

**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Novice Low**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes (interpersonal, interpretive, presentational), provide focus on language development and use.

MOD.CLL.NL.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</b>
MOD.CLL.NL.1.1	1. Interact with others on very familiar topics using single words and/or simple memorized phrases.	1. I can say "hello" and "goodbye".  2. I can wish someone "happy birthday", say "I'm sorry", or "thank you".  3. I can congratulate someone.  4. I can introduce myself to my classmates.
MOD.CLL.NL.1.2	2. Ask and respond to questions on very familiar topics with memorized words and phrases using appropriate intonations and gestures.	1. I can ask and answer the question "How are you?" in a paired conversation.  2. I can ask and answer questions about personal information of my classmates, such as identify, age, gender, phone number, and birthday.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NL.1.3	3. Respond to classroom commands and ask permission.	<p>1. I can respond to my teacher when she calls on me, such as answer roll call, go to the board, or use classroom materials.</p> <p>2. I can express my level of understanding to my teacher and classmates, such as I understand, I don't understand, or when I need help.</p>
MOD.CLL.NL.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NL.2.1	1. Interpret simple texts and pictures using visual clues, gestures, intonation, and prompts.	<p>1. I can recognize enter and exit signs in public places.</p> <p>2. I can respond to classroom commands with appropriate gestures, such as "raise your hand" or "sit down".</p>
MOD.CLL.NL.2.2	2. Identify the overall meaning of the basic messages, texts, and/or expressions on familiar topics and highly predictable contexts.	<p>1. I can connect some words or phrases to their meanings by matching words, phrases and/or sentences to pictures.</p> <p>2. I can recognize some commonly used words and expressions in everyday conversations, such as "please" or "thank you".</p>
MOD.CLL.NL.2.3	3. Recognize basic vocabulary related to concrete objects and actions on familiar topics.	<p>1. I can identify some common objects in a classroom.</p> <p>2. I can identify cognates and infer meaning from classroom practices, such as Total Physical Response© activities.</p>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NL.2.4	4. Follow simple instructions accompanied by visuals and gestures.	1. I can follow simple classroom instructions.  2. I can follow simple directions to a location, such as "turn right", "left", or "go straight".  3. I can follow simple instructions for a color by number or similar project in the target language.
MOD.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</b>
MOD.CLL.NL.3.1	1. Present memorized or basic information on familiar topics.	1. I can introduce myself, giving my name.  2. I can present classroom items in a poster or picture.  3. I can recite or sing the days of the week, months, or other vocabulary to help learn them.
MOD.CLL.NL.3.2	2. Present memorized parts and phrases from basic texts from target cultures.	1. I can recite simple rhymes from target cultures, such as nursery rhymes or word games.  2. I can sing songs from target cultures.
MOD.CLL.NL.3.3	3. Give simple instructions to complete specific tasks.	1. I can conduct a Total Physical Response© activity, such as telling classmates to listen, speak, repeat, sit down, be quiet, stop, or stand up.

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		2. I can give directions to complete a specific task, such as the date or weather forecast.
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## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of listening, speaking, reading, and writing are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.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</b>
MOD.COD.NL.1.1	1. Exchange information about topics in other disciplines using basic words and memorized phrases.	1. I can play interactive number games.  2. I can exchange information about my city, state, and country.  3. I can discuss the basic parts of a story, such as title and character names.

MOD.COD.NL.1.2	2. Exchange information using cognates and loan words from the target culture in conversations about other disciplines.	<p>1. I can use words similar to my primary language to exchange information in mathematics, such as arithmetic operators and numbers.</p> <p>2. I can use words similar to my primary language to exchange information in science, such as degrees, cycles of life, or elements.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NL.1.3	3. Use readily available technology tools and digital literacy skills to exchange information related to other disciplines.	<p>1. I can exchange short messages with my classmates about assignments using available Internet tools.</p> <p>2. I can discuss basic technology vocabulary, such as computer parts, cell phone, music players, laptops, etc. when communicating with classmates and friends.</p> <p>3. I can exchange email addresses and favorite websites.</p>
MOD.COD.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NL.2.1	1. Recognize basic vocabulary and phrases in simple authentic messages and informational texts on topics in other disciplines.	<p>1. I can recognize number words, such as time, date, and phone number as used in other content areas by labeling them.</p> <p>2. I can match weather words to the appropriate picture.</p>

MOD.COD.NL.2.2	2. Recognize how the basic terms in other disciplines may be different from the students' native language and the target language.	<p>1. I can classify school materials according to their disciplines, such as a thermometer in science or a calculator in math.</p> <p>2. I can demonstrate comprehension of vocabulary specific to other content areas by matching words to pictures.</p>
MOD.COD.NL.2.3	3. Use content knowledge learned in other disciplines to interpret authentic multimedia and digital/print resources on familiar topics in the target language.	<p>1. I can interpret a print or commercial advertisement by identifying the product and its purpose, such as recycling containers used in science class.</p> <p>2. I can identify the main items related to the weather in a weather forecast, such as temperature, degrees, and thermometer.</p>
MOD.COD.NL.3	<p><b>Standard 3: Presentational</b>          Present information, concepts and ideas to an audience orally or written.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NL.3.1	1. Present simple viewpoints and information from other disciplines using memorized words and phrases.	<p>1. I can present the steps to solve simple math problems.</p> <p>2. I can demonstrate knowledge of weather terms in a role-play situation by forecasting the weather.</p> <p>3. I can present the time shown on various clocks representing different times of the day or different class periods.</p>
MOD.COD.NL.3.2	2. Identify and name common objects and actions in other disciplines.	<p>1. I can state the name of people, places, ideas, and things in math, science, and social studies.</p> <p>2. I can write single words to complete an ID card or registration form for events in other disciplines, such as a science fair, math</p>

