

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Novice Low**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.NL.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NL.1.1	1. Interact with others in highly practiced contexts on very familiar topics using single words and/or memorized phrases.	1. I can say hello and goodbye.  2. I can wish someone a happy birthday.  3. I can congratulate someone.  4. I can use polite words such as “thank you” or “excuse me”.  5. I can ask and answer the question “How are you?” in a paired conversation.  6. I can relate a message or command to my peers, such as stop, clean up, sit down, listen, speak, repeat, or be quiet.

IMM.CLL.NL.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NL.2.1	1. Begin to recognize and understand key words and memorized phrases.	<p>1. I can identify some common objects in a classroom, such as pencil, paper, desk, table, and chair.</p> <p>2. I can respond to classroom commands with appropriate gestures, such as “raise your hand,” “sit down,” and “go to the board”.</p>
IMM.CLL.NL.2.2	2. Interpret meaning through context and repetition.	<p>1. I can connect some spoken words or phrases to their meanings (places, products, pictures) such as colors, classroom objects, and basic commands.</p> <p>2. I can recognize some commonly used words and expressions in everyday conversations, such as please, thank you, and excuse me.</p> <p>3. I can differentiate between classroom commands, questions, and statements.</p>
IMM.CLL.NL.2.3	3. Recognize written words using scaffolding and support.	<p>1. I can recognize enter and exit signs within the school.</p> <p>2. I can connect some written words to their meanings, such as colors and numbers.</p>

IMM.CLL.NL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NL.3.1	1. With prompting and support, reproduce from memory a modest number of words and phrases in context.	1. I can recite a simple rhyme from a target culture. 2. I can present classroom items in a poster or picture. 3. I can copy some characters and words that I see on a wall, in a book, on the board, or on the computer.
IMM.CLL.NL.3.2	2. With prompting and support, present limited biographical information, using names and numbers.	1. I can introduce myself and identify my gender. 2. I can introduce a classmate to a peer and identify his/her gender.

## Strand 2: Connections to Other Disciplines

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.NL.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NL.1.1	1. With prompting and support, begin to participate successfully in highly practiced contexts and routines on academic topics that relate to very basic information using some memorized appropriate subject specific vocabulary/terminology.	1. I can play interactive number games, such as counting ball bounces; counting jumps, etc.  2. I can play an interactive game identifying colors.  3. I can identify the basic parts of a story, such as title and character names.
IMM.COD.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NL.2.1	1. With prompting and support, begin to understand academic meaning through comprehension of key words and formulaic phrases that are highly contextualized.	1. I can recognize number words in word problems.  2. I can identify words in a weather report.

	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NL.2.2	2. With prompting, support and repetition, interpret small chunks of language in diverse media and formats (e.g., visually, quantitatively, and orally) with scaffolding by making inferences based on background and prior knowledge.	<p>1. I can identify basic technology vocabulary, such as mouse, monitor, Keyboard, download, save, and print to complete task and interact with peers and teacher.</p> <p>2. I can link graphic images with spoken, familiar vocabulary in computer games designed to reinforce learning of common nouns, numbers, and/or colors.</p>
IMM.COD.NL.2.3	3. With prompting, support and repetition, derive meaning from academic texts by recognizing and beginning to understand a number of high-frequency, highly contextualized words and phrases.	1. I can identify the gist of a science or community living poster that contains visual cues.
IMM.COD.NL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NL.3.1	1. With prompting and support, present limited information on academic content.	<p>1. I can name basic geometrical shapes drawn by my teacher.</p> <p>2. I can name 8-10 basic colors and count to ten.</p>

**Strand 3: Intercultural Competencies**

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students’ ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competencies, students will develop these skills through in-class activities and community-based projects.

IMM.ICC.NL.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NL.1.1	1. Begin to become familiar with products from target cultures, recognizing their use in communication.	1. I can mime or model appropriate use of products from the target cultures, such as the manner that people eat breakfast foods, such as bread, chocolate, fish, or beans.  2. I can sing a song from a target culture.
IMM.ICC.NL.1.2	2. Use memorized words and phrases with appropriate gestures, body language from target cultures to initiate or respond to a short exchange of information.	1. I can react appropriately to cultural prompts, such as cultural greetings, handshakes, bows, hugs, and eye contact.  2. I can use appropriate expressions to communicate positive and negative reactions, such as surprise, fear, agreement, disapproval, etc.  3. I can react to simple situations as someone from the target culture would by using interjections, such as Wow, Great, Ouch, or God Bless You.  4. I can use appropriate gestures to express numerical values during simple conversations, such as those based on age or quantity.



		5. I can wish my classmates a good meal using “Bon Appetit”, “Buen Provecho”, or “Guten Appetit” when beginning to dine.
IMM.ICC.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words, concepts, and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NL.2.1	1. With scaffolding and support, recognize single words and simple, memorized phrases from proficiency level appropriate authentic texts or media on familiar topics in highly predictable contexts.	1. I can match words and phrases to their meaning, such as the organization of a calendar.  2. I can recognize common phrases associated with birthday, holidays, and observances, such as “Feliz Campleaños”, “Joyeux Anniversaire”, or “Herzlichen Glückwünsch”.
IMM.ICC.NL.2.2	2. With prompting and support, identify and recognize culturally specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	1. I can count using appropriate gestures.  2. I can associate animals to the sounds that they make in the target cultures.
IMM.ICC.NL.3	<b>Standard 3: Presentational</b> Present information, concepts, and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NL.3.1	1. Present information on activities, traditions, and/or products from the target community using single words and memorized phrases.	1. I can list ingredients and/or actions in preparation of a food or meal typically related to the target culture.  2. I can create a greeting card using memorized words appropriate for specific event.  3. I can name a cultural person or symbol.



		4. I can sing a song or recite a poem associated with a cultural practice.
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NL.3.2	2. Describe products and perspectives of the target culture using single words and memorized phrases.	<p>1. With my teacher’s guidance, I can use a graphic organizer like a T-chart or Venn diagram to compare differences in birthday celebrations, such as who is invited, gift giving practices, and “thank you” practices.</p> <p>2. I can begin to compare how adults and children interact in different cultures using the formal and informal “you” on a cultural and personal level.</p>

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Novice Mid**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.NM.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NM.1.1	1. Interact with others in highly practiced contexts on topics that relate to very basic information.	1. I can give my name, age and/or nationality in conversation with a partner.  2. I can express feelings and emotions, such as sad, happy, angry, excited, and tired.  3. I can respond to classroom directions.  4. I can ask permission to take care of my personal needs, such as go to the restroom or get water.  5. I can express my likes and dislikes.  6. I can ask a friend if he/she likes a certain object.



