

Intermediate Low

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



K-12 Benchmark Intermediate Low: Initiates and maintains simple interactions in everyday social situations; responds with some detail to share information and express opinions.

Indicators	Instructional Examples
1. Incorporates social courtesies in conversation.	Role play a talk show using appropriate introductions and courtesies Role play an encounter with a law enforcement official, practicing needed courtesies. Go to http:// www.makebeliefscomix.com where students can create their own comic strips. They select from 15 fun characters with different moods, i.e., happy, sad, angry, worried, and write words for blank talk and thought balloons.
2. Exchanges descriptive information, including comparisons.	Look at pictures of teenagers, business persons, children from two countries, or two regions in a target country. Compare/contrast them. Or compare two places, products.
3. Explains and elaborates on basic needs.	Students explain why they need more time to do homework. Role play an exchange student/parent conversation discussing needs and preferences.
4. Explains likes and dislikes.	Students sample foods then describe and discuss their preferences. Show students a picture of an activity, student responds with their opinion of the activity, and reasons for that opinion.
5. Elaborates on opinions and makes suggestions.	Given a set of possible room improvements, students describe preferred furniture arrangement, colors, decorations, and explain. Given a picture of a person, students suggest a makeover that would help this person look modern and blend into the target language culture.
6. Gives and follows directions in a familiar context.	Make a phone call asking directions to a museum, theater, or landmark. Explain a recipe. Build a Lego-sculpture then give another student directions for how to build it without allowing that student to the sculpture until the second is finished.



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 Low: The student understands and interprets simple authentic written and spoken/signed sources on familiar topics with support.

Indicators	Instructional Examples
1. Follows multiple written and spoken/signed commands and instructions with support.	Use a grocery ad to plan a dinner party and compute the cost.
2. Identifies the main idea and some details in a paragraph within familiar contexts.	Students work in pairs: one describes a person and the other illustrates what he/she hears. Or one person looks at a picture and the other describes one person he/she has picked.
3. Deduces meaning from root words, prefixes, suffixes, and endings.	Provide students with a list of compound nouns or word families and study changes in meaning by changing prefix or suffix. Send students to http://www.etymonline.com/ to find clusters of words in several languages that have the same root.



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

K-12 Benchmark 1.3 Intermediate Low: Presents familiar subjects using present tense with support and expresses own meaning in a basic way.

Indicators – Spoken/signed production		Instructional Examples
1. Sounds out unfamiliar words.		Select an authentic text, such as daily news from the Internet. Student plays role of news anchor after only a few minutes of preparation.
2. Reports and describes using occasionally compound sentences.		Assign to retell a story in own words using coordinating conjunctions.
3. Narrates present events.		Look at picture and create a story about what is happening.
Indicators – Written production		Instructional Examples
4. Writes using capitalization, diacritical marks, and punctuation consistently.		Class composes a short paragraph on a topic under discussion as a group, using the overhead or a projection system. Agree on word choice and organization. Look up questionable spelling. Discuss capitalization, diacritical marks, and punctuation. Give class several days to practice writing this paragraph, then turn it into a dictation assessment.
5. Writes an informal letter.		Use nicenet.org for Blogging with native speakers and other language learners.
6. Writes about personal experiences and events using familiar language to substitute for unknown vocabulary.		Students are required to write journal entries – a prescribed amount of writing per week.
7. Explains a process based on prior knowledge or experience.		Students explain procedures and activities in their favorite American sport or hobby to an exchange student.
8. Writes an 8-10 line story.		Write a progressive story. (Each student writes the first sentence of a story on a sheet of paper and passes it to the next student, who writes a second sentence based on the first, then passes it . . . etc.) Read stories aloud. Edit. Refine. Read aloud. Go to http:// www.makebeliefscomix.com where students can find story ideas and prompts to help users create graphic stories.
9. Summarizes in a sequence of paragraphs.		Read a magazine article from an authentic text and summarize it. Summarize the main news of the day from a target language newspaper (online).

	<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 Low. The student understands practices and perspectives of informal and formal and settings.</p>		
<p>Indicators</p>	<p>Instructional Examples</p>	
<p>1. Uses age-appropriate register, gestures, and social courtesies in informal and limited formal social situations.</p>	<p>Role play a restaurant scene using age-appropriate gestures formal/informal forms of address with friends and wait staff.</p>	
<p>2. Experiences cultural and social activities common to student's peers.</p>	<p>Create a Venn diagram to compare/contrast social activities between target culture and students' culture.</p>	
<p>3. Describes major traditional events and practices associated with them.</p>	<p>Portray a character associated with a major traditional event or celebration, describing the event from the character's point of view.</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 Low: The student understands the relationship between products and perspectives in limited areas of home and school life.</p>		
<p>Indicators</p>	<p>Instructional Examples</p>	
<p>1. Explains factors that create/shape cultural products, i.e., climate, geography, economics, history, religion; investigates the function of these products.</p>	<p>Create a cultural fair. Each student prepares a visual display featuring a country or region; explain factors that impact products of the area. Prepare sample products to share with fair visitors. Present in target language for classmates before taking to a cultural fair in English.</p>	
<p>2. Performs samples of expressive products of the culture such as poetry, music, art, dance, storytelling, and drama; explores the role of these products in the larger community.</p>	<p>Prepare an entry for an international arts festival representing a particular art/literature/musical period in the target culture. Explain how the time period, history, and other social factors impact the art.</p>	



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 Low. The student reinforces and furthers reading skills through world language (based on Kansas Reading and Literature Standards).

