



**WORLD LANGUAGES LEARNING TARGETS
LEVEL 1
STUDENT COMPETENCIES**

Directions: You need to present a minimum of 3 pieces of evidence on the learning target in order to be "Competent" at the learning target, and at least 4 pieces of evidence to be "Exemplary." Please write the evidence number and the date next to the learning target when you receive feedback on your evidence.

**GRADUATION STANDARD 1:
COMMUNICATION- COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION
IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES**

**Performance Indicator 1.1 Interpersonal Communication
(conversations, letters, and e-mails)**

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can greet others and respond to greetings in a formal and informal setting.				
2. I can share my likes and dislikes.				
3. I can make simple requests.				
4. I can obtain and give information in the present tense.				
5. I can demonstrate basic geographical knowledge of the target countries.				
6. I can talk about and describe some of the cultural customs and traditions of the target countries in English.				
7. I can communicate basic information about myself and people I know.				
8. I can communicate basic information about my everyday life (time, dates, weather, body parts, meals, school, and family).				
9. I can respond to basic who, what, when, where, and why questions.				
Teacher Specific Learning Targets:				

**Performance Indicator 1.2 Interpretive Communication
(reading and listening)**

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can understand simple instructions in the target language related to daily classroom activities.				
2. I can understand simple oral and written statements that I have learned for specific purposes (time, dates, weather, body parts, meals, school, and family).				
3. I can read and listen to descriptions and identify images that match the descriptions.				
4. I can understand brief written or spoken messages in songs, videos, announcements or advertising.				

5. I can understand the content of simple items from the target countries. (Example: Explaining what is on a receipt or menu from a target country)				
Teacher Specific Learning Targets:				

Performance Indicator 1.3 Presentational Communication (speaking and writing)

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can create and present short personal descriptions.				
2. I can dramatize short reading selections or create and present short skits.				
3. I can prepare and present simple information about something I learned using words, phrases, and memorized expressions.				
Teacher Specific Learning Targets:				

**GRADUATION STANDARD 2:
CULTURES- INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING**

Performance Indicator 2.1. Relating Cultural Practices to Perspectives

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can use formal and informal forms of address in rehearsed situations.				
2. I can participate in age-appropriate cultural activities.				
3. I can identify cultural practices from authentic materials such as videos or news articles.				
Teacher Specific Learning Targets:				

Performance Indicator 2.2 Relating Cultural Products to Perspectives

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can recognize products and symbols of the target cultures.				
2. I can listen to and/or read short poems, stories, plays, songs from the culture, and identify the author/musician and country of origin.				
3. I can identify art and crafts typical of the target cultures.				
Teacher Specific Learning Targets:				

GRADUATION STANDARD 3:

CONNECTIONS- CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

Performance Indicator 3.1 Making Connections

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can demonstrate an understanding of basic concepts shared by other subject areas. (Example: Use Science knowledge and skills to record daily temperatures and weather and give reasons for temperatures based on location)				
2. I can expand my understanding of topics studied in other subject areas. (Example: Give oral or written presentations in the target language on topics being studied in other classes)				
Teacher Specific Learning Targets:				

Performance Indicator 3.2 Acquiring Information and Diverse Perspectives

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can see the similarities and differences between another culture and my own. (Example: View websites of schools in where target language is spoken, identify schedules, courses, etc. and compare information schools in our community)				
2. I can identify a current event article or broadcast in the target language and compare it to the same type of event in the United States.				
Teacher Specific Learning Targets:				

GRADUATION STANDARD 4: COMPARISONS- DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

Performance Indicator 4.1 Language Comparisons

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can demonstrate an awareness of formal and informal forms of greetings, farewells, and expressions of courtesy in the target language and compare it to my own.				
2. I can show awareness of cognates and use cognates to expand my knowledge of the target language.				
3. I can identify differences and similarities between the sound and writing systems of English and target language.				
4. I recognize the similarities and differences of English grammar and the grammar of the target language. (Example: gender, word order, other.)				
Teacher Specific Learning Targets:				

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Performance Indicator 4.2 Cultural Comparisons

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can compare games, stories, or rhymes from my childhood to those in the target language.				
2. I can identify differences and significance of gestures. Example: handshakes or other body gestures that express meaning.				
3. I can compare celebrations in the target cultures to my own.				
4. I can compare meal time in my culture and the target cultures.				
Teacher Specific Learning Targets:				

**GRADUATION STANDARD 5:
COMMUNITIES-COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD**

Performance Indicator 5.1 School and Global Communities

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can perform in the target language on topics relevant to the real world for my classroom or my community				
2. I can communicate in the target language in a limited manner with people outside of the classroom. (Example: e-mail, video chat, instant messaging, shared video clips).				
Teacher Specific Learning Targets:				

Performance Indicator 5.2 Lifelong Learning

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can participate in sports or games from the culture.				
2. I can participate in events or celebrations of the target cultures.				
3. I can create products such as skits, performances, or short films on familiar topics/ or prepare cultural foods, for enjoyment in the community.				
Teacher Specific Learning Targets:				