IMM.CLL.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NM.2.1	1. Comprehend meaning through comprehension of key words and formulaic phrases that are highly contextualized.	1. I can identify tasks on a to-do list or shopping list. 2. I can identify family members, pets, or clothes needed for a class trip.
IMM.CLL.NM.2.2	2. Interpret meaning through inference based on background and prior knowledge.	1. I can understand personal notes from my teacher. 2. I can understand some basic information from the cafeteria menu.
IMM.CLL.NM.2.3	3. Derive meaning by recognizing and beginning to understand a number of high-frequency, highly contextualized written words and phrases including cognates and borrowed words.	1. I can identify singular and plural nouns. 2. I can read classroom labels.
IMM.CLL.NM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NM.3.1	1. Reproduce from memory a modest number of words and phrases in context, with limited prompting and support.	1. I can list my likes, dislikes, family members, and some free-time activities. 2. I can recite a poem.
IMM.CLL.NM.3.2	2. Present limited biographical information, using names and numbers, with limited prompting and support.	1. I can state my name, age, where I live, my physical appearance, and a personality trait. 2. I can ask a classmate his/her name, age, where he/she lives, and about his/her personality.

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**Strand 2: Connections to Other Disciplines**

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.NM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NM.1.1	1. Participate successfully in highly practiced contexts and routines on academic topics that relate to very basic information using appropriate subject specific vocabulary/terminology.	1. I can identify basic weather conditions.  2. I can exchange basic information about an authentic text, such as answers to closed questions and retrieving factual information.  3. I can count to 100.
IMM.COD.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NM.2.1	1. Comprehend academic meaning through comprehension of key words and formulaic phrases that are highly contextualized.	1. I can recognize number words, such as time, date, and temperature in content areas.  2. I can recognize the days of the week, the months of the year, and the seasons on a classroom calendar.
IMM.COD.NM.2.2	2. With decreased prompting and support and less repetition, interpret small chunks of language in diverse media and formats (e.g., visually,	1. I can list words related to mathematical processes.  2. I can associate the written word with a picture of the body/face

	quantitatively, and orally) with scaffolding by making inferences based on background and prior knowledge.	part it represents.  3. I can recognize and use a text's table of contents.
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NM.2.3	3. With decreased prompting and support and less repetition, derive meaning from academic texts by recognizing and beginning to understand a number of high-frequency, highly contextualized words and phrases.	1. I can read the instructions on my subject specific assignments.  2. I can use the interactive whiteboard to demonstrate understanding of the life cycle sequence of a butterfly in an activity designed by my teacher.  3. I can navigate an application to practice core content skills (grade-level appropriate).
IMM.COD.NM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally and written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NM.3.1	1. Reproduce from memory a modest number of words and phrases on academic content, with decreasing levels of prompting and support.	1. I can list animals that live in specific ecosystems or habitats.  2. I can describe basic weather conditions characteristic of the seasons.
IMM.COD.NM.3.2	2. Present limited academic information using some names and numbers.	1. I can present information that requires counting, such as the score of a game or counting the number of objects.  2. I can present a simple daily schedule that illustrates the time of day and routine activities, such as meals or center time..

### Strand 3: Intercultural Competencies

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students' ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competency, students will develop these skills through in-class activities and community-based projects.

IMM.ICC.NM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NM.1.1	1. Integrate knowledge of products from target cultures, incorporating memorized words and phrases into communication.	<p>1. I can role-play a memorized, very simple conversation on a familiar topic using authentic props, such as going to market and using advertisements or shopping bags.</p> <p>2. I can play familiar board games with native speakers of the community, such as Checkers, Mancala, and CandyLand.</p>
IMM.ICC.NM.1.2	2. Interact with target language communities some basic phrases and simple sentences while integrating some appropriate cultural practices.	<p>1. I can compare basic information about myself and my family in a conversation with a native speaker, such as family members and ages.</p> <p>2. I can appropriately address people according to their title, rank and hierarchy.</p>



IMM.ICC.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words, concepts, and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NM.2.1	1. Recognize single words and simple, memorized phrases from proficiency levels appropriate authentic texts or media on familiar topics in highly predictable contexts, with decreasing scaffolding and support.	1. I can appropriately identify verbal greetings along with their associated gestures.  2. I can identify the main idea and some details in an authentic children’s story.  3. I can identify the main idea and some details using a listening comprehension (audio book).
IMM.ICC.NM.2.2	2. With decreasing scaffolding, identify and recognize culturally specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	1. I can recognize signs and symbols from the target language.  2. I can identify some elements of the metric system, such as measuring the temperature in Celsius.
IMM.ICC.NM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>

IMM.ICC.NM.3.1	1. Present information on activities, traditions, and/or products from the target community using memorized phrases and some sentences.	1. I can list the leisure activities of people in the target language community.  2. I can list the rules of a very simple game in the target language.  3. I can name clothing typically worn to a particular community event.
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NM.3.2	2. Describe products, perspectives, and practices of the target culture using memorized phrases and some sentences.	1. I can use authentic visual cues to describe the products, perspectives, and practices related to community traditions, such as parades, decorations, and holiday festivals.  2. I can describe the products, perspectives, and practices associated with celebrating particular holidays in the target language culture(s).

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Novice High**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.NH.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NH.1.1	1. Interact with others in short social everyday situations using basic phrases and simple sentences	1. I can ask the teacher for assistance to resolve conflicts. 2. I can tell my teacher if I feel bad or what hurts in order to get help. 3. I can ask and tell about family members and their characteristics. 4. I can tell someone where something is located, such as near, across from, and to the right of.

IMM.CLL.NH.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NH.2.1	1. Comprehend fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized fiction and non-fiction texts. Scaffolding should be provided as needed.	<p>1. I can understand information from lists, menus, schedules, emails or postcards.</p> <p>2. I can demonstrate understanding of conversations related to daily life and routine.</p> <p>3. I can add drawings or other visual displays to descriptions of characters, settings, and major events in stories.</p>
IMM.CLL.NH.2.2	2. Interpret predictable language and messages, such as those found on school signs and classroom labels. Listening comprehension at this level includes highly standardized messages and phrases. Reading comprehension will be of key words.	<p>1. I can read the Word Wall and labels in my classroom.</p> <p>2. I can follow classroom instructions without repetition</p>
IMM.CLL.NH.2.3	3. Comprehend texts ranging in length from lists, to phrases, to simple sentences with graphically organized information	<p>1. I can use context clues to figure out new meaning in proficiency-level appropriate text.</p> <p>2. I can read graphs, simple timelines and schedules, and other visual organizers</p>

IMM.CLL.NH.3	<b>Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.NH.3.1	1. Present lists, short messages, and simple notes relying on practiced material.	1. I can describe myself, my family and friends, my classroom, and my school using frequently occurring adjectives and conjunctions (and, or, but, because)  2. I can explain what I do at school and/or during my free time
IMM.CLL.NH.3.2	2. Present orally and/or in writing information using visual supports.	1. I can recite and write the lyrics to memorized rhymes, poetry, and songs on topics familiar to me.  2. I can recite and illustrate simple tongue twisters from the target culture.