		<p>competition, or museum opening.</p> <p>3. I can direct the class in drawing basic geometric shapes.</p>
MOD.COD.NL.3.3	<p>3. Create simple presentations in the target language using charts or illustrations and simple words or phrases in a variety of available technology tools and digital literacy skills.</p>	<p>1. I can create a chart or illustration with some words or phrases to explain a sequence of events or identify a series of objects, such as a picture dictionary illustrating classroom routines.</p> <p>2. I can present a mock weather forecast for the state of Louisiana using supporting pictures.</p>



### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.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</b>
MOD.ICC.NL.1.1	1. Use expressions and products from the target culture to begin communication.	1. I can react to simple situations as someone from the target culture would by using interjections such as "Wow", "Great", "Ouch", or "Bless You".  2. 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, beans.
MOD.ICC.NL.1.2	2. Use simple appropriate gestures, body language, and cultural practices from the target culture 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, eye contact, and body proximity.  2. I can use appropriate expressions to communicate positive or negative reactions like interjections and/or gestures, such as hurry up.  3 I can use proper gestures when addressing a teacher, such as standing or bowing.  4. I can use appropriate gestures to express numerical values

		during simple conversations, such as those based on age or quantity.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NL.1.3	Practice culturally-specific situations that impact the appropriate use of single words and memorized phrases.	<p>1. I can use the appropriate words and gestures in greeting and departing depending on the audience with whom I interact, such as formal and informal and <i>bises</i> in French culture, and hugs in Spanish culture.</p> <p>2. I can wish my classmates a good meal using "Bon Appétit", "Buen Provecho", or "Guten Appetit" when beginning to dine.</p>
MOD.ICC.NL.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NL.2.1	1. Recognize single words and simple, memorized phrases from authentic texts or media in the language community on familiar topics in highly predictable contexts.	<p>1. I can recognize specific gestures, facial expressions, and utterances often practiced in the target cultures as observed from videos, the teacher, and/or books.</p> <p>2. I can recognize some place names and product names that are cognates, such as geographic names, food products, sports teams, and TV channels (TV5, Telemundo)</p> <p>3. I can match words and phrases to their meaning, such as placing the words for the days of the week in the appropriate place on a calendar.</p> <p>4. I can begin to identify formal and informal registers, such as "tu vs. vous" in French, or "tú vs. usted" in Spanish, or "du vs. Sie" in German</p>



	Objectives	Sample Learning Targets
MOD.ICC.NL.2.2	2. Demonstrate an understanding of the relationship between products and perspectives of the target cultures.	<p>1. I can recognize common phrases associated with holidays and observances, such as "Feliz Navidad", "Joyeux Noël", or "Frohe Weihnachten".</p> <p>2. I can compare products of the target culture, such as the size of egg cartons.</p>
MOD.ICC.NL.2.3	3. Recognize simple, spoken, or written expressions and memorized phrases commonly used in the target language communities.	<p>1. I can identify some commonly used phrases, such as please and thank you.</p> <p>2. I can identify examples of commonly used greetings.</p> <p>3. I can associate animals to the sounds that they make in the target cultures.</p>
MOD.ICC.NL.2.4	4. Recognize culturally-specific situations that impact the appropriate use of single words and memorized phrases.	<p>1. I can recognize difference in use of family name/last name in the target culture and in the United States.</p> <p>2. I can recognize symbols and signs that are similar or different among cultures, such as flags, street signs, currency symbols, etc.</p>
MOD.ICC.NL.2.5	5. Recognize culturally-specific differences that impact the familiar concepts in social studies, mathematics, science, arts, and leisure activities.	<p>1. I can recognize different ways of writing, such as cursive and the use of capitalization.</p> <p>2. I can count using appropriate gestures.</p>
MOD.ICC.NL.2.6	6. Identify ways in which social communities from varied cultures interact.	<p>1. I can identify that cultural differences exist within the target cultures, such as family size, and family names.</p>

		2. I can compare different texting abbreviations.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NL.2.7	7. Compare an authentic cultural event and/or social activity from various target cultures with the native culture.	<p>1. I can use a graphic organizer to identify similarities and differences in cultural practices as seen in various media, such as sporting events, festivals, and celebrations.</p> <p>2. I can identify the country where the event or activity occurs, such as Mardi Gras in Venice, Brazil, New Orleans, Nice, Köln.</p>
MOD.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</b>
MOD.ICC.NL.3.1	1. Name basic information or some aspects of the target culture, such as products and community activities using simple words or memorized phrases.	<p>1. I can create a greeting card using memorized words appropriate for specific event.</p> <p>2. I can name a cultural person or symbol.</p> <p>3. I can sing a song or recite a poem associated with a cultural practice.</p>
MOD.ICC.NL.3.2	2. Present information about the differences in cultural perspectives within familiar topics.	<p>1. 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 compare how adults and children interact in different cultures using the formal and informal “you” on a cultural and personal level.</p>
MOD.ICC.NL.3.3	3. Identify a local or global practice, product, or issue.	1. I can list foods-and national sports from different cultures.

