

TENNESSEE STANDARDS FOR MODERN LANGUAGES

PERFORMANCE LEVEL	STANDARD	CITATIONS
CORNERSTONE: Communication (C1)		
	Interpersonal Communication	
	Standard C1.1: <i>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</i>	
Intermediate Low (IL) ML.C1.1.IL.a-d	Intermediate Low Learners create basic sentences to a) have a conversation on a number of everyday topics. b) ask and answer questions about familiar factual information. c) meet basic needs in familiar situations. d) begin to indicate various time frames.	SB: pp. 3, 5, 9, 15, 23, 37 SB: pp. 12, 25, 49, 56, 61, 87 SB: pp. 21, 59, 67, 92, 130-131 SB: pp. 152, 157, 195, 210, 301, 420
	Interpretive Communication- Listening	
	Standard C1.2: <i>Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.</i>	
Intermediate Low (IL) ML.C1.2.IL.a-b	Intermediate Low Learners recognize basic sentences to a) determine the main idea of texts and interactions related to everyday life. b) follow questions and simple statements on familiar topics when participating in a conversation.	SB: pp. 15, 17, 40, 56, 116, 163 SB: pp. 11, 43, 49, 59, 93, 248
	Interpretive Communication- Reading	
	Standard C1.3: <i>Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.</i>	
Intermediate Low (IL) ML.C1.3.IL.a-c	Intermediate Low Learners recognize basic sentences to a) understand short texts of personal interest. b) identify some basic information needed to fill out forms. c) infer basic information from a variety of media (e.g., weather reports, job postings).	SB: pp. 5, 9, 118, 121, 169, 229 SB: pp. 61, 75, 170, 191, 323 SB: pp. 92, 116, 144, 201, 222, 248
	Presentational- Speaking	

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	Standard C1.4: <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i>	
Intermediate Low (IL) ML.C1.4.IL.a-e	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) express needs, wants, and preferences on topics of interest. c) interpret and discuss instructions, directions, and maps. d) present songs, short skits, or dramatic readings. e) use practiced or memorized expressions to begin to indicate various time frames.	SB: pp. 7, 9, 21, 65, 183 SB: pp. 171, 235, 264, 267, 365 SB: pp. 19, 21, 23, 203, 210 SB: pp. 64, 173, 301, 319, 321, 391 SB: pp. 145, 150, 183, 297, 420
	Presentational- Writing	
	Standard C1.5: <i>Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.</i>	
Intermediate Low (IL) ML.C1.5.IL.a-f	Intermediate Low Learners create basic sentences to a) describe people, activities, events, and experiences. b) prepare materials for a presentation. c) give basic instructions on how to make or do something. d) write about topics of student interest. e) ask questions to obtain information. f) use practiced or memorized expressions to begin to indicate various time frames.	SB: pp. 3, 41, 316, 338-339, 355 SB: pp. 64, 234-235, 286-287, 381 SB: pp. 21, 131, 203, 233, 235 SB: pp. 9, 17, 351, 357, 365 SB: pp. 97, 271, 303, 365 SB: pp. 143, 145, 150, 169, 419, 421
CORNERSTONE: Culture (C2)		
	Relating Cultural Practices to Perspectives	
	Standard C2.1: <i>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</i>	
Intermediate Range (IR) ML.C2.1.IR.a-d	Intermediate Range Learners in elementary and middle school a) examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. b) identify and begin to use both formal and informal methods to interact with	SB: pp. 35, 37, 72-73, 97, 255 SB: pp. 202, 210, 218, 219, 245

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	<p>peers and adults.</p> <p>c) observe or identify a variety of authentic or simulated age- appropriate cultural activities (e.g., games, sports, or entertainment).</p> <p>d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p>	<p>SB: pp. 51, 71, 111, 365, 373</p> <p>SB: pp. 43, 47, 71, 111, 373</p>
	<p>In addition to the above, Intermediate Range Learners in high school</p> <p>e) identify and analyze cultural practices using authentic materials.</p> <p>f) simulate culturally appropriate community interactions.</p> <p>g) interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.</p> <p>h) begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</p>	<p>SB: pp. 51, 55, 286, 376, 404</p> <p>SB: pp. 84, 245, 267, 275, 319</p> <p>TE: pp. 136, 161, 322, 352, 412</p> <p>SB: pp. 32, 61, 84, 136, 188</p>
	<p>Relating Cultural Products to Perspectives</p>	
	<p>Standard C2.2: <i>Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.</i></p>	
<p>Novice Range (NR) ML.C2.2.NR.a-b</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) identify and investigate the function of products of the target culture.</p> <p>b) explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.</p>	<p>SB: pp. 53, 91, 233, 271, 295</p> <p>SB: pp. 71, 89, 207, 209, 333</p>
	<p>In addition to the above, Intermediate Range Learners in high school</p> <p>c) identify and analyze cultural products found in literature, news stories, and films from the target culture.</p>	<p>SB: pp. 53, 55, 295, 332-333, 365</p>
<p>CORNERSTONE: Connections (C3)</p>		
	<p>Making Connections</p>	
	<p>Standard C3.1: <i>Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.</i></p>	
<p>Intermediate Range (IR) ML.C3.1.IR.a</p>	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) identify and locate the target countries and their geographic features on a</p>	<p>SB: pp. 70, 122, 174, 199, 226-227</p>