**Strand 2: Connections to Other Disciplines**

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.NH.1	<p><b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NH.1.1	<p>1. Participate successfully in highly practiced contexts and routines and in a limited number of uncomplicated exchanges related to academic topics using basic phrases and appropriate subject specific vocabulary/terminology.</p>	<p>1. I can participate in a simple whole class conversation about graphs and charts that illustrate weather trends.</p> <p>2. I can use maps to share geographical information derived from maps of target language countries.</p> <p>3. I can exchange information with a partner about basic body systems, such as circulatory, digestive, or respiratory and their function.</p> <p>4. I can share information during small group work about quantities, temperatures, or distances using the appropriate measurement system.</p> <p>5. I can participate in a class discussion about the results of a scientific experiment.</p>

IMM.COD.NH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NH.2.1	1. Comprehend fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized academic texts. Scaffolding should be provided as needed.	1. I can understand short announcements on weather. 2. I can understand the different steps required to solve a problem.
IMM.COD.NH.2.2	2. Interpret small chunks of language and messages in diverse media and formats (e.g. visually, quantitatively, and orally) with scaffolding as needed.	1. I can follow directions when a map, graph, or chart is provided. 2. I can complete a simple experiment as instructed.
IMM.COD.NH.2.3	3. Interpret academic texts ranging in length from lists, to phrases, to simple sentences with graphically organized information	1. I can gather information about another country and locate specific features, such as mountains and rivers. 2. I can gather information from an educational website to produce a report. 3. I can navigate an application to practice core content skills (grade-level appropriate).
IMM.COD.NH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NH.3.1	1. Using available technology, present lists, short messages, and simple notes based on academic content.	1. I can explain the steps of a science experiment 2. I can present a map and identify details of the map (countries,

		<p>oceans, cities, etc.)</p> <p>3. I can present a solution following a logical sequence of events or chronology.</p> <p>4. I can present basic math problems that I have created.</p>
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.NH.3.2	2. Make statements about academic topics using recombinations of learned vocabulary and structures adding visual support and gestures.	<p>1. I can explain the necessary steps to solve a simple arithmetic problem.</p> <p>2. I can compare numbers using terms, such as less than, greater than, and equal to.</p>



### Strand 3: Intercultural Competencies

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students' ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competency, students will develop these skills through in-class activities and community-based projects.

IMM.ICC.NH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NH.1.1	1. Integrate knowledge of products from target cultures into communication.	1. I can take part in a target culture sport like rugby or soccer.  2. I can participate in a whole class discussion about characters from age appropriate comic books, cartoons, stories, etc.  3. I can work with a partner to compare/contrast traditional clothing from the target cultures and the United States.
IMM.ICC.NH.1.2	2. Interact with target language communities using basic phrases and simple sentences while integrating appropriate cultural practices.	1. I can converse with other students learning the target language on cultural topics, such as how we get to school.  2. I can engage in a national celebration from target cultures.  3. I can use the different measurement systems in a conversation about weather, cooking, travel, or a science experiment.

IMM.ICC.NH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words, concepts, and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NH.2.1	1. Predict the basic outcomes in proficiency levels of appropriate authentic texts or media of the language community on familiar topics.	1. I can listen to or read a simple story and predict the ending.
IMM.ICC.NH.2.2	2. Identify and interpret culturally specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	1. I can understand short, simple messages, and announcements from the media.  2. I can demonstrate understanding of linguistic specificities, such as regional dialects or vocabulary differences of particular target cultures.  3. I can compare culturally specific products in an academic discipline, such as meter sticks and maps.
IMM.ICC.NH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.NH.3.1	1. Present information on activities, traditions, and/or products from target communities using short phrases and simple sentences.	1. I can describe cultural clothing traditions based on pictures or photos.  2. I can present information on events occurring in my community, such as cultural events, social events, and festivals.
IMM.ICC.NH.3.2	2. Describe the relationship between products and perspectives of the target culture using short phrases	1. I can compare traditional dining practices between my culture and the ones in the target language countries.

	and simple sentences.	2. I can identify the practices in my culture that come from the target culture, such as piñatas and ballet.
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**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Intermediate Low**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.IL.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IL.1.1	1. Participate meaningfully in a limited number of uncomplicated, concrete exchanges related to basic personal information with familiar people.	1. I can order a meal with specific instructions, such as pizza with extra cheese or no tomatoes.  2. I can exchange information about the nutritional value of the meal I ordered.  3. I can role-play with a partner making a purchase that requires comparing items and prices.  4. I can exchange information about after school or social activities.  5. I can discuss sports, school clubs, or hobbies (example: I play soccer because it's fun.).  6. I can exchange information about an on-going event that happens

		to me at school or home.
		7. I can exchange information about an on-going event that happens to someone else at school or at home.
IMM.CLL.II.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.II.2.1	1. Comprehend some information from the simplest connected texts of fiction and non-fiction. Scaffolding should be provided as needed.	1. I can illustrate my feelings about the character of a story. 2. I can predict the end of a story. 3. I can outline the basic plot of a story with guidance from my teacher. 4. I can comprehend the main idea of a basic chapter book that contains visual support and learned vocabulary on a familiar topic for my language arts class.
IMM.CLL.II.2.2	2. Interpret small quantities of information in diverse media and formats (e.g., visually, quantitatively, and orally) with scaffolding as needed. Listening comprehension at this level includes simple sentence-length speech, one utterance at a time on highly familiar topics. Reading comprehension will be of the simplest connected texts.	1. I can identify words and phrases in stories and poems that suggest feelings or appeal to the senses. 2. I can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story, (create mood or emphasize aspects of a character or setting).
IMM.CLL.II.2.3	3. Comprehend information-rich texts with highly	1. I can follow instructions to assemble something simple, such as

	predictable order.	toys and puzzles.  2. I can answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
IMM.CLL.IL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IL.3.1	1. Present short statements and formulate questions based on familiar material.	1. I can describe with some details the physical appearance of a friend or family member.  2. I can explain the rules and classroom procedures to a substitute teacher using visual aids and basic learned vocabulary.
IMM.CLL.IL.3.2	2. Demonstrate increasing evidence of ability to recombine learned vocabulary and structures by creating short, simple sentences with basic word order.	1. I can act out a story with a partner using complete sentences.  2. I can act out proverbs or poems in which some words of sentences are intermittently changed.