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		2. I can identify well-known/traditional pieces of music from different target cultures.
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**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Novice Mid**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.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</b>

MOD.CLL.NM.1.1	1. Interact with others on familiar topics using basic memorized phrases and some simple sentences.	<p>1. I can exchange information about my name, age and/or nationality in a short conversation with a partner.</p> <p>2. I can use appropriate expressions to communicate positive and negative reactions, such as surprise, fear, agreement, disapproval.</p> <p>3. I can exchange information that requires counting, such as the score of a game or counting the number of things.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NM.1.2	2. Ask and respond to questions on familiar topics at grade-appropriate levels with memorized phrases and expressions in order to seek help, get information, or clarify meaning.	<p>1. I can ask for or provide the date and/or time.</p> <p>2. I can ask for the location of something in the classroom, such as the trash can.</p> <p>3. I can ask permission to take care of my personal needs, such as going to the restroom or water fountain, getting a tissue, or sharpening a pencil.</p>
MOD.CLL.NM.1.3	3. Express preferences, emotions, and viewpoints using memorized or familiar words and phrases.	<p>1. I can answer either/or questions about my preferences regarding sports, food, TV shows when being interviewed by a classmate.</p> <p>2. I can ask a friend if he/she likes a certain object, person, or</p>



		activity.
MOD.CLL.NM.1.4	4. Request and give simple directions using memorized phrases and expressions.	<ol style="list-style-type: none"> <li>1. I can ask for directions to a place within my school building.</li> <li>2. I can tell someone where something is located, such as near, across from, to the right of.</li> </ol>

MOD.CLL.NM.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NM.2.1	1. Identify words, phrases, and simple sentences from authentic texts from the target culture.	1. I can identify movies or TV programs on a list and the times they will be shown.  2. I can identify tasks on a to-do list or shopping list.  3. I can identify family members, pets, or clothes needed for a trip.  4. I can locate a city and simple geographic features, such as mountains and rivers on a map.
MOD.CLL.NM.2.2	2. Identify some ideas in simple texts that contain familiar vocabulary using context clues and visuals.	1. I can demonstrate understanding of personal notes and emails by summarizing the information.  2. I can demonstrate understanding of some basic information from menus, schedules, or advertisements by categorizing.

MOD.CLL.NM.2.3	3. Recognize vocabulary, questions, and simple sentences related to concrete objects and actions on familiar topics.	1. I can identify some words related to school, home, people, and work.  2. I can sequence the events in someone’s daily routine.  3. I can use familiar words and cognates to infer meaning on familiar topics, such as sports, clothing, and my home.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NM.2.4	4. Follow some multi-step instructions.	1. I can follow more detailed classroom instructions, such as what to do when I have finished an activity.  2. I can follow multi-step directions given to a specific destination, such as where to locate an object in the classroom.  3. I follow some step-by-step directions to complete basic ID cards and registration forms.
MOD.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</b>
MOD.CLL.NM.3.1	1. Present basic information using words, phrases and memorized expressions on familiar topics.	1. I can list my likes, dislikes, family members, or free-time activities.  2. I can write a letter to a friend including information such as my name, age, where I live, where I am from, my phone number, home address, physical appearance, and personality.

		3. I can state activities and tell when they occur in my daily schedule.
MOD.CLL.NM.3.2	2. Recite memorized parts and phrases from texts from the target culture.	1. I can recite memorized rhymes, poetry, or songs on familiar topics, such as myself, family, or hobbies.  2. I can begin to recite tongue twisters from the target culture.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NM.3.3	3. Give multi-step, basic instructions for specific tasks.	1. I can give simple steps to play a game and to follow classroom routines and procedures.  2. I give simple step-by-step directions to complete basic ID card and registration forms.

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.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</b>
MOD.COD.NM.1.1	1. Exchange information about topics in other disciplines using phrases and some simple sentences.	1. I can ask and answer questions about a simple word problem in mathematics.  2. I can ask and answer questions about the local weather.  3. I can ask and answer questions about the weather of cities in various cultural communities.
MOD.COD.NM.1.2	2. Identify objects related to familiar topics in both the students' culture and target cultures.	1. I can ask and answer simple memorized questions about objects in a classroom.  2. I can ask and answer simple memorized questions about my possessions.
MOD.COD.NM.1.3	3. Use subject specific cognates and loan words from the target language in other disciplines to make cross-curricular connections.	1. I can begin to use cognates in conversation.  2. I can exchange basic information from an authentic text about topics from other disciplines, such as a map, geography lesson, or

		newspaper article.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NM.1.4	4. Use readily available technology tools and digital literacy skills to exchange information related to other disciplines.	1. I can write a short message indicating particular websites or textbook page numbers required in a homework assignment.
MOD.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NM.2.1	1. Interpret basic information in authentic messages and informational texts on topics in other disciplines.	1. I can select the number words from a word problem and write the numeral.  2. I can recognize countries, cities, and continents on a map and write the names in the target language.  3. I can categorize food vocabulary into basic good groups.
MOD.COD.NM.2.2	2. Demonstrate understanding of instructions from simple grade-level appropriate texts.	1. I can read the instructions on my subject specific assignments.  2. I can follow step by step instructions to create a drawing.