Indicators	Instructional Examples
1. Uses context clues; uses knowledge of classical and modern languages to determine meaning of everyday vocabulary.	Assign each student an Internet news source in the target language. Read the headliner news of the day and summarize it.
2. Understands figurative language including similes, metaphors, and idioms.	Students compile list of idioms encountered in reading, illustrate both literal and figurative meaning. Compile list of metaphors and samples of appropriate register for use.
3. Distinguishes fact/opinion and recognizes propaganda (e.g., advertising, media), distinguishes between expository and narrative text types in appropriate level texts.	Compare reports of a newsworthy event from variety of news sources. Identify words and phrases that express opinion. List the facts that are consistent across all sources.
4. Describes aspects of major and minor characters; how these influence interaction; elements of plot; elements of setting (including historical period) and their influence on story development	Write a one- or two-page book review in the target language.

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

Indicators	Instructional Examples
1. Applies the 6-TRAIT (ideas and content, organization, voice, word choice, sentence fluency, and conventions) at the appropriate level in all types of writing. See Standard 1.3.	Collect vocabulary that assist with, or signal use of, each of the traits. Practice incorporating this vocabulary when writing.

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

Indicators	Instructional Examples
1. Uses ordinal numbers and appropriate symbols for time and date. Calculates currency, making correct change.	Use ordinal numbers to ask students about class schedules, or activities occurring during a month. Role play bargaining in the market place. Measure the classroom and calculate area for new carpet and paint.

K-12 Benchmark 3.1.4 Intermediate Low. The student reinforces and furthers knowledge of social studies through world language (based on Kansas Standards for History and Government; Economics and Geography). Theme: Communities.	
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). (SS.7.3.2.4k)	Prepare a presentation on a particular region or city. (See 2.2.1 above.)
2. Identifies how selected historical figures and events affect the target culture.	Compare and contrast Abraham Lincoln to a leader in the target culture during a period of political upheaval. (See 2.1.3 and 2.2.2 above.)
K-12 Benchmark 3.1.5 Intermediate Low. The student reinforces and furthers knowledge of science through world language (based on Kansas Science Curriculum Standards).	
Indicators	Instructional Examples
1. Identify effects of human activities on the environment. (S.7.6.2.1)	Search Internet news sources for environmental news in target countries, regions, cities. Read and report.
K-12 Benchmark 3.1.6 Intermediate Low. 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 of target culture.	
K-12 Benchmark 3.1.7 Intermediate Low. 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. Recognizes some artistic traditions and styles, artists, and media particular to the target culture.	Complete an art test that includes an answer bank. The student must look at pictures the teacher is holding.
K-12 Benchmark 3.1.8 Intermediate Low. The student reinforces and furthers knowledge and appreciation of health through world language.	
Indicators	Instructional Examples
1. Describes activities and foods that promote healthy living.	
K-12 Benchmark 3.1.8 Intermediate Low. The student reinforces and furthers knowledge and appreciation of technology through world language.	
Indicators	Instructional Examples
1. Explores technology through a variety of student-centered experiences.	Use web search tools to locate authentic sources.; use e-mail and/or Blogs to communicate in the target language; prepare presentations using every form of technology available; participate in chalkboard/moodle-based instruction.



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

Benchmarks 3.2 Intermediate Low. Extracts information and deciphers meaning, including inferences from authentic sources.

Indicators	Instructional Examples
1. The student reinforces and furthers <i>reading</i> .	Use newspaper articles, short magazine articles, game instructions
2. The student reinforces and furthers knowledge of <i>math</i> .	Use metric system texts.
3. The student reinforces and furthers knowledge of <i>social studies</i> .	Use Historical documents and certificates
4. The student reinforces and furthers knowledge of <i>science</i> .	Use Magazine articles
5. The student reinforces and furthers knowledge of <i>music</i> .	Use Classical instrumentation and classical artists
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 Magazine articles
8. The student reinforces and furthers knowledge of <i>technology</i> .	Use Websites, software, and file sharing.



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 Low. The student anticipates similarities and differences among languages.

Indicators	Instructional Examples
1. Transfers knowledge of sound/sign and intonation patterns to unfamiliar vocabulary.	Write a poem or song.
2. Compares most simple structural patterns, i.e., usage of parts of speech.	
3. Translates compound and complex sentences.	Make a list of English idioms and use an idiom phrase book from the target culture to find similar idioms. Select useful idioms to commit to memory that do not have a parallel in English.
4. Uses translating dictionary to find multiple meanings of words.	



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 Low. The student appreciates similarities and differences.

Indicators	Instructional Examples
1. Identifies similarities and differences among cultures in institutions (school and religion) and the arts (music, dance, and visual arts.)	Develop a plan to establish an “International School” (or other institution) in the community that would reflect the typical school of the target culture. Compare and contrast it to your local school.



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 Low: Shares skills or knowledge with school community, family, and native speakers of the language.

Indicators	Instructional Examples
1. Performs, hosts, and participates in cultural exchanges.	Locate a reputable organization and/or organize a student exchange for a few weeks, months, or the school year.
2. Applies language and cultural knowledge in home or community setting.	Students research recipes and prepare a meal for their own family or for a culture fair.



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

K-12 Benchmark 5.2 Intermediate Low. Explores hobbies, interests, and activities related to the target culture.

Indicators	Instructional Examples
1. Locates connections with the target culture through the use of technology, media, and authentic sources.	Give students a list of hobbies that are based in the target culture. Have them pick one for themselves that is most closely associated with one of their own hobbies. Do a web search using the key word in the target language. Report on what they find.
2. Explores employment opportunities and study in which target language skills are used.	