**Strand 2: Connections to Other Disciplines**

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.IL.1	<p><b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IL.1.1	<p>1. Participate successfully in highly practiced contexts and routines and in a limited number of uncomplicated exchanges related to academic topics using basic phrases and original sentences and appropriate subject specific vocabulary/terminology.</p>	<p>1. I can ask and answer questions during a small group discussion about facts that I have learned in geography, history, art, music, math, science, language or literature.</p> <p>2. I can express my absolute and relative location when asked.</p> <p>3. I can work with my peers to clarify a historical or scientific process such a life cycle of a butterfly.</p> <p>4. I can work with my peers to solve a specific problem using information about quantities, temperatures, or distances.</p> <p>5. Using a graphic organizer, I can compare and contrast different types of communities with my peers, such as local, state, national, and/or international.</p> <p>6. Using available digital tools, I can create and conduct a survey to gather information about the favorite reading books of my peers.</p>

IMM.COD.IL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IL.2.1	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	1. I can follow simple, written directions to a lab experiment with visual support provided by my teacher.  2. I can follow simple oral or written directions to build a model, such as the solar system or volcano.
IMM.COD.IL.2.2	2. Interpret small chunks of information in diverse media and formats (e.g., visually, quantitatively, and orally) with scaffolding as needed.	1. I can use text features and search tools, such as key words, sidebars, and hyperlinks in the target language to locate information relevant to a given topic efficiently.  2. I can use online information in the target language to support my research for a project.
IMM.COD.IL.2.3	3. Interpret information-rich academic texts with highly predictable order.	1. I can compare and contrast information presented in graphs, in tables or in charts understanding words, such as bigger than and smaller than.  2. I can recognize new vocabulary when I see a familiar root of the word, such as carne (meat), carnicero (butcher), carniceria (meat market).



IMM.COD.IL.3	<b>Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IL.3.1	1. Using available technology, present short statements and formulate questions based on academic content.	1. I can state my point of view about a presidential candidate in my social studies class.  2. I can state a fact with some supporting details dealing with quantities and qualities.  3. I can comment on or ask questions about a peer’s presentation.  4. I can present statements about a current event.
IMM.COD.IL.3.2	2. Make statements about academic topics using recombinations of learned vocabulary and structures with basic word order.	1. I can create a poster presentation about a topic.  2. I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

### Strand 3: Intercultural Competencies

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students' ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competency, students will develop these skills through in-class activities and community-based projects.

IMM.ICC.IL.1	<b>Standard 1: Interpersonal Communication</b>	
	Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IL.1.1	1. Use increasing familiarity with cultural memes to enhance communication.	<p>1. I can participate in online/virtual discussions with people from target cultures on familiar topics, such as what games I like to play or the types of pets I have.</p> <p>2. I can discuss the factors that determine the types of restaurants that exist in target cultures, such as the geographical factors leading to sushi restaurants in Japan, sugar shacks in Canada or the historical factors of colonialism and immigration.</p>
IMM.ICC.IL.2	<b>Standard 2: Interpretive</b>	
	Demonstrate an understanding of words, concepts, and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IL.2.1	1. Recognize the main idea, some details and the outcomes in proficiency levels appropriate authentic texts or media on familiar topics.	<p>1. Using a graphic organizer, I can analyze variants found in international folktales, fairy tales, myths, and fables, such as Cinderella or Anansi tales.</p> <p>2. I can demonstrate comprehension of the main ideas in a short text</p>

		by writing a summary of a story.
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IL.2.2	2. Understand the main ideas and some details of messages about familiar topics displayed in the community or created by communities of learners of the same target language.	<p>1. I can gather information about an academic topic by following blogs and podcasts maintained by L2 learners around the world,</p> <p>2. I can demonstrate understanding of cultural practices by watching a video and then creating a poster or other representative visual.</p>
IMM.ICC.IL.2.3	3. Understand the main idea and some details of practices, products, and perspectives from the target cultures in authentic texts and media.	<p>1. I can research authentic recipes and follow simple cooking directions in order to prepare a dish for my family or class.</p> <p>2. I can complete a cloze activity relating to a news report on a current event.</p>
IMM.ICC.IL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IL.3.1	1. Present information on community activities, traditions, and products using a series of sentences with some details.	<p>1. I can write a Public Service Announcement (PSA) of a few sentences regarding a local cultural event, such as a film festival or cultural festival.</p> <p>2. I can write a series of sentences about a parade.</p>

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Intermediate Mid**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.IM.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IM.1.1	1. Participate meaningfully in a variety of uncomplicated conversations in straightforward situations with familiar and unfamiliar people dealing with routine tasks and social situations that are age and proficiency-level appropriate (e.g., relating to self, family, home, interests).	1. I can script a short skit with some peers during small group work.  2. I can conduct an informal interview.  3. I can explain the rules to a multi-step game, such as Uno or Set.

IMM.CLL.IM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IM.2.1	1. Comprehend short fiction and informational texts that convey straightforward information, dealing with basic topics to which the reader brings knowledge or personal interest. Scaffolding should be provided at the high end of the range, as needed.	1. I can comprehend the main idea of a basic chapter book of personal interest containing familiar vocabulary.  2. I can distinguish between fact and opinion in a text.
IMM.CLL.IM.2.2	2. Interpret short quantities of information in diverse media and formats (e.g., visually, quantitatively, and orally) scaffolding as needed at the high end of the range. Listening comprehension at this level includes simple sentence-length speech, one utterance at a time on highly familiar topics. Reading comprehension includes short, non-complex text.	1. I can identify major ideas on familiar topics in a news cast.  2. I can interpret a web-based presentation, such as Brain Pop in the target language.
IMM.CLL.IM.2.3	3. Interpret high frequency vocabulary related to everyday topics and predict meaning based on context clues, prior knowledge and experience.	1. I can differentiate between a true cognate and “faux amis”, such as recreation vs. recess (la récréation).  2. I can identify an idiom and understand that its meaning is not literal.  3. I can construct meaning using known words and new information, such as suffixes and prefixes (happy, unhappy; normal, abnormal; happy, happily; hope, hopeful).

IMM.CLL.IM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IM.3.1	1. Present short, simple communications and compositions in loosely connected text in the present tense.	1. I can give multi-step directions in the formal and informal and/or singular and plural depending on my audience.  2. I can write a detailed letter to a friend or family member regarding my life.
IMM.CLL.IM.3.2	2. Demonstrate increasing evidence of control of basic sentence structure and verb form usage in speech first, then in writing, to achieve purposeful and useful communication.	1. I can write a speech with a specific audience in mind.  2. I can fluently deliver an original speech with emphasis on pronunciation and the rhythmic flow of language.  3. I can give a simple speech to run for class office.

