

LEVEL THREE COURSE LEVEL EXPECTATIONS (CLEs)

Communication		Intermediate learners...
Interpersonal Communication		
1.1A	React appropriately in various situations encountered in daily living. (<i>Expressing empathy, sympathy, joy, sadness, frustration, anger</i>)	<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.
1.1B	React appropriately to offers, requests, suggestions, invitations in a variety of contexts.	
1.1C	State likes, dislikes, and preferences in a variety of ways and support your point of view.	
1.1D	Give descriptions with supporting details.	
1.1E	Narrate a sequence of events that may span timeframes.	
1.1F	Ask and give supported opinions on a variety of topics.	
1.1G	Issue an invitation for a variety of purposes.	
1.1H	Make arrangements (to meet, to work, etc) for a variety of events.	
1.1I	Express regret and apology in a variety of ways.	
1.1J	Ask how to say something by describing it in detail.	
1.1K	Ask and answer questions on a variety of topics to expand knowledge on a given topic.	
1.1L	State and explain a need in a variety of contexts.	
1.1M	Ask for permission in more complex and culturally appropriate ways.	
1.1N	Give basic instructions about how to do something.	
Interpretive Communication		
1.2A	Identify main ideas and supporting details when reading and listening.	
1.2B	Demonstrate understanding of a variety of culturally-authentic announcements, messages and ads encountered in daily life.	
1.2C	Follow instructions in order to do something.	
Presentational Communication		
1.3A	Give presentations (spoken or written) on a familiar topic.	
1.3B	Perform songs, recitations, skits using the target language.	
1.3C	Write simple narratives that cross timeframes.	
1.3D	Tell or retell a simple story.	
Cultural Perspective and Practices		
2.1A	Demonstrate appropriate social etiquette from the target culture in a variety of contexts with comfort.	
2.1B	Illustrate and explain, using visuals and/or props, the importance of customs target countries drawn from daily life, celebrations and traditions.	
2.1C	Identify traditions and discuss the roles that traditions play in the target culture.	
2.1D	Identify cultural perspectives that drive the cultural practices.	
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.	
2.2C	Identify products of the culture studied and how they came to be identified with a particular region or country.	
2.2D	Identify cultural perspectives that drive the cultural practices.	
Students apply the above when they...		
<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. ▪ 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. 		