MOD.COD.NM.2.3	3. Use content knowledge learned in other disciplines to interpret authentic materials and digital/print resources on familiar topics in the target language.	1. I can demonstrate understanding of the life cycle sequence of an animal such as a butterfly by drawing a chart.  2. I can demonstrate understanding of the water cycle by ordering sentence strips describing the cycle and creating a poster illustrating it.
MOD.COD.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</b>
MOD.COD.NM.3.1	1. Present viewpoints and information from other disciplines using words, phrases, and memorized expressions.	1. I can present basic math problems that I have created.  2. I can present basic information on a target language country, such as capital and currency.
MOD.COD.NM.3.2	2. Describe common objects and actions from other disciplines using phrases and some simple sentences.	1. I can present simple scientific facts on topics, such as the water cycle or the solar system.  2. I can provide a simple memorized description of some music instruments.  3. I can provide a simple description of animals and their habitats.
MOD.COD.NM.3.3	3. Connect common themes from other disciplines	1. I can identify and describe weather and seasons.

	using simple phrases and short sentences.	2. I can demonstrate understanding of a sequence of actions by plotting them on a timeline.
MOD.COD.NM.3.4	4. Create simple presentations in the target language using a variety of available technology tools and digital literacy skills.	1. I can explain a series of events using a graph, timeline, or other visual and some simple memorized sentences.



**Strand 3: Intercultural Competencies**

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.ICC.NM.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</b>

MOD.ICC.NM.1.1	1. Use memorized expressions and phrases with products from the target culture to enhance my communication.	<ol style="list-style-type: none"> <li>1. I can conduct a poll expressing likes and dislikes about vehicles from the target culture, such as size, color, and models using advertisements from the target cultures as support.</li> <li>2. I can create a create a simple conversation on a familiar topic using authentic props, such as going to a market and using advertisements or shopping bags.</li> <li>3. I can begin to use different formal and informal registers in different role-play situations, such as, “tu vs. vous” in French, “tú vs. usted” in Spanish, people of various status, or use of appropriate slang.</li> </ol>
	<b>Objectives</b>	<b>Sample Learning Targets</b>

MOD.ICC.NM.1.2	2. Use memorized words and phrases on familiar topics to interact with communities (learning communities, social communities and/or professional communities).	<p>1. I can communicate through emails, text messages or blogs requesting information and responding to a social or community organization.</p> <p>2. I can compare basic information about myself and my family in a conversation with a native speaker.</p> <p>3. I can play familiar board games with native speakers of the community, such as "Checkers", "Mancala" or "CandyLand".</p>
MOD.ICC.NM.1.3	3. Use memorized words and phrases to exchange information on familiar topics from the target culture.	<p>1. I can ask for and give specific information about a cultural event using visual cues. Questions could include the time, the place, and the date of event as they are found on an authentic document, such as a flyer or pamphlet.</p> <p>2. I can use a common, simple vernacular expression when interacting with the target language community.</p>
MOD.ICC.NM.2	<p><b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NM.2.1	1. Interpret basic information about the main idea and relevant details in authentic familiar texts, messages, or media in highly predictable contexts by using visual cues, such as road signs, charts, graphs, etc. that reflect the target language.	<p>1. I can identify the main idea and some details in an authentic children's story.</p> <p>2. I can recognize basic information in advertisements, brochures, menu lists, and greeting cards.</p>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NM.2.2	2. Demonstrate understanding of common expressions and phrases about familiar topics used in target language communities.	1. I can identify parts of a professional letter, such as a formal greeting and/or salutation.  2. I can appropriately identify verbal greetings along with their associated gestures.  3. I can distinguish among various greeting cards, such as birthday, holidays, and thank you
MOD.ICC.NM.2.3	3. Identify and appreciate differences in cultural perspectives and practices within familiar topics.	1. I can compare and contrast cultural practices regarding national holidays in the native and target language culture.  2. I can recognize and observe cultural practices of the target culture by reacting appropriately.
MOD.ICC.NM.2.4	4. Identify and interpret culturally-specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	1. I can identify the basic differences in school courses and schedules in the target culture and in the United States.  2. I can use a map key on an authentic world map to identify several countries or regions where the target language is spoken as well as basic geographical features.  3. I can identify the different measurement systems, such as the metric system of the target language culture.
MOD.ICC.NM.2.5	5. Identify ways in which professional communities from different cultures interact.	1. I can recognize differences in common dress/attire from photos of people in professional situations.  2. I can find examples of different cultural interactions using

		technology.
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MOD.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</b>
MOD.ICC.NM.3.1	1. Name daily activities, traditions, and/or products from the target community using memorized words, short phrases, and simple sentences.	<p>1. I can express my likes and dislikes of the leisure activities of people in the target language community using a visual aid.</p> <p>2. I can use authentic visual cues to identify the products and practices connected with holiday wishes and celebrations in a specific country, such as "Mardi Gras", "Three Wise Men", "Father Christmas", "las posadas", "les cloches de Pâques", or "le poisson d'avril".</p> <p>3. I can write a list of words, phrases, or memorized expressions related to products or celebrations linked to a target culture, such as a letter to Santa, a birthday card, or a grocery list that includes products from a target culture.</p> <p>4. I can create a simple advertisement for a product which includes a price and slogan using memorized phrases.</p>
MOD.ICC.NM.3.2	2. Identify the relationship between products and perspectives of the target cultures.	<p>1. I can create a presentation including visuals using cultural expressions connected with holiday celebrations.</p> <p>2. I can identify cultural vocabulary in the context of the target culture, such as traditional clothing, costumes, symbols, or products typical of the target culture.</p>



	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NM.3.3	3. Use memorized words and phrases to present familiar topics from the target culture.	<ol style="list-style-type: none"> <li>1. I can present clothing typically worn to a particular community event.</li> <li>2. I can describe what one might eat at a specific community event.</li> <li>3. I can complete a form, such as a customs declaration, a short job application and/or a request form for food, lodging or utilities.</li> </ol>