## Strand 2: Connections to Other Disciplines

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.IM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IM.1.1	1. Participate successfully in a variety of communicative tasks on academic topics using appropriate subject specific vocabulary/terminology and sentences (fewer memorized phrases) related to the topic.	<p>1. I can engage in a range of collaborative discussions with classmates on familiar academic topics and text.</p> <p>2. I can ask for and provide assistance from a classmate using informal language (tu) to complete a math activity.</p>
IMM.COD.IM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IM.2.1	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	<p>1. I can identify the relationships or interactions of two or more events or concepts in a text based on specific information in the text.</p> <p>2. I can draw inferences from a text by citing quotes that support these inferences.</p>
IMM.COD.IM.2.2	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally), providing scaffolding as needed at the high range.	<p>1. I can locate an answer to a question quickly or solve a problem drawing on information from print sources,.</p> <p>2. I can use information gained from illustrations and the words in a text to demonstrate understanding of the text (why, when, where,</p>

		what?).
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IM.2.3	3. Interpret proficiency level-appropriate words and phrases and gather vocabulary knowledge from context clues, prior knowledge and experience when considering a word or phrase important to comprehension of technical or subject-specific discourse.	<p>1. I can determine the meaning of words and phrases as they are used in text, such as similes and metaphors.</p> <p>2. I can use common appropriate affixes and roots as clues to the meaning of a word.</p>
IMM.COD.IM.3	<b>Standard 3; Presentational</b> Present information, concepts and ideas to an audience orally and written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IM.3.1	1. Prepare and present on an academic topic using available technology, taking into account accurate usage of present tense.	<p>1. I can present an opening or closing persuasive statement on a current event or past historical issue.</p> <p>2. I can present a simple outline of major ideas in a text or lecture.</p>
IMM.COD.IM.3.2	2. Demonstrate increasing evidence of control of basic sentence structure and the present verb tense to achieve purposeful and useful communication in speech first, then in writing, in an academic setting.	<p>1. I can present the steps of the scientific method.</p> <p>2. I can produce grammatically-correct, complete sentences in the present tense, with practice after reformulating and self-correcting when necessary.</p>



### Strand 3: Intercultural Competencies

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students’ ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competency, students will develop these skills through in-class activities and community-based projects.

IMM.ICC.IM.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IM.1.1	1. Use increasing familiarity with cultural memes to extend communication.	1. I can analyze in a small group setting, how various cultures have different concepts of the same term (e.g., “Wonder Bread” in the U.S. as compared to tortillas in Mexico or a baguette in France).
IMM.ICC.IM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words, concepts, and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IM.2.1	1. Interpret main idea and predict some details in authentic texts, messages, or media on familiar topics using a series of sentences.	1. I can identify the main idea or message found in a song, as well as some supporting details.  2. I can demonstrate understanding of main ideas of a partial comic strip by predicting an appropriate ending.



	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IM.2.2	2. Interpret main ideas and some details of messages by the target communities (learning communities, social communities, and/or professional communities).	<p>1. I can identify the major ideas in texts related to issues of global importance, such as ecology, health, and nutrition.</p> <p>2. I can use a graphic organizer to analyze the pros and cons of various ways to approach global issues, such as health and nutrition, environment and ecology, and scientific discoveries.</p> <p>3. I can demonstrate understanding of social network messages by responding appropriately.</p>
IMM.ICC.IM.2.3	3. Identify and interpret culturally-specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	<p>1. I can follow the chronological actions of a fable by creating a timeline.</p> <p>2. I can follow the results of an election supported by graphs and charts.</p> <p>3. I can understand information about major world events with visual and graphic support.</p>
IMM.ICC.IM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IM.3.1	1. Present information on activities, traditions, and products from the target community using a series of connected sentences.	<p>1. I can describe and narrate a cultural event, such as the Courir de Mardi Gras, or St. Bernard Spanish Festival.</p> <p>2. I can present information on a typical meal in the target culture highlighting the differences between cultures, using a poster, or other visuals and, available technology.</p>

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		3. I can describe a cultural experience and how I feel about it.
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**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Intermediate High**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.IH.1	<p><b>Linguistic Competencies</b>  <b>Standard 1: Interpersonal Communication</b>          Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IH.1.1	<p>1. Participate effectively in a range of conversations with familiar and unfamiliar people dealing with routine tasks and social situations that are age and proficiency-level appropriate (e.g. relating to school, recreation, and personal interests).</p>	<p>1. I can engage and maintain an extended discourse for 5 minutes on a moderate range of non-academic topics.</p> <p>2. I can agree and disagree with others’ opinions.</p> <p>3. I can participate successfully in a school experience in the target culture, such as during a guest speaker’s question and answer session.</p> <p>4. I can converse about my favorite movie with a friend and explain why I like it.</p>

IMM.CLL.IH.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IH.2.1	<p>1. Read with ease and comprehend short fiction and informational texts that convey basic information, dealing with topics to which the reader brings knowledge or personal interest. Scaffolding should be provided at the high end of the range, as needed.</p>	<p>1. I can read and summarize an age-appropriate short novel. 2. I can read a newspaper article and summarize what was reported. 3. I can explain to a classmate the content of a brochure in the target language.</p>
IMM.CLL.IH.2.2	<p>2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) scaffolding as needed at the high end of the range. Listening comprehension at this level includes simple sentence-length speech in personal and social contexts. Reading comprehension includes short, non-complex text.</p>	<p>1. I can understand the main points of a class debate by paraphrasing them. 2. I can follow a theatrical performance or the plot of a video clip by sequencing the main events. 3. I can listen to a radio program and explain the topic presented on.</p>

IMM.CLL.IH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.IH.3.1	1. Present simple narratives, summaries, or descriptions using different time frames referring to everyday events and situations.	1. I can present the plot of a simple novel in a book report. 2. I can write a short play on a topic we have studied in class. 3. I can narrate the steps required to solve a problem or instruct a classmate on how to complete missed work.
IMM.CLL.IH.3.2	2. Demonstrate increasing command of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication.	1. I can write a three paragraph essay responding to a new short story I read. 2. I can describe a hypothetical or real conflict I had with a peer and find a solution to resolve it.

## Strand 2: Connections to Other Disciplines

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.IH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IH.1.1	1. Participate effectively in academic discussions using appropriate subject specific vocabulary/ terminology in connected discourse of paragraph length most of the time.	1. I can work with my peers to document a historical event by creating a timeline.  2. I can discuss with my peers various solutions to a social problem.
IMM.COD.IH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IH.2.1	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	1. I can cite specific evidence to support analysis of primary and secondary sources.  2. I can determine the central ideas of a primary or secondary source.  3. I can identify key steps in a text's description of a process related to social studies, such as how a bill becomes law.



