World Languages: Intermediate High (Grades K–8)

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
   a. Use language to share events and experiences in various time frames.
   b. Synthesize learned material to produce unrehearsed conversations.
   c. Use language to complete tasks requiring multiple steps.
   d. Narrate a simple story in written or oral form.
   e. State a viewpoint on an issue and support opinions.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
   a. Restate information from short texts.
   b. Relate main ideas and significant details on unfamiliar topics.
   c. Use knowledge acquired in other settings to comprehend texts in the target language.

Presentational Mode

3. Present material in oral and written form.
   a. Present information in an organized manner on a variety of topics in various time frames.
   b. Write about community topics, entertainment, or social events.
   c. Present a viewpoint and support opinions.

Cultures

4. **Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.**
   a. Connect perspectives to associated products and practices.
   b. Adapt language and behavior to the culture of the audience.

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c. Analyze connections among products, practices, and perspectives based on research on a topic of interest.

Connections

5. **Link target language and other subject areas to acquire information and diverse cultural perspectives.**
   a. Acquire, expand, and apply vocabulary related to age-appropriate school content using complex sentence structures.
   b. Use materials intended for same-age speakers of the target language.

Comparisons

6. **Investigate, analyze, and synthesize similarities and differences between the target and native language.**
   a. Compare syntax functions.
   b. Explain discrepancies between sound and writing systems in the target and native languages.
   c. Hypothesize about the origins of idioms.

7. **Investigate, analyze, and reflect on similarities and differences between the target and native cultures.**
   a. Weigh the importance placed on individual needs versus community needs in native and target cultures.
   b. Investigate products, practices, or perspectives of the target culture through research.
   c. Critique social, economic, and political institutions of the target culture.

Communities

8. **Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning. Examples: Seek out authentic materials in the target culture related to student interest. Play games or sports from the culture. Complete Web Quests and report on a cultural event. Reflect upon student's personal investment in the target language. Consider tangible uses outside the classroom for learned material in the target language.**