did. Students take turns describing a school event from the perspective of various people who attended, student, parent, faculty, small child, grandparent, newspaper reporter. Explain the event depicted in an historically-authentic photo or painting.
Indicators – Written production	Instructional Examples
4. Spells accurately an expanded vocabulary.	Type up previous journal entries, turn on spell check, make a list of the words that were incorrectly spelled, practice those words.
5. Writes a formal letter.	Write a letter to a historical figure praising or critiquing them for the role they played in history.
6. Writes about personal experiences and events using familiar language to substitute for unknown vocabulary.	Students write journal entries, with a minimum requirement of five pages per week.
7. Explains a process incorporating present tense and evidence of other tenses.	Students leave a message on the teacher’s voice mail that they will not be able to attend school the day of the final, and ask about requesting alternatives to taking the final.
8. Writes narrative text using present and some past events.	Accident report: the student has just witnessed an accident of incident and has been asked to report on it. They write a detailed account of what they observed. The basis could be a picture, work of art, current event.
9. Write cohesive paragraphs using connective phrases.	Write a report of an exchange experience including a paragraph about places visited, about activities, host family experience, travel experience, cultural information gained.

	
<b>Standard 2.1 Cultural practices and perspectives. The student demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</b>	
<b>K-12 Benchmark 2.1 Intermediate Mid: Understands relationships between practices and perspectives in social groups or communities of target language cultures.</b>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Attempts to use appropriate register, gestures, and a broader range of social courtesies.	Collect samples from literature, media, and film that exemplify social register and regional differences.
2. Describes cultural and social activities in a variety of communities/regions/countries.	
3. Explains significance of traditional events and practices associated with them.	Collect samples of traditional events and practices that illustrate a cultural belief. Collect samples that contradict those beliefs.
	
<b>Standard 2.2 Cultural products and perspectives. The student demonstrates an understanding of the relationship between the products and perspectives of the culture studied.</b>	
<b>K-12 Benchmark Intermediate Mid: Understands the relationship between products and perspectives in home, school, and community life in the target language cultures.</b>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Explains factors, which create/shape cultural products, i.e., climate, geography, economics, history, religion; investigate the function of these products.	Film Festival: View several movies from a particular time period, or movies having a common theme across time. Discuss the background of the director, story, and factors influencing the films.
2. Performs samples of expressive products of the culture such as poetry, music, art, dance, storytelling and drama; explore the role of these products in the larger community.	Select a product, research its history, find samples of references to it in popular culture or literature. Elaborate on the product, by imitating it or reproducing it.



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

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

Indicators	Instructional Examples
1. Uses context clues, knowledge of classical and modern languages, and structural analysis to determine meaning on a variety of topics.	Compile a personal list of new vocabulary, including a structural analysis of each word.
2. Understands figurative language including similes, metaphors, idioms, onomatopoeia, and hyperbole.	Compile a personal list collecting samples of each type of figurative language.
3. Distinguishes fact/opinion, and recognizes propaganda, bias, and stereotypes in appropriate-level texts.	Use an Internet news source in the target language to find a story about an event in the U.S. Compare it to local news sources to evaluate bias and difference in viewpoint, presence of stereotypes.
4. Describes aspects of major and minor characters; how those influence character interactions, elements of the plot; analyzes connections between setting, and other story elements.	Read a novel or novella, following class discussions, write a paragraph each about character development, setting, plot development, and resolution.

**K-12 Benchmark 3.1.2 Intermediate Mid: 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.	<p>Students practice the writing process-- prewriting, revising, and editing, based on a well-written prompt:</p> <p><a href="#">Writing Situation</a></p> <ul style="list-style-type: none"> <li>The first sentence provides the background for the writing assignment and the general topic.</li> <li>The remaining sentences help writers consider different aspects of the topic, realize that they know enough about the topic to write and focus their individual responses.</li> </ul> <p><a href="#">Directions for Writing</a></p> <ul style="list-style-type: none"> <li>The first sentence identifies the nature of the writing (an essay) and also identifies an audience [and possibly purpose(s)].</li> </ul> <p>The remaining sentences remind students to help their audience understand their ideas by giving many details and examples to support their position and also direct students to address opposing viewpoints.</p>

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

Indicators	Instructional Examples
1. Increases facility of using ordinal numbers and appropriate symbols for writing time, date, metric calculations, and temperatures in Celsius.	

