

Indiana World Languages and International Education

East Asian Languages: Intermediate

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1C

1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1C.1I

1I. Proficiency Benchmark: Intermediate - 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. 1C.1I

1I. Intermediate Low (IL) 1I

- a** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions. 1C.1I.1I.A
- b** I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions. 1C.1I.1I.B
- c** 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. 1C.1I.1I.C

1I. Intermediate Mid (IM) 1I

- a** 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. 1C.1I.IM.A
- b** 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. 1C.1I.IM.B
- c** I can exchange preferences, feelings, or 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. 1C.1I.IM.C

1I. Intermediate High (IH) 1I

- a** I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. 1C.1I.IH.A
- b** I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. 1C.1I.IH.B
- c** I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames. 1C.1I.IH.C

2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Intermediate - I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, written, or signed. **1C.2I**

IL. Intermediate Low (IL) **IL**

- a** I can identify the topic and related information from simple sentences in short informational texts. **1C.2I.IL.A**
- b** I can identify the topic and related information from simple sentences in short fictional texts. **1C.2I.IL.B**
- c** I can identify the main idea in short conversations. **1C.2I.IL.C**

IM. Intermediate Mid (IM) **IM**

- a** I can understand the main idea and key information in short straightforward informational texts. **1C.2I.IM.A**
- b** I can understand the main idea and key information in short straightforward fictional texts. **1C.2I.IM.B**
- c** I can identify the main idea and key information in short straightforward conversations. **1C.2I.IM.C**

IH. Intermediate High (IH) **IH**

- a** I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts. **1C.2I.IH.A**
- b** I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts. **1C.2I.IH.B**
- c** I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. **1C.2I.IH.C**

3 Presentational: 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. 1C.P

P. Proficiency Benchmark: Intermediate - 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. 1C.P

IL. Intermediate Low (IL) IL

- a** I can present personal information about my life, activities and events, using simple sentences. 1C.P.IL.A
- b** I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. 1C.P.IL.B
- c** I can present on familiar and everyday topics, using simple sentences. 1C.P.IL.C

IM. Intermediate Mid (IM) IM

- a** I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. 1C.P.IM.A
- b** I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. 1C.P.IM.B
- c** 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. 1C.P.IM.C

IH. Intermediate High (IH) IH

- a** I can tell stories about school and community events and personal experiences, using a few short, paragraphs, often across various timeframes. 1C.P.IH.A
 - b** I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames. 1C.P.IH.B
 - c** I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames. 1C.P.IH.C
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Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners use language to interact with others in and from another culture. 2C.IC

IC. Proficiency Benchmark: Intermediate - I can interact at a functional level in familiar contexts. 2C.IC

IL. Language (IL) IL

- a I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. 2C.IC.IL.A
- b I can explain the basic features of thinking patterns of the target language. 2C.IC.IL.B

IB. Behavior (IB) IB

- a I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social missteps. 2C.IC.IB.A

2 Relating Cultural Practices and Products to Perspectives (Investigate)- Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures. 2C.CI

CI. Proficiency Benchmark: Intermediate - In my own words and other cultures, I can make comparisons between products and practices to help me understand perspectives. 2C.CI

I. Intermediate I

- a In my own and other cultures I can compare products related to everyday life and personal interests or studies. 2C.CI.I.A
- b In my own and other cultures I can compare practices related to everyday life and personal interests or studies. 2C.CI.I.B

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 3C

1 Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures. 3C.IP

IP. Proficiency Benchmark: Intermediate - I can access and evaluate more complex information and perspectives that are available through the target languages and its cultures. 3C.IP

I. Intermediate (I) I

- a I can comprehend and evaluate views on topics such as healthy lifestyles, cuisine, rites of life (weddings, funerals, etc), school rules and enrollment, etc. 3C.IP.I.A

2 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. 3C.MC

MC. Proficiency Benchmark: Intermediate - I can expand my knowledge of other disciplines while using the target language and/or to solve problems creatively. 3C.MC

- I.** Intermediate (I) **I**
 - a** I can expand my skills in business by filling out applications or creating resumes in the target language. 3C.MC.I.A
 - b** I can expand my skills in home economics by following recipes in the target language. 3C.MC.I.B
 - c** I can expand my geographical knowledge of the target culture by studying transportation systems or climate. 3C.MC.I.C

Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own. 4C.CC

CC. Proficiency Benchmark: Intermediate - I can explain and provide generic details about differences and similarities between my community and cultures of the target language. 4C.CC

- I.** Intermediate (I) **I**
 - a** I can explain the similarities and differences in the public and private school systems in my community and the target culture. 4C.CC.I.A

2 Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own. 4C.LC

LC. Proficiency Benchmark: Intermediate - I can explain and provide generic details about differences and similarities between my own language and the target language. 4C.LC

- I.** Intermediate (I) **I**
 - a** I can explain the differences in sentences between the target and native languages, specifically, how sentences are organized. 4C.LC.I.A
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Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5C.SG

SG. Proficiency Benchmark: Intermediate - I can use the target language both within and beyond the classroom to interact and collaborate in my community and in the globalized world. 5C.SG

I. Performance Indicators (I) I

a I can form and sustain relationships with others in the target language in a social community 5C.SG.I.A

b I can respond appropriately if others praise me in the target language. 5C.SG.I.B

2 Lifelong Learning - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5C.LL

Performance Indicators I

a I can make decisions about topics that will be studied for the course. 5C.LL.I.A

b I can self-assess at the end of a term on the progress I have made and what I have learned. 5C.LL.I.B