Grades 6-8 — Intermediate Low/Intermediate Mid

Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Intermediate Low

I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating simple sentences to ask and answer a variety of questions.

1. I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.
2. I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.
3. I can express, ask about and react, with some details to preferences, feelings, or opinions on familiar topics by creating simple sentences and asking appropriate follow-up questions.

Intermediate Mid

I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

1. I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
2. I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.
3. I can exchange preferences, feelings and opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences, and asking a variety of follow-up questions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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Intermediate Low

I can understand the topic and some pieces of information on familiar topics from sentences within texts that are spoken, written, or signed.

1. I can identify the topic and related information from simple sentences in short informational texts.
2. I can identify the topic and related information from simple sentences in short fictional texts.
3. I can identify the main idea in short conversations.

Intermediate Mid

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

1. I can understand the main idea and key information in short straightforward informational texts.
2. I can understand the main idea and key information in short straightforward fictional texts.
3. I can identify the main idea and key information in short straightforward conversations.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Intermediate Low

I can communicate information, make presentations, and express my thoughts about familiar topics, using simple sentences through spoken, written, or signed language.

1. I can present personal information about my life, activities and events, using simple sentences.
2. I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.
3. I can present on familiar and everyday topics, using simple sentences.

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Intermediate Mid

I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.

1 I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

2 I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

3 I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

Cultures: Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

In my own and other cultures, I can make comparisons among cultural practices to help me understand perspectives.

1 In my own and other cultures, I can demonstrate and engage in typical cultural practices related to everyday life and personal interests or studies.

2 In my own and other cultures, I can compare practices related to everyday life and personal interests or studies.

3 In my own and other cultures, I can identify and compare historical eras.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

In my own and other cultures, I can make comparisons among cultural products to help me understand perspectives.

1 In my own and other cultures, I can compare products related to everyday life and personal interests or studies.

2 In my own and other cultures, I can identify and compare historical eras.

Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

I can apply information acquired in other MLR content areas to further my knowledge and skills in the target language and associated culture(s).

1 I can apply information and/or skills from other MLR content areas including literature, social studies, science and technology, and/or the visual and performing arts to topics discussed in the world language classroom.

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:quiring Information and Diverse Perspectives: Learners access and evaluate ...formation and diverse perspectives that are available through the target

language and its cultures.

I can locate authentic resources and identify ideas about the language and associated culture(s) that are available only through resources in the target language.

1 I can locate media or other authentic sources from the target language and the culture(s) in which the target language is the primary form of communication.

2 I can compare and contrast a perspective and/or practice of a culture(s) with my own culture(s).

Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

I can compare the target language with my own language in order to better understand language systems.

1 I can compare basic grammatical structures and syntax between languages.

2 I can compare idiomatic expressions, pronunciation, or nonverbal features between languages.

3 I can recognize that there are geographical, sociolinguistic, and/or historical variations in languages.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

1 In my own and other cultures, I can compare products and practices related to everyday life and personal interests or studies.

2 In my own and other cultures, I can identify stereotypes and their role in the past and present treatment of groups and people.

3 In my own and other cultures, I can recognize the perspectives of those from different cultures to build empathy.

4 In my own and other cultures, I can communicate using some culturally appropriate behaviors and make basic comparisons among them.

Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home an

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

I can interact at a functional level in the community using cultural and linguistic skills from the target language and cultures.

1 I can engage with resources to share or interact with the community.

2 I can contribute to the community using cultural or linguistic skills.

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Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

I can create goals for myself and reflect on my progress in using and enjoying the target language within both the classroom and the larger community.

1. I can create goals for myself and record and reflect on my progress.
2. I can reflect on and explain how language experiences enrich my life.