**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Novice High**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.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</b>
MOD.CLL.NH.1.1	1. Interact with others in short social everyday situations using basic phrases and simple sentences.	1. I can order a meal. 2. I can request an item to make a purchase. 3. I can discuss with a classmate how to play a game.
MOD.CLL.NH.1.2	2. Ask and respond to questions on familiar topics at grade-appropriate levels using basic phrases and simple sentences in order to seek help, get information, or clarify meaning.	1. I can make plans with someone to go to a party. 2. I can ask and respond to questions about family members and their characteristics. 3. I can reject an invitation by giving a polite excuse such as



		<p>“Sorry, I can’t go, I have to do my homework.”</p> <p>4. I can ask about the time, date, and location of a class, an event, or appointment.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NH.1.3	3. Express preferences, emotions, or viewpoints with simple explanations on familiar topics using phrases and simple sentences.	<p>1. I can discuss and support how I feel about topics, such as sports teams, food, or entertainment. For example: “I like this team because they play well.”</p> <p>2. I can recommend a restaurant based on my food preferences.</p>
MOD.CLL.NH.1.4	4. Request or give simple directions using basic phrases and simple sentences	<p>1. I can ask for directions to a place using landmarks as well as directional words, such as “go until you see the gas station” as opposed to “go three blocks”.</p> <p>2. I can tell someone where something is located, such as near, across from, or to the right of.</p> <p>3. I can ask basic directions for how to fill out a form, such as “Where do I write my name?”</p>
MOD.CLL.NH.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.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.NH.2.1	1. Demonstrate understanding of some details from authentic texts on familiar topics expressed in short sentences and frequently used expressions	<p>1. I can interpret information from advertisements, brochures, lists, menus, schedules, emails, or postcards by summarizing the main points.</p> <p>2. I can sequence information related to daily life and routine.</p>

		3. I can demonstrate understanding of descriptions of people by pointing out their photo based on a description.
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	Objectives	Sample Learning Targets
MOD.CLL.NH.2.2	2. Interpret short announcements and messages on familiar topics in texts and short conversations.	<p>1. I can identify the main idea in simple texts, announcements, and messages about familiar topics, such as a ball game or movie.</p> <p>2. I can put a scrambled comic strip in a storyline that makes sense.</p> <p>3. I can make sense of information from graphs, timelines, schedules, and other visual organizers.</p>
MOD.CLL.NH.2.3	3. Use knowledge of word families/characters and cognates to figure out the meaning of new words and expressions in some unfamiliar topics.	<p>1. I can use context clues to figure out new meaning in transportation schedules.</p> <p>2. I can identify main ideas and some details using context clues to figure out news articles.</p>
MOD.CLL.NH.2.4	4. Follow multi-step instructions to complete specific tasks.	<p>1. I can follow classroom instructions the first time I hear them.</p> <p>2. I can follow some detailed directions to specific locations.</p> <p>3. I can follow steps or procedures, such as rules for sports, steps in cooking, and expectations in games.</p>
MOD.CLL.NH.3	<p><b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.</p>	
	Objectives	Sample Learning Targets
MOD.CLL.NH.3.1	1. Present basic information using phrases and simple sentences on familiar topics.	<p>1. I can provide basic descriptions of myself, my family and friends, my classroom, my school, or community.</p> <p>2. I can provide a basic description of what I do at school and/or</p>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
		during my free time.
MOD.CLL.NH.3.2	2. Present a form of text and simple story from the target culture(s).	1. I can recite a poem or present a short skit.  2. I can sing songs on unfamiliar topics that I hear.
MOD.CLL.NH.3.3	3. Explain step-by-step instructions to complete a task.	1. I can present the steps in preparing a dish or simple meal.  2. I can present my daily routine.  3. I can present the rules of a game.  4. I can present steps to follow to fill out a form.  5. I can explain the steps in making a craft, such as simple origami or cross stitching.

**Strand 2: Connections to Other Disciplines**

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.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</b>
MOD.COD.NH.1.1	1. Exchange information about topics in other disciplines using simple phrases and short sentences.	<p>1. I can exchange information with a partner about graphs and charts showing weather trends.</p> <p>2. I can use maps to share geographical information from target language countries.</p> <p>3. I can exchange information about illness or injury by role playing a visit to a doctor.</p> <p>4. I can respond to simple questions about math problems in class using graphs.</p>
MOD.COD.NH.1.2	2. Exchange information about learned concepts related to other discipline using familiar topics in the students' native culture and target cultures.	<p>1. I can share information about quantities, temperatures, or distances using the appropriate measurement system.</p> <p>2. I can discuss basic information about natural resources in the target culture countries.</p> <p>3. I can use basic language to discuss eco-systems.</p>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NH.1.3	3. Use readily available technology tools and digital literacy skills to exchange/discuss academic information in the target language.	1. I can exchange information with a pen-pal or classmate using a social media tool.  2. I can interact using basic language on personal topics with people from the target culture using interactive technology in writing or speaking with web resources such as email, Skype or other technology available.
MOD.COD.NH.2	<b>Standard 2: Interpretive</b> Demonstrate an understanding of words and concepts presented in the target language and in authentic materials using listening, reading, and viewing strategies.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.NH.2.1	1. Interpret the main ideas and some supporting details of simple grade-level appropriate texts containing familiar vocabulary from other disciplines.	1. I can choose appropriate activities based on short weather reports.  2. I can listen to a sports broadcast and identify the winners of various sporting events.
MOD.COD.NH.2.2	2. Follow multi-step instructions, directions, and requests from authentic materials in other disciplines that use the target language.	1. I can follow directions when a map, graph, or chart is provided.  2. I can follow classroom directions without repetition.  3. I can complete a simple experiment by following the appropriate scientific procedures.