	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IH.2.2	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study, with scaffolding as needed at the high end of the range.	1. I can gather relevant information from multiple sources using search terms effectively.  2. I can assess the credibility and accuracy of the documents found in literary, informational and academic texts.
IMM.COD.IH.2.3	3. Interpret proficiency level-appropriate words and phrases and gather vocabulary knowledge from context clues, prior knowledge and experience when considering a word or phrase important to comprehension of technical or subject-specific discourse.	1. I can determine the meaning of words and phrases as they are used in a social studies or science text.  2. I can use the details in a documentary to assist me in comprehending social studies or scientific concepts.
IMM.COD.IH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.IH.3.1	1. Prepare and present on a variety of academic topics, using available technology, taking into account accuracy of time frame.	1. I can use technology to produce and publish writing and to present the relationships between information and ideas clearly and effectively.  2. I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
IMM.COD.IH.3.2	2. Demonstrate increasing command of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in an academic setting.	1. I can justify the sequencing of an academic process such as the scientific method.  2. I can develop and strengthen writing in science or social studies as needed by planning, revising, editing, and rewriting with guidance

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		from peers and the teacher.
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### Strand 3: Intercultural Competencies

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students’ ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competency, students will develop these skills through in-class activities and community-based projects.

IMM.ICC.IH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IH.1.1	1. Use increasing familiarity with cultural memes while engaging in conversation in familiar topics.	<p>1. I can analyze in a small group setting, how the choices we make daily are impacted by cultural lifestyles, such as dining in/dining out, fast food, portion size, fresh food vs. pre-packaged, vegetarianism, and shopping habit frequency.</p> <p>2. I can text with my friends using target language specific SMS/texting language such as <i>koi 2 9</i> = <i>quoi de neuf</i> ; B4 =before</p>
IMM.ICC.IH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words, concepts, and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IH.2.1	1. Analyze cultural practices and perspectives expressed in a variety of familiar and unfamiliar authentic texts.	<p>1. I can research topics for school and personal interest using various authentic sources.</p> <p>2. I can compare how the same issue is interpreted in various media by people in different cultures and communities, such as a sporting event, a politician’s official visit, or a film review.</p>

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	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IH.2.2	2. Demonstrate understanding of the main ideas and most details of messages created by or for target communities on familiar topics and some unfamiliar topics.	1. I can follow the plot and most details in a target culture webcast or TV show in order to make comparisons and draw conclusions about various cultures' acceptance and tolerance of human behavior.  2. I can demonstrate understanding of the main ideas and most details of short newspaper articles by completing a Five Ws graphic organizer.
IMM.ICC.IH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.ICC.IH.3.1	1. Present detailed narratives or descriptions of language community activities, perspectives and products in connected, detailed paragraph-length discourse or writing.	1. I can critique select video clips in order to host a real or imaginary foreign video festival.  2. I can describe a community event for a podcast and tell how my views of other cultures have changed.

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Advanced Low**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.AL.1	<p><b>Linguistic Competencies</b>  <b>Standard 1: Interpersonal Communication</b>          Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AL.1.1	<p>1. Discuss topics dealing with linguistically familiar and unfamiliar situations in formal and informal settings where speakers may exhibit errors in the areas of false cognates, literal translations, and/or discourse organization. Errors occasionally interfere with communication or distract a speaker or listening from the message.</p>	<p>1. I can engage and maintain an extended discourse for 10 minutes on a wide-range of non-academic topics.</p> <p>2. I can converse about familiar topics in different contexts.</p> <p>3. I can socialize in peer-appropriate social settings, such as at lunch or recess, in a local conversation group or club meeting.</p> <p>4. I can role-play an interview for a job, a scholarship, or a service opportunity related to my interests.</p> <p>5. I can role-play a city tour and respond to questions posed by the “tourists” concerning history, monuments, and/or relevance.</p>



IMM.CLL.AL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AL.2.1	1. Read and comprehend popular fiction and non-fiction at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	1. I can analyze the author’s point of view or purpose in a text, such as mainstream newspapers, magazines, and fiction.  2. I can interpret actions, relationships, and motives of characters in short stories by using narrative framework (3 step format).
IMM.CLL.AL.2.2	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text, with scaffolding as needed at the high end of the range.	1. I can read blogs and listen to podcasts established for language learners around the world using culturally acceptable communication - “netiquette”  2. I can interpret a documentary by explaining the main topic and/or main ideas to teacher/classmate.
IMM.CLL.AL.2.3	3. Interpret proficiency level-appropriate words and phrases, gather vocabulary knowledge, and infer meaning when considering a word or phrase important to comprehension.	1. I can identify culture-specific details based on context clues in an article or news clip.  2. I can identify non-familiar vocabulary in a video clip, speech, or presentation by defining or paraphrasing the non-familiar words using context clues.



IMM.CLL.AL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AL.3.1	1. Present narratives, descriptions, or explanations on a broad range of topics from the target cultures using style, language, and tone appropriate to the audience and purpose of presentation with scaffolding as needed at the high end of the range.	1. I can write about a person of importance and hypothesize about his/her reaction to current events, such as what George Washington would think about the current political situation or what Thomas Edison would think of the Internet.  2. I can explain cultural reactions to social and political issues about familiar topics, such as cinema, public transportation, and the American diet.
IMM.CLL.AL.3.2	2. Demonstrate increasing command of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication.	1. I can present my educational background, current activities, and future plans when applying for a scholarship to study abroad.  2. I can explain why my views of other cultures have changed through a reflective journal entry.

**Strand 2: Language and Literacy Connecting to Core Content:**

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.AL.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AL.1.1	1. Participate in academic discourse with a fair amount of fluency and spontaneity using appropriate subject specific vocabulary/ terminology where speakers may exhibit errors in the areas of false cognates, literal translations and/or discourse organization. Errors occasionally interfere with communication or distract a speaker or listening from the message.	<p>1. I can ask my peers pertinent questions in a class debate on a topic, such as how developments in science and technology affect our lives.</p> <p>2. I can participate in a group discussion to create rules and procedures, such as creation of a game invented to cover a specific academic topic, conducting a science experiment, or following parliamentary procedures.</p>
IMM.COD.AL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AL.2.1	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with scaffolding as needed at the high end of the range.	<p>1. I can accurately respond to comprehension questions related to a literary document, a newspaper, or a film documentary.</p> <p>2. I can identify culturally significant themes, such as societal acceptance of climate change and importance of fresh foods, by analyzing target language texts.</p>



	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AL.2.2	2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text or issue under study with scaffolding as needed at the high end of the range.	1. I can assemble a kit or project following an age-appropriate technical manual.  2. I can identify cultural stereotypes and explain their possible origin as well as exceptions to these stereotypes.
IMM.COD.AL.2.3	3. Interpret proficiency level-appropriate words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension of technical or subject-specific discourse.	1. I can analyze a primary source document by identifying its thesis by using supporting claims.  2. I can adapt a poem from the target language to English.
IMM.COD.AL.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AL.3.1	1. Present on a variety of academic and professional topics, using available technology, taking into account volume, tone, presentation mode, and rate of speech (appropriate manner) for specific audiences.	1. I can explain why a natural phenomenon occurs, such as a hurricane, volcano eruption, or sun eclipse.
IMM.COD.AL.3.2	2. Demonstrate increasing command, of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in an academic setting.	1. I can write and present a script that conveys factual details on a content-specific topic, such as the discovery of DNA or the First Continental Congress.  2. I can conceptualize and script a short video that conveys content knowledge and then film, edit, and present my work.