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	map.	
	<p>In addition to the above, Intermediate Range Learners in high school</p> <p>b) relate topics from other content areas to the target culture.</p> <p>c) explain and sequence the significant events that shaped the identity of the target countries.</p> <p>d) compare attitudes and reactions regarding current events of global importance.</p> <p>e) contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.</p>	<p>SB: pp. 45, 55, 71, 78-79, 159, 207 SB: pp. 87, 199, 207, 338-339, 359</p> <p>SB: p. 379; TE: pp. 153, 265, 332</p> <p>SB: pp. 111, 280-281, 357, 363, 365</p>
	Acquiring Information and Diverse Perspectives	
	Standard C3.2: <i>Access and evaluate information and diverse perspectives that are available through the target language and its cultures.</i>	
Intermediate Range (IR) ML.C3.2.IR.a	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) use age-appropriate authentic sources to prepare presentations on familiar topics.</p>	SB: pp. 71, 78-79, 182, 338-339
	<p>In addition to the above, Intermediate Range Learners in high school</p> <p>b) describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.</p> <p>c) explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.</p> <p>d) compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).</p> <p>e) compare the perspective of local advertisements with advertisements of the target culture.</p>	<p>TE: pp. 153, 332, 436</p> <p>SB: pp. 78-79, 87, 359; TE: pp. 87, 359</p> <p>SB: pp. 47, 97, 111, 165, 211, 255</p> <p>SB: pp. 92, 205, 324, 433; TE: p. 433</p>
CORNERSTONE: Comparisons (C4)		
	Language Comparisons	
	Standard C4.1: <i>Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.</i>	

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Intermediate Range (IR) ML.C4.1.IR.a-c	Intermediate Range Learners in elementary and middle school a) identify expressions that communicate respect and status in one’s own and the target language. b) determine words in one’s own and target language that have no direct translation. c) recognize on how different time frames are expressed in the target language and one’s own.	SB: pp. 32, 202, 218, 219, 270, 425 SB: pp. 62, 98, 167, 218 SB: pp. 150, 166, 298, 410
	In addition to the above, Intermediate Range Learners in high school d) predict language origins based on awareness of cognates and linguistic similarities. e) investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.	SB: pp. 203, 247, 279 SB: pp. 219, 315
	Cultural Comparisons	
	Standard C4.2: <i>Investigate, explain, and reflect on the concept of culture through comparisons of the target language and one’s own.</i>	
Intermediate Range (IR) ML.C4.2.IR.a-c	Intermediate Range Learners in elementary and middle school a) discuss products’ origins and importance by comparing products in the one’s own and the target culture. b) explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one’s own and the target culture. c) compare and contrast the role and importance of family in one’s own and the target culture.	SB: pp. 105, 157, 193, 201, 215, 373 SB: pp. 97, 103, 155, 191, 259, 425 SB: pp. 37, 61, 67, 191
	In addition to the above, Intermediate Range Learners in high school d) juxtapose school schedules, course offerings, and attitudes toward school in one’s own and the target culture. e) compare and contrast career choices and preparation in one’s own and the target culture.	SB: pp. 48, 349, 251 SB: pp. 349, 351, 357

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	f) explore entertainment and leisure options in one’s own and the target culture.	SB: pp. 357, 365, 373, 379
CORNERSTONE: Communities (C5)		
	School and Global Communities	
	Standard C5.1: <i>Use language to interact both within and beyond the classroom.</i>	
Intermediate Range (IR) ML.C5.1.IR.a	Intermediate Range Learners in elementary and middle school a) interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).	TE: pp. 111, 367, 428, 430
	In addition to the above, Intermediate Range Learners in high school b) research the use of the target language in various fields of work in today’s world.	SB: pp. 351; TE: pp. 247, 351, 357
	c) explore real-world opportunities to connect with the target language community.	TE: pp. 9, 111, 153, 187, 188, 428
	Lifelong Learning	
	Standard C5.2: <i>Use the target language for enrichment and advancement.</i>	
Intermediate Range (IR) ML.C5.2.IR.a	Intermediate Range Learners in elementary and middle school a) consult various sources in the target language to obtain information on topics of personal interest.	SB: pp. 71, 182, 247, 299; TE: pp. 153, 337
	In addition to the above, Intermediate Range Learners in high school b) reflect and collect evidence on language acquisition goals to plan one’s next steps in the language learning process.	SB: pp. 79, 131, 183, 235, 287, 339