MOD.COD.NH.2.3	3. Use content knowledge in other disciplines to interpret authentic multimedia and digital/print resources on grade-level appropriate topics in the target language.	1. I can locate geographical features of another country on a map, such as mountains, rivers, and climate.  2. I can describe a painting, such as color scheme, shapes, or perspectives.
MOD.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</b>
MOD.COD.NH.3.1	1. Present viewpoints, information, and themes from other disciplines using simple sentences.	1. I can explain the steps of a simple science experiment.  2. I can present a map and identify geographical details of the map, such as countries, oceans, or cities.
MOD.COD.NH.3.2	2. Describe common objects and actions from other disciplines with short phrases and simple sentences.	1. I can create a basic timeline of historical events using simple language.  2. I can sequence the main events of a story using simple language.
MOD.COD.NH.3.3	3. Connect common themes from other disciplines using short sentences.	1. I can provide a basic description of a typical sports event.  2. I can categorize animals in groups based on their habitat.
MOD.COD.NH.3.4	4. Create a presentation in the target language using some sentences and supporting visuals in a variety of available technology tools and digital literacy skills.	1. I can create an illustrated story about activities or a sequence of events, using FlipSnack, iBooks, or other technology available.  2. I can create a short presentation using topics from other disciplines, such as environmental awareness or the impact of

		historical events to the modern day.
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### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.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</b>
MOD.ICC.NH.1.1	1. Carry out short interactions on familiar topics with speakers of the target language.	1. I can converse with other students learning the target language on cultural topics such as how we get to school.  2. I can exchange viewpoints about popular sports or events in the target culture.
MOD.ICC.NH.1.2	2. Use simple phrases and short sentences to interact on familiar topics with the target culture.	1. I can exchange information about my family's traditions and how that compares to families from the target culture(s), such as how we celebrate certain holidays.  2. I can have a conversation about food choices and preferences, using graphics such as the American Food Plate and the equivalent from the target cultures.  3. I can have a brief conversation comparing trends in fashion, art, music, or dance between the target cultures and the learner's culture.  4 I can exchange information about sports offerings in schools

		around the world.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NH.1.3	3. Exchange information on traditions in familiar topics of the target cultures.	1. I can compare/contrast with a partner the traditional clothing from the target culture(s) and the United States.  2. I can discuss with others characteristics of popular celebrities in the target culture, such as what makes a person famous.  3. I can use the different measurement systems in a brief conversation about weather, cooking, travel, or a science experiment.
MOD.ICC.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NH.2.1	1. Predict the basic outcomes in authentic texts or media in the language community on familiar topics.	1. I can listen to a simple story and predict the ending.  2. I can identify differences in perspectives on punctuality in various professional and/or social situations.

MOD.ICC.NH.2.2	2. Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.	1. I can understand short, simple messages and announcements from the media.  2. I can interpret information that is common on public signs.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.NH.2.3	3. Understand the main practices, products, and perspectives from the target cultures on familiar topics in simple texts.	1. I can infer the message from an advertisement found in magazines, pamphlets, and menus.  2. I can locate tourist information from a brochure, including information about hotels, things to do, and means of transportation.  3. I can compare different schools rules and procedures, such as grading system, lunch time rituals, or subjects.
MOD.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</b>
MOD.ICC.NH.3.1	1. Present information on community activities and products using short phrases and simple sentences.	1. I can present information from authentic advertisements about upcoming community activities.  2. I can present cultural information about events occurring in

		the community, such as festivals and concerts related to the target culture.
MOD.ICC.NH.3.2	2. Present information on community traditions and products using short phrases and simple sentences.	<ol style="list-style-type: none"> <li>1. I can describe cultural traditions based on pictures or photos.</li> <li>2. I can explain the differences between my traditions and the ones in the target culture.</li> <li>3. I can describe products found at special events including food, dances, music, and toys</li> <li>4. I can identify the practices in my culture that come from the target culture, such as piñatas and ballet.</li> </ol>

**Louisiana World Language Content Standards**  
**Modern Languages**

**Proficiency Level: Intermediate Low**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.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</b>

MOD.CLL.IL.1.1	1. Interact with others in short social situations on familiar topics using phrases and short sentences.	<ol style="list-style-type: none"> <li>1. I can ask for help at school or in the community.</li> <li>2. I can make an appointment or reservation by phone or email.</li> <li>3. I can arrange for transportation, such as by train, bus, taxi, or a ride with friends.</li> <li>4. I can interact with the server in a restaurant.</li> </ol>
MOD.CLL.IL.1.2	2. Ask and respond to questions and exchange information on familiar topics at grade-appropriate levels using a series of sentences.	<ol style="list-style-type: none"> <li>1. I can ask for and give examples to explain something further.</li> <li>2. I can organize the details of a party with friends.</li> </ol>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IL.1.3	3. Express reactions and emotions to others on familiar topics using a series of sentences.	<p>1. I can express emotions, such as happiness, sadness, surprise, or anger to match a situation, and react to other’s feelings, such as calming one who is upset or reassuring someone who is not confident.</p> <p>2. I exchange opinions with others about social events, such as sporting events, movies and parties.</p>
MOD.CLL.IL.1.4	4. Request and give multi-step directions.	<p>1. I can ask follow-up questions to get more information in more complicated survival situations, such as exchanging money.</p> <p>2. I can participate in a conversation where I provide step-by-step directions that include landmarks to help someone find a specific location.</p> <p>3. I can engage in a conversation in which I bargain for local products.</p> <p>4. I can participate in a role-play requesting and giving multi-step directions to places of interest.</p> <p>5. I can participate in or create a scavenger hunt with my classmates.</p>