**K-12 Benchmark 3.1.4 Intermediate Mid. The student reinforces / furthers knowledge of social studies through world language (based on Kansas Standards for History and Government; Economics and Geography). Theme: Communities and Government.**

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, economic, government). SS.7.3.2.4k	Develop a profile of a specific region. Give a report.
2. Identifies how history of civilizations affected the U.S. and target language cultures (emigration, immigration, wars).	Identify a revolutionary period in the target culture, study its causes, effects, key figures, relationship to other countries and cultures. Research and create a timeline of changing immigrant status in the U.S., i.e., welcoming vs. excluding particular groups.

**K-12 Benchmark 3.1.5 Intermediate Mid. 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 analyzes decisions based on knowledge of benefits and risks. (S.7.6.2.1)	Investigate environmental problems in a particular region. Create culturally appropriate solutions. (See standards 2.1, 2.2, and 3.1.4 above.)

**K-12 Benchmark 3.1.6 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of music through world language (based on the Kansas Model Curricular Standards for Music).**

Indicators	Instructional Examples
1. Listens to authentic music, sings authentic songs, and recognizes musical styles, performers, composers, and instruments particular to the target culture.	Create a music video imitating a particular musical style, performer, and time period.

<b>K-12 Benchmark 3.1.7 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of visual arts through world language (based on the Kansas Model Curricular Standards for Visual Arts).</b>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Identifies some artistic traditions and styles, artists, and media particular to the target culture.	Collect artwork representing a timeline across several centuries. Compare each with other works from same time period and develop a list of common characteristics and artists. Students may select a period to research and report about. Develop the vocabulary to describe each period. Finally, scramble and reconstruct the artwork back into the timeline, using the vocabulary to describe and define each era.
<b>K-12 Benchmark 3.1.8 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of health through world language.</b>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Makes recommendations for a healthy life style.	Create video recommending target culture activities.
<b>K-12 Benchmark 3.1.8 Intermediate Mid. The student reinforces and furthers knowledge and appreciation of technology through world language.</b>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Investigates and adapts to changing technology in a variety of applications.	Student learns a new technology application, the vocabulary needed, and teaches it to peers/class.
2. Explores employment opportunities and study in which target language skills are used.	



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

**K-12 Benchmark Intermediate Mid: Identifies the perspective evident in sources intended for native speakers.**

Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use short stories, magazines, websites, and letters
2. The student reinforces and furthers knowledge of <i>math</i> .	
3. The student reinforces and furthers knowledge of <i>social studies</i> .	Use historical documents, authentic historical maps, certificates
4. The student reinforces and furthers knowledge of <i>science</i> .	Use magazine and Internet articles.
5. The student reinforces and furthers knowledge of <i>music</i> .	Use folk instrumentation, classical instrumentation
6. The student reinforces and furthers knowledge of <i>visual arts</i> .	Use museums, media, and galleries
7. The student reinforces and furthers knowledge of <i>health</i> .	Use news magazine articles
8. The student reinforces and furthers knowledge of <i>technology</i> .	Use freeware and shareware.



**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 Mid. The student generalizes about similarities and differences in regional variations.**

Indicators	Instructional Examples
1. Understands that sound and intonation patterns may vary according to region or country.	Rehearse dialog from literature and drama that incorporate regional dialect.
2. Understands increasingly complex structural patterns of the target language, such as those in literature and formal registers.	Dissect complex sentences and extended discourse into simplified version for summary or outline.
3. Translates complex sentences.	
4. Uses translating dictionary to select meaning consistent with context, choose parts of speech; select appropriate, simple idiomatic expression.	



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

<b>K-12 Benchmark 4.2 Intermediate Mid. The student understands the concept of cultures through comparisons of the cultures studied and their own.</b>	
<b>Indicators</b>	<b>Instructional Examples</b>
1. Identifies some historical, literary, political, and economic influences on cultures.	



**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 Mid: Shares skills or knowledge with school, community groups, and individuals in target language countries.**

Indicators	Instructional Examples
1. Attends community events in the target language.	Observe and adapt to appropriate behavior at a community event in the target language.
2. Finds and engages in multicultural opportunities such as international festivals and interactions with exchange students.	Attend Mass or other similar event and summarize what was said and done in the target language.



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

**K-12 Benchmark 5.2 Intermediate Mid. Finds and uses multimedia sources for acquisition of information and personal entertainment.**

Indicators	Instructional Examples
1. Uses connections with the target culture through technology, media, and authentic sources.	Participate in a Blog, online discussion. Create own webpage, Blog, or Face book page in the target language.
2. Explores employment opportunities and study in which target language skills are used.	Students create a portfolio of job opportunities using a variety of sources.