**Standard 3: Intercultural Competencies**

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students' ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competencies, students will develop these skills through in-class activities and community-based projects.

**At the advanced proficiency level, Standard 3 is fully integrated into Standards 1 and 2.**

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Advanced Mid**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.AM.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AM.1.1	1. Discuss topics dealing with linguistically familiar and unfamiliar situations in formal and informal settings with some errors in complex structures. Errors rarely interfere with communication or distract a speaker or listener from the message.	1. I can engage and maintain an extended discourse for an hour on a wide-range of non-academic topics.  2. I can speak accurately about a wide variety of events in the present, past, and future.  3. I can participate in a conversation about events (global and local) in an organized, cohesive, and detailed manner.  4. I can seek information from a travel agent to determine a perfect travel destination, such as the world’s most visited sites, most beautiful places to visit, or most economical and safe destinations.

		<p>5. I can use a range of strategies to maintain communication, such as requesting clarification, repeating, restating, rephrasing, and using circumlocution.</p> <p>6. I can engage in authentic or simulated interpersonal situations that demonstrate understanding of culturally appropriate practices.</p> <p>7. I can express degrees of emotions such as sympathy, or empathy, anger or frustration, and approval or enthusiasm.</p>
IMM.CLL.AM.2	<p><b>Standard 2: Interpretive</b>          Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AM.2.1	<p>1. Read and comprehend popular fiction and non-fiction at the proficiency level text complexity band with a decreasing need for scaffolding</p>	<p>1. I can interpret the perspective of editorials expressing opposite positions by listing and charting the authors' main points.</p> <p>2. I can demonstrate comprehension of a story by writing a detailed summary.</p>
IMM.CLL.AM.2.2	<p>2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text, with a decreasing need for scaffolding</p>	<p>1. I can diagram the cultural details found in political cartoons or satires by creating an informative poster or other visual.</p> <p>2. I can identify corresponding viewpoints on current events by comparing various media outlets; Al Jazeera, BBC, CNN, Deutsche Welle, FoxNews, TV5, Univision.</p>
IMM.CLL.AM.2.3	<p>3. Interpret proficiency level-appropriate words and phrases, gather vocabulary knowledge, and infer</p>	<p>1. I can distinguish between various vernacular and registers (tone), such as Infomercials, pamphlets, and cultures.</p>

	meaning when considering a word or phrase important to comprehension.	2. I can demonstrate understanding of a short film by creating captions in my own words that are factually accurate.
IMM.CLL.AM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AM.3.1	1. Present narratives, descriptions or explanations, with increasing detail and specificity, on a broad range of topics from the target cultures using style, language and tone appropriate to the audience and purpose of presentation with a decreasing need for scaffolding.	1. I can write a structured, concise and relevant letter to the editor.
IMM.CLL.AM.3.2	2. Demonstrate command, most of the time, of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication.	1. I can present orally or in writing a clear description about an event that is about to happen or has happened in my city.  2. I can present an action plan for an organization or community group.  3. I can give an accurate description of something I have witnessed using technical vocabulary (Common Core content Tier 3 vocabulary)



**Strand 2: Language and Literacy Connecting to Core Content:**

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.AM.1	<p><b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.</p>	
IMM.COD.AM.1.1	<p><b>Objectives</b></p> <p>1. Participate in academic discourse with a fair amount of fluency and spontaneity using appropriate subject specific vocabulary /terminology with some errors in complex structures. Errors rarely interfere with communication or distract a speaker or listening from the message.</p>	<p><b>Sample Learning Targets (as developmentally appropriate)</b></p> <p>1. I can communicate easily and confidently with my peers in class discussions on a topic, such as “What factors have driven innovation and discovery in the field of science and technology.”</p>
IMM.COD.AM.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic texts using listening, reading, and viewing strategies. In the way that CCSS has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	
IMM.COD.AM.2.1	<p><b>Objectives</b></p> <p>1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band with a decreasing need for scaffolding.</p>	<p><b>Sample Learning Targets (as developmentally appropriate)</b></p> <p>1. I can interpret the meaning of idiomatic expressions heard in literary text by charting literal and figurative meaning.</p> <p>2. I can follow directions from a scientific manual to conduct an experiment.</p>
IMM.COD.AM.2.2	<p>2. Interpret information in diverse media and formats (e.g. visually, quantitatively, and orally) and explain how it contributes to a topic or text or issue under study with a decreasing need for scaffolding.</p>	<p>1. I can interpret a documentary on a historical person by creating a timeline and explaining how events of the period influenced the person’s life.</p>

		2. I can categorize music or art from various target cultures according to current trends.
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AM.2.3	3. Interpret proficiency level-appropriate words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension of technical or subject-specific discourse.	1. I can demonstrate my understanding of various colloquialisms and accents by participating in multicultural forums, such as video conferencing or mock UN, etc.  2. I can follow directions for creating a Web page or other Internet-based platform
IMM.COD.AM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AM.3.1	1. Present on a variety of academic and professional topics, using available technology, taking into account volume, tone, presentation mode, and rate of speech (appropriate manner) for specific audiences.	1. I can describe the value related to certain actions, activities, or people, such as the value of education or particular life styles.  2. I can formulate and present the results of a survey, such as Active Vote or Survey Monkey or other available online survey tools in a narrative form.
IMM.COD.AM.3.2	2. Demonstrate command most of the time of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in academic settings.	1. I can write an editorial or letter of recommendation.  2. I can make a presentation, citing works, historiography, or primary sources.

**Standard 3: Intercultural Competencies**

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students' ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competencies, students will develop these skills through in-class activities and community-based projects.

