

Intermediate High

Communication

1 Interpretive Communication - In narrative, descriptive, and persuasive texts and conversations on a variety of concrete topics of personal, general, or public interest, relying upon understanding of short paragraphs containing multiple time frames, consisting of straightforward or descriptive language, students: 1

- a Analyze traits of multiple cultures and communities. **IH.1.A**
 - b Analyze the main message or story line and some supporting details. **IH.1.B**
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2 Interpersonal Communication - In conversations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students: 2

- a Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. **IH.2.A**
 - b Understand, answer, and ask a wide variety of questions across time frames. **IH.2.B**
 - c Initiate, maintain, and end conversations across time frames by understanding and creating language that conveys authentic, personal meaning. **IH.2.C**
 - d Provide advice or propose solutions to individual or societal issues. **IH.2.D**
 - e Provide descriptions, narrations, and comparisons across time frames. **IH.2.E**
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3 Presentational Communication - In presentations on a variety of concrete topics of personal, general, or public interest, in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon circumlocution, in such a way that speakers/signers of the language usually understand, students: 3

- a Demonstrate understanding of their cultural context, topic, sources, themselves, and their audiences to adapt a presentation to a variety of settings. **IH.3.A**
- b Present information, raise awareness, and express preferences. **IH.3.B**
- c Apply authentic resources to state and support a viewpoint. **IH.3.C**
- d Produce descriptions, narrations, and comparisons across time frames. **IH.3.D**

4 Intercultural Communication - In interactions in a wide variety of settings, creating mostly short paragraphs, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language usually understand, students: 4

- a Invoke, discuss, and inquire about common products and practices that inform the perspectives of an audience or interlocutor. **IH.4.A**
- b Adapt language and behavior to communicate appropriately in most formal and informal settings. **IH.4.B**
- c Communicate in a manner that is clear and inoffensive to the audience/interlocutor. **IH.4.C**
- d Demonstrate awareness of cultural diversity and bias. **IH.4.D**

Linguistic Cultures

5 Cultures - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to: 5

- a Explain variations among products and practices and how they relate to perspectives in multiple cultures and communities. **IH.5.A**
- b Analyze and summarize the varied elements that contribute to their own identities and the role cultures play in developing those identities. **IH.5.B**
- c Analyze and explain manifestations of intercultural harmony and/or conflict over time. **IH.5.C**

6 Comparisons - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to: 6

- a Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target language cultures studied and their own by: **IH.6.A**
 - 1 Comparing how products, practices, and perspectives reciprocally affect one another over time. **IH.6.A.1**
 - 2 Taking the perspective of those from different cultures to build empathy. **IH.6.A.2**
 - b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: **IH.6.B**
 - 1 Discussing and analyzing cognates and idiomatic expressions as well as their evolutions and origins. **IH.6.B.1**
 - 2 Comparing language forms. **IH.6.B.2**
 - 3 Analyzing and explaining how time frames are expressed. **IH.6.B.3**
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Lifelong Learning

7 Connections - In a wide variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to: 7

- a Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. **IH.7.A**
 - b Research, analyze, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. **IH.7.B**
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8 Communities - In a wide variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to: 8

- a Apply cultural and linguistic skills to participate in the school, local, and global community by: **IH.8.A**
 - 1 Partnering with individuals and organizations to further investigate and enjoy target-language cultures. **IH.8.A.1**
 - 2 Applying linguistic, cultural, cross-disciplinary academic skills, and collective action to design and implement solutions to real issues facing the community. **IH.8.A.2**
- b Become lifelong learners by: **IH.8.B**
 - 1 Using languages for enjoyment and enrichment and researching further opportunities to do so. **IH.8.B.1**
 - 2 Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. **IH.8.B.2**
 - 3 Analyzing educational and career connections and the benefits of bilingualism to develop a personal plan for language acquisition. **IH.8.B.3**
 - 4 Identifying challenges and strategies for growth and reflecting upon progress. **IH.8.B.4**