

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

Grade Level Expectations (GLEs) Second & Third Grade

Communication		Novice-High Learners...
Interpersonal Communication		
1.1A	Use the appropriate mode of address in greeting and saying goodbye.	<ul style="list-style-type: none"> Uses memorized expressions with reasonable ease. Shows emerging signs of creating with the language to communicate ideas. Creates some sentences successfully, but cannot sustain sentence-level speech. Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. Other grammatical inaccuracies are present. Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. Use of native language and gestures is common to expand topics. Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. May require repetition, slower speech, or rephrasing.
1.1B	Ask about someone's health (Ask how someone is.)	
1.1C	Respond to greetings and questions about your health.	
1.1D	Express thanks and gratitude.	
1.1E	Ask how to say something.	
1.1F	Ask for permission politely.	
1.1G	State need politely.	
1.1H	Ask how to spell something.	
1.1I	Express lack of comprehension.	
1.1J	Ask for repetition.	
1.1K	Ask for clarification.	
1.1L	Use sequenced information (such as months/seasons or numbers) in context.	
1.1M	Give brief descriptions of people, places, and things.	
1.1N	Ask simple questions and provide responses based on general topics.	
1.1O	State likes, dislikes, and preferences.	
Interpretive Communication		
1.2A	Demonstrate understanding of simple instructions.	
1.2B	Demonstrate understanding of simple culturally authentic announcements, messages and ads.	
1.2C	Demonstrate understanding of simple instructions.	
Presentational Communication		
1.3A	Give a short informal presentation (spoken or written) on a familiar topic.	
Culture		
Cultural Perspective and Practices		
2.1A	Demonstrate appropriate social etiquette from the target culture.	
2.1B	Illustrate and explain, using visuals and/or props, the importance of customs of target countries drawn from daily life, celebrations or traditions.	
Cultural Perspectives and Products		
2.2A	Identify some cultural symbols and the meaning behind them.	
2.2B	Identify some significant national or geographic monuments of the target culture and tell why they are important.	
Students accomplish the above by...		
<ul style="list-style-type: none"> Connecting content from other disciplines to the target language; Accessing information only available in the target language; Comparing English to the target language; Comparing their culture to the target culture; 		<ul style="list-style-type: none"> Experiencing the target language/culture both in their community and within their classroom; Discovering how they can use their target language for personal enjoyment and life-long learning.



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