**At the advanced proficiency level, Standard 3 is fully integrated into Standards 1 and 2.**

**Louisiana World Language Content Standards  
Immersion Language Learning**

**Proficiency Level: Advanced High**

**Strand 1: Connections to Language and Literacy:**

Immersion language learning helps Louisiana students develop a greater understanding and insight into the nature of language – their own native languages, heritage languages, and the languages of others. This deeper awareness, integrated with the three communication modes, provides focus on language development and use.

IMM.CLL.AH.1	<b>Linguistic Competencies</b> <b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AH.1.1	1. Discuss topics extensively dealing with linguistically familiar and unfamiliar situations in formal and informal settings with no pattern of errors in basic structures. Errors virtually never interfere with communication or distract a speaker or listener from the message.	1. I can engage and maintain an extended discourse for several hours on a wide-range of non-academic topics.  2. I can exchange and support information in a collaborative work environment, such as in a travel agency, a hotel, or international airport.  3. I can convey degrees of anger or frustration in a discussion.  4. I can discuss the role of culture in the development of relationships between countries around the world, such as women’s roles, education, and social structures.

IMM.CLL.AH.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AH.2.1	1. Read and comprehend popular fiction and non-fiction at the proficiency level text complexity band.	<p>1. I can demonstrate understanding of figurative literary analogies and innuendos by explaining them or using them in my speech or writing or identifying them in other forms, such as artwork.</p> <p>2. I can interpret the meaning of slang or idioms based on context clues by rephrasing in literal terms.</p>
IMM.CLL.AH.2.2	2. Interpret information in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic or text.	1. I can identify and understand tone and style in parody and satire by finding or creating similar examples of the same nature, such as a political cartoon or play.
IMM.CLL.AH.2.3	3. Interpret proficiency level-appropriate words and phrases, gather vocabulary knowledge, and infer meaning when considering a word or phrase important to comprehension.	<p>1. I can demonstrate understanding of directions and apply the information given for technical support based on a request, such as computer repair or customer service to resolve a problem.</p> <p>2. I can demonstrate comprehension of complex technical instructions by formulating follow-up questions.</p>

IMM.CLL.AH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.CLL.AH.3.1	1. Present narratives, descriptions, or explanations, with detail and specificity, on a broad range of topics from the target cultures using style, language, and tone appropriate to the audience and purpose of presentation.	1. I can speak with confidence and clarity, engage in a respectful dialogue and can be fully understood by the audience when presenting on a global topic.  2. I can write about the impact of historical events on target and native cultures, such as the movement of borders and displacement of peoples and jobs; USA/Mexican, Berlin Wall, the Fall of Communism, NAFTA, Post-Colonial Africa, European Union.  3. I can present possible resolutions to a current event or science experiment.
IMM.CLL.AH.3.2	2. Demonstrate fluid command of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication.	1. I can present an exposé that covers different movements and genres, such as film, literature, music, or art.  2. I can make a first attempt at giving a persuasive speech on a particular current global issue.

**Strand 2: Language and Literacy Connecting to Core Content:**

Louisiana immersion students learn core subjects through the vehicle of the target language. It is through mastery of specific skills and the comprehension of deep content knowledge that immersion students acquire linguistic competence.

IMM.COD.AH.1	<b>Standard 1: Interpersonal Communication</b> Interact with others in informal, one-on-one, or small group conversations using culturally appropriate language and gestures.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AH.1.1	1. Participate in academic discourse with fluency and spontaneity using appropriate subject specific vocabulary/terminology with no pattern of errors in basic structures. Errors virtually never interfere with communication or distract a speaker or listening from the message.	<p>1. I can begin to engage in a discussion of a hypothesis supporting alternative energy sources using circumlocutions, paraphrasing, etc.</p> <p>2. I can initiate and take part in conversations about the influence of political and historical events on literary or art movements within target cultures.</p> <p>3. I can exchange complex academic information to engage in collaborative work with my counterparts in different regions or countries.</p>
IMM.COD.AH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts and cultural memes presented in authentic texts, using listening, reading, and viewing strategies. In the way that Common Core State Standards (CCSS) has increasing levels of text complexity and rigor in the area of reading, so too does our interpretive strand.	
	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AH.2.1	1. Read and comprehend literary, informational, and academic texts at the proficiency level text complexity band.	<p>1. I can demonstrate understanding of documentaries or presentations on historical, political, or scientific topics by summarizing content.</p> <p>2. I can demonstrate understanding of an article from an academic</p>

		journal with technical vocabulary by integrating the information into a presentation as a direct quotation with correct citations.
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	<b>Objectives</b>	<b>Sample Learning Targets (as developmentally appropriate)</b>
IMM.COD.AH.2.2	2. Interpret information in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic or text or issue under study.	1. In a dramatic dialog, I can identify tone, style, and purpose to explain how they contribute to the effectiveness of the drama.
IMM.COD.AH.2.3	3. Interpret proficiency level-appropriate words and phrases and gather vocabulary knowledge when considering a word or phrase important to comprehension of technical or subject-specific discourse.	1. I can follow directions from a technical manual to operate an advanced technological device.  2. I can demonstrate understanding of a historical primary source by creating a podcast about it.
IMM.COD.AH.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
IMM.COD.AH.3.1	1. Present on a variety of academic and professional topics, using available technology, taking into account volume, tone, presentation mode, and rate of speech (appropriate manner) for specific audiences.	1. I can use a philosophical theme, such as existentialism, modernism, or creationism as the foundation for a presentation on a topic in another subject. (I can apply the concept of modernism to the critique of a film, short story or political cartoon.)  2. I can deliver a detailed and well-organized presentation that applies a concept learned in a specific subject, such as the concept of hierarchy in Biology; society as reflected in literature; or cultural diffusion via the Silk Road.  3. I can produce a video on an academic topic using culturally



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		appropriate tone.
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	Objectives	Sample Learning Targets
IMM.COD.AH.3.2	2. Demonstrate fluid command of the conventions of standard target language grammar and usage in speech first, then in writing, to achieve purposeful and useful communication in an academic setting.	<p>1. I can produce a factual skit that presents a historical reenactment, parody, or interpretation of scientific findings to illustrate my content knowledge.</p> <p>2. I can teach a lesson to my peers on a cross-curricular topic using multiple technology tools.</p>

### Standard 3: Intercultural Competencies

Louisiana students learning to access knowledge not only from their own diverse set of heritage communities and cultures, but also from the global community, will be able to use that information to thrive in an increasingly interconnected world. Students' ability to understand and navigate the differences among cultures will lead them to a higher level of participation and achievement in the 21<sup>st</sup> Century. Since there is no pre-existing scale by which to measure student growth in Intercultural Competencies, students will develop these skills through in-class activities and community-based projects.

**At the advanced proficiency level, Standard 3 is fully integrated into Standards 1 and 2.**