

SHELBY COUNTY SCHOOLS

MODERN LANGUAGES

COURSE LEVEL EXPECTATIONS (CLEs) LEVEL THREE

Communication	Intermediate learners...
<p>Interpersonal Communication</p> <p>1.1A React appropriately in various situations encountered in daily living. (<i>Expressing empathy, sympathy, joy, sadness, frustration, anger</i>)</p> <p>1.1B React appropriately to offers, requests, suggestions, invitations in a variety of contexts.</p> <p>1.1C State likes, dislikes, and preferences in a variety of ways and support your point of view.</p> <p>1.1D Give descriptions with supporting details.</p> <p>1.1E Narrate a sequence of events that may span timeframes.</p> <p>1.1F Ask and give supported opinions on a variety of topics.</p> <p>1.1G Issue an invitation for a variety of purposes.</p> <p>1.1H Make arrangements (to meet, to work, etc) for a variety of events.</p> <p>1.1I Express regret and apology in a variety of ways.</p> <p>1.1J Ask how to say something by describing it in detail.</p> <p>1.1K Ask and answer questions on a variety of topics to expand knowledge on a given topic.</p> <p>1.1L State and explain a need in a variety of contexts.</p> <p>1.1M Ask for permission in more complex and culturally appropriate ways.</p> <p>1.1N Give basic instructions about how to do something.</p>	<ul style="list-style-type: none"> ▪ say what they want to say rather than having to rely on memorized or short expressions. ▪ can handle normal daily routines with more confidence. ▪ speak and write more often in sentences that are fairly simple and are most often in present tense. ▪ sometimes use past/future tense to communicate information (accuracy decreases as these tenses are used). ▪ are able to ask questions in order to gather information. ▪ have to pause occasionally to formulate their thoughts. ▪ continue to make errors as they speak or write. ▪ may notice their errors more readily and are able to make some corrections on their own. ▪ listening ability is expanding to include short, routine telephone conversations and simple announcements and reports. ▪ can read simple, straight-forward information about things that interest them as well as simple informational readings found in daily life. ▪ able to infer the main idea and can pick out some details in reading and listening selections.
<p>Interpretive Communication</p> <p>1.2A Identify main ideas and supporting details when reading and listening.</p> <p>1.2B Demonstrate understanding of a variety of culturally-authentic announcements, messages and ads encountered in daily life.</p> <p>1.2C Follow instructions in order to do something.</p>	
<p>Presentational Communication</p> <p>1.3A Give presentations (spoken or written) on a familiar topic.</p> <p>1.3B Perform songs, recitations, skits using the target language.</p> <p>1.3C Write simple narratives that cross timeframes.</p> <p>1.3D Tell or retell a simple story.</p>	
<p>Cultural Perspective and Practices</p> <p>2.1A Demonstrate appropriate social etiquette from the target culture in a variety of contexts with comfort.</p> <p>2.1B Illustrate and explain, using visuals and/or props, the importance of customs target countries drawn from daily life, celebrations and traditions.</p> <p>2.1C Identify traditions and discuss the roles that traditions play in the target culture.</p> <p>2.1D Identify cultural perspectives that drive the cultural practices.</p>	
<p>Cultural Perspectives and Products</p> <p>2.2A Identify some cultural symbols and the meaning behind them.</p> <p>2.2B Identify some significant national or geographic monuments of the target culture and tell why they are important.</p> <p>2.2C Identify products of the culture studied and how they came to be identified with a particular region or country.</p> <p>2.2D Identify cultural perspectives that drive the cultural practices.</p>	

Students apply the above when they...

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| <ul style="list-style-type: none"> ▪ connect content from other disciplines to the target language. ▪ access information only available in the target language. ▪ compare English to the target language. ▪ compare their culture to the target culture. | <ul style="list-style-type: none"> ▪ experience the target language/culture both in their community and within their classroom. ▪ discover how they can use their target language for personal enjoyment and life long learning. |
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