



**WORLD LANGUAGES LEARNING TARGETS
LEVEL 3
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 participate in conversations on everyday topics in the present, preterit, imperfect, and simple future using simple sentences (Spanish)/ (French and German use specific tenses for levels 1,2,3).				
2. I can express opinions and preferences about events, experiences, other school subjects, and authentic materials.				
3. I can ask and answer questions on information that is familiar to me (geography, history, art, music, math, science, language, or literature)				
4. I can discuss basic ideas from reading selections, songs, and videos from the target language.				
5. I can write short, organized compositions, using visual and technological support as appropriate.				
6. I can use the target language to meet my basic needs in familiar situations (ask for help at school, make a reservation, arrange for transportation on a trip).				
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 and interpret the main idea in short, simple messages and presentations on topics related to everyday life and personal interests (Example: information on ads, announcements, simple texts, songs, career preference survey)				
2. I can recognize and understand oral and written statements that I have learned for specific purposes (family, house, chores, clothing, shopping, childhood, sports, careers, travel, and routines).				
3. I can understand the content of authentic items from the target countries (Example: Explaining what is on a receipt or menu from a target country)				
4. I can restate key information from short articles and postings related to other school subjects.				

5. I can analyze and react to messages in video clips from the target culture on current issues of interest to peers.				
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 present information and ideas to inform, explain, or persuade using a series of simple sentences on topics such as family, house, clothes, shopping, childhood, sports, careers, travel, and routines.				
2. I can dramatize short plays, original skits, recite selected poems, perform songs, or create videos in the target language for school related events (Examples: Curriculum Night, World Language Fair, Students from other language classes, Students in elementary or middle school).				
3. I can demonstrate Intermediate-Low proficiency in oral and written presentation including proper pronunciation, intonation, and writing mechanics. (Example: agreement, word order, verb conjugation, punctuation)				
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 participate in conversations with native speakers demonstrating an awareness of how to be culturally respectful or role play culturally appropriate interactions in the target language.				
2. I can participate in cultural activities and reflect on the similarities and differences between the activities of the target cultures and activities of my own culture.				
3. I can identify and analyze cultural practices from authentic materials such as videos and news articles.				
4. I can use the language to investigate and explain cultural practices of the target cultures.				
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 identify and analyze cultural products found in literature, new stories, and films which reflect the lifestyle of the people of the target culture.				

2. I can recognize and give simple reasons for the contributions in areas such as art, music, film, fashion or science from the target cultures.				
3. I can listen to and/or read short poems, stories, plays from the target culture, identifying the author or country of origin.				
4. I can listen to and/or sing songs from the target culture, identifying the author and country of origin.				
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 make connections and apply knowledge of other subject areas while using the language to develop critical thinking skills (Example: Use knowledge from Health and Science classes to compare healthy-eating recommendation using food pyramids or the equivalent from other cultures).				
2. I can expand my understanding of topics studied in other subject areas to solve problems creatively. (Example: Report on and evaluate the effectiveness of efforts to care for the environment in the target countries)				
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: Research how major figures in History , Science, or Art are viewed in the target countries and use the information to expand your knowledge)				
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.				
3. I can access and evaluate diverse perspectives available through the language and culture (Example: Access survey results about preferences related to music, leisure activities, movies, careers of people in countries where the language is spoken and compare it to your community)				
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 use the language to reflect on formal and informal forms of language greetings and farewells and try out expressions of politeness in the target language and my own.				
2. I can analyze the similarities and differences of cognates and idioms in the target language and my own, and apply my knowledge of cognates and idioms to expand my language skills.				
3. I can identify and explain the differences and similarities between the sound and writing systems of English and the target language. (Example: punctuation, intonation)				
4. I can recognize the similarities and differences of English grammar and the grammar of the target language (Example: gender, word order, subject pronouns and verb conjugations, object pronouns).				
Teacher Specific Learning Targets:				

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 compare extra-curricular activities in the target cultures to my own.				
3. I can investigate, analyze, and explain similarities and differences in careers and business communities in the target cultures and my own.				
4. I can compare and contrast future goals and expectations of students of my age in the target cultures to my own future goals and expectations.				
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 an intermediate-low level with people outside of the classroom. (Example: e-mail, video chat, instant messaging, shared video clips).				
3. I can identify professions which require proficiency in the target language and discuss the steps needed to become a professional in a field that requires the ability to communicate in the target language.				

4. I can interact and collaborate with my peers to create products with a global perspective by applying concepts learned in class				
Teacher Specific Learning Targets:				

Performance Indicator 5.2 Lifelong Learning

Learning Targets	Emerging 1	Progressing 2	Competent 3	Exemplary 4
1. I can set specific and attainable goals to monitor and reflect on my progress as I learn to communicate in the target language.				
2. I can attend or view cultural events and social activities that relate to the target language and culture.				
3. I can explore the Internet to find sites of personal interest where I can use the language I am learning and maintain my communication skills.				
4. I can collaborate, design, and 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:				