

# Intermediate Low

## Communication

**1 Interpretive Communication - In texts and conversations on topics that relate to students and their immediate environment, relying upon understanding of simple sentences, supported by repetition and plain language, students: 1**

- a Understand traits of multiple cultures and communities. [IL.1.A](#)
  - b Understand the main idea and related information. [IL.1.B](#)
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**2 Interpersonal Communication - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students: 2**

- a Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. [IL.2.A](#)
  - b Understand, answer, and ask a variety of questions. [IL.2.B](#)
  - c Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. [IL.2.C](#)
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**3 Presentational Communication - In presentations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students: 3**

- a Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. [IL.3.A](#)
- b Present information, raise awareness, and express personal preferences in culturally appropriate ways. [IL.3.B](#)
- c Explain their own authentic thoughts in culturally appropriate ways. [IL.3.C](#)

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**4 Intercultural Communication - In interactions in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students: 4**

- a Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. **IL.4.A**
  - b Use appropriate learned gestures and behaviors. **IL.4.B**
  - c Avoid major social blunders. **IL.4.C**
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## Linguistic Cultures

**5 Cultures - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: 5**

- a Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. **IL.5.A**
  - b Investigate, explain, and reflect on how culture affects identity. **IL.5.B**
  - c Investigate, explain, and reflect on the similarities and differences of cultures over time. **IL.5.C**
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**6 Comparisons - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: 6**

- a Investigate, explain, and reflect on the nature of culture through comparisons of the diverse targetlanguage cultures studied and their own by: **IL.6.A**
    - 1 Making comparisons between products, practices, and perspectives. **IL.6.A.1**
    - 2 Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. **IL.6.A.2**
  - b Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by: **IL.6.B**
    - 1 Interpreting, expressing, and comparing the meaning of idioms. **IL.6.B.1**
    - 2 Making comparisons of basic language forms. **IL.6.B.2**
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## Lifelong Learning

**7 Connections - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently: 7**

- a Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. **IL.7.A**
- b Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic ageappropriate materials. **IL.7.B**

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**8 Communities - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently: 8**

- a Apply cultural and linguistic skills to participate in the school, local, and global community by: **IL.8.A**
  - 1 Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. **IL.8.A.1**
  - 2 Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. **IL.8.A.2**
- b Become lifelong learners by: **IL.8.B**
  - 1 Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. **IL.8.B.1**
  - 2 Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. **IL.8.B.2**
  - 3 Explaining language education requirements for careers of interest. **IL.8.B.3**
  - 4 Setting goals for growth in these areas and reflecting upon progress. **IL.8.B.4**