MOD.CLL.IL.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.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IL.2.1	1. Demonstrate understanding of the main idea and some details from authentic texts on familiar topics.	<p>1. I can demonstrate understanding of what an e-pal is asking about my personal interests and routines by answering appropriately.</p> <p>2. I can demonstrate understanding of a note from my friend about our plans by sending confirmation.</p> <p>3. I can show that I understand the basic information in a weather report, such as temperature and precipitation by choosing the correct attire.</p> <p>4. I can show that I understand children’s stories or simple short stories on familiar topics by summarizing the main idea.</p> <p>5. I can use information obtained from brochures, train schedules, and websites to plan an itinerary for a trip.</p>
MOD.CLL.IL.2.2	2. Interpret some details of announcements and messages on familiar topics expressed in short conversations and oral/written presentations.	<p>1. I can read a movie review and understand the plot in order to decide whether or not to see it.</p> <p>2. I can read a restaurant review to guide my choice.</p> <p>3. I can identify main ideas in a newscast on familiar topics, such as sports, shopping, clothing, or school by relaying the information to a classmate.</p>

		4. I can watch 5- 10 minute long cartoons or video clips and identify the main idea and many details.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IL.2.3	3. Use knowledge of word families and cognates to figure out main ideas and some details in authentic texts or media in some unfamiliar topics.	1. I can interpret the basic meaning of a target language magazine article by classifying its genre as human interest, scientific, political.  2. I can identify the purpose of a product in an advertisement by using visual clues and knowledge of cognates.
MOD.CLL.IL.2.4	4. Demonstrate understanding of more complicated directions or instructions in a familiar setting or short conversation.	1. I can follow instructions to assemble something, such as a piece of furniture or a simple toy.  2. I can follow complicated directions that include multiple modes of transportation, such as the bus, taxi, and plane.  3. I can follow multi-step instructions on how to prepare a recipe, how to complete a homework assignment, or how to play a sport.  4. I can follow the directions to play a board game in the target language.
MOD.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</b>
MOD.CLL.IL.3.1	1. Provide information on familiar topics, situations, or experiences using a series of sentences with some details.	1. I can describe with some details the physical appearance of a friend or family member.  2. I can describe a school routine.



		<p>3. I can describe a place where I like to spend my time.</p> <p>4. I can write or explain something I have done or learned.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IL.3.2	2. Present a summary of plot and characters from a selected piece of level appropriate product, such as literature, songs, movies, short plays.	<p>1. I can give a presentation about a movie or song that I like.</p> <p>2. I can compare two characters in a short story.</p> <p>3. I can summarize the details of a story I read or a movie I saw by linking details.</p> <p>4. I can re-enact a scene from a story.</p>
MOD.CLL.IL.3.3	3. Give a series of detailed instructions.	<p>1. I can explain the rules of a game.</p> <p>2. I can role-play the teacher to give step-by-step instructions on how to do an activity.</p> <p>3. I can role-play the teacher to explain the classroom routines or the school rules.</p>

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.COD.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</b>
MOD.COD.IL.1.1	1. Exchange information about familiar topics in other disciplines using a series of sentences.	1. I can ask and answer questions about facts that I have learned in geography and history.  2. I can ask and answer questions about facts that I have learned in art or music.  3. I can ask and answer questions about facts that I have learned in math or science.  4. I can ask and answer questions about facts that I have learned in language or literature.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IL.1.2	2. Exchange information about learned concepts related to other discipline using familiar topics in the students' native culture and target cultures.	<p>1. I can discuss the differences between genres of art and the affect of historical events on artistic movements with my classmate and/or teacher.</p> <p>2. I can ask and answer questions with my classmate and/or teacher regarding the geographical aspects of the region where I live to explain some features present in the houses.</p> <p>3. I can discuss appropriate uses of punctuation, such as question and exclamation marks.</p> <p>4. I can discuss with a partner the geographical divisions of the American continents, such as North, Central, Caribbean Islands, and South America.</p>
MOD.COD.IL.1.3	3. Use readily available technology tools and digital literacy skills to exchange academic information in the target language.	<p>1. I can discuss with an e-pal a graph that shows the climate in Louisiana.</p> <p>2. I can post and respond to comments on a comment board, such as Blackboard, Moodle, or other resources available.</p>

MOD.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IL.2.1	1. Interpret the main ideas and some details of level appropriate texts containing familiar vocabulary from other disciplines.	1. I can understand the description of a place in the target culture and compare that place to where I live.  2. I can complete an interrogative review of a short story identifying who, what, when, where and why.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IL.2.2	2. Follow more complicated directions or instructions from authentic materials in other disciplines that use the target language.	1. I can follow a short series of detailed steps to conduct an experiment following the appropriate scientific procedures.  2. I can analyze a short piece of literature and identify simple literary devices, such as personification, simile, and metaphor.  3. I can follow simple steps to build basic artifacts.

MOD.COD.IL.2.3	3. Use content knowledge in other disciplines to interpret authentic multimedia and digital/print resources on grade-level appropriate topics in the target language.	<p>1. I can interpret the results of a survey in graph or chart form on a familiar topic, such as a favorite sports team by summarizing the information gathered.</p> <p>2. I can play online instructional games involving math activities.</p> <p>3. I can locate information about a specific topic of interest, such as music, sports, or politics from an authentic source on the Internet in the target language, such as "Le Monde", "Paris Match", "Hola", or "El Mundo".</p> <p>4. I can demonstrate understanding of the general content on short science or social studies articles in magazines or video clips from authentic media by summarizing the main idea.</p>
MOD.COD.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</b>
MOD.COD.IL.3.1	1. Present viewpoints, information, and themes from other disciplines using a series of sentences.	<p>1. I can state an opinion about something I have learned on an academic topic.</p> <p>2. I can summarize and present a current event related to</p>

		<p>familiar topics, such as sports, adding and subtracting, drawing.</p> <p>3. I can use simple statements to present basic information on a famous person telling his/her place of origin and why he/she is famous.</p> <p>4. I can present on a famous cultural landmark, such as Mount Rushmore by telling its location and purpose.</p>
MOD.COD.IL.3.2	2. Connect common themes from other disciplines using a series of sentences.	<p>1. I can classify and present animals, such as farm animals versus sea animals versus wild animals.</p> <p>2. I can write a short letter comparing two places using what I know about letter writing in English courses.</p> <p>3. I can describe and present the main agricultural resources of a target culture country based on its geography.</p>
MOD.COD.IL.3.3	3. Create a presentation in the target language using a series of sentences with some details in a variety of available technology tools and digital literacy skills	<p>1. I can use a Web-based map tool, such as MapQuest or Google map to present a city, region, or country from the target culture.</p> <p>2. I can use a Web-based architectural tool, such as Sketch Up to present the measurements of a house I have created.</p> <p>3. I can find Web-based weather reports and use them to present a fashion show based on the weather trends.</p>

### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers give

global examples whenever possible. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.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</b>
MOD.ICC.IL.1.1	1. Exchange information on familiar topics with people from the target culture using simple sentences.	1. I can participate in an online discussion with people from the target cultures on familiar topics, such as what makes a person famous.
MOD.ICC.IL.1.2	2. Discuss target culture traditions and viewpoints.	1. I can use familiar vocabulary to discuss complex ideas, such as “How much space does a person need?” or “What do we celebrate and why?”  2. I can discuss the factors that determine the types of restaurants that exist in target cultures, such as the geographical factors, e.g. sushi restaurants in Japan, sugar shacks in Canada or the historical factors of colonialism and immigration.
MOD.ICC.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.IL.2.1	1. Recognize the main idea, some details, and the outcomes in authentic texts or media on familiar topics.	1. I can analyze variants found in international folktales, myths, and fables, such as Cinderella or Anansi tales, using a graphic organizer  2. I can identify the main events and some details in a short text when asked about the content.
MOD.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.	1. I can identify similarities in the language learning process, by following blogs and podcasts maintained by L2 learners around the world  2. I can demonstrate understanding of the content of a poster advertising an upcoming event by summarizing the information.
MOD.ICC.IL.2.3	3. Demonstrate understanding of the main idea and some details of practices, products, and perspectives from the target cultures in authentic texts and media that contain familiar vocabulary.	1. I can research authentic recipes and follow the cooking directions in order to prepare a dish for my family or class.  2. I can complete a cloze activity relating to a news report on a current event.
MOD.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</b>
MOD.ICC.IL.3.1	1. Present information on community activities and products using a series of sentences with some details.	1. I can write a Public Service Announcement (PSA) regarding a local cultural event, such as a film festival or cultural festival.
MOD.ICC.IL.3.2	2. Present information on community traditions and products using a series of sentences with some details.	1. I can prepare an oral report on a familiar topic, when given three (3) or more authentic documents from a target culture.



**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Intermediate Mid**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.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</b>
MOD.CLL.IM.1.1	1. Interact with others in short social situations on familiar topics using a series of connected sentences.	1. I can converse with a classmate about preferences on a variety of topics giving reasons for my preferences.  2. I can negotiate the rescheduling of a meeting or a date if something comes up.  3. I can talk to a friend to accept/reject an invitation with supporting details.  4. I can bring a conversation to a close in an appropriate way.  5. I can interact with a group of friends about a particular social event, such as a party, a movie, a restaurant, or a sporting event.  6. I can defend to a group my decision to attend/not attend a

		social event, such as why I didn't come to a party/the movie/or the game.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IM.1.2	2. Ask and respond to questions and exchange information on familiar topics at appropriate levels using a series of connected sentences.	<p>1. I can take part in a conversation in which I request assistance, such as in a school cafeteria, at recess, or getting on the right bus.</p> <p>2. I can exchange information about a plan for the week-end.</p> <p>3. I can exchange views and opinions about my favorite sports team and how they are doing this year.</p> <p>4. I can discuss and summarize tools needed, steps of a sports game in school, or homework assignment used by a classmate when given specific scenarios.</p>
MOD.CLL.IM.1.3	3. Express reactions and emotions to others on familiar topics with many details and in uncomplicated situations.	<p>1. I can hold a conversation regarding week-end plans, after school activities or other events.</p> <p>2. I can hold a conversation regarding a celebrity opinion or action.</p> <p>3. I can initiate a conversation by getting someone's attention with an emotional reaction, such as a statement of surprise, anger, or joy.</p> <p>4. I can discuss with a partner my dislike of an event, such as my favorite sports team losing.</p> <p>5. I can compare my reaction with the reaction of others in a</p>

		group or whole class setting to a particular event, such as loss of a popular teacher, new or lost pet, or a change in dress code policy.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IM.1.4	4. Give multi-step directions to discuss or provide solutions to problems.	<p>1. I can work with a partner to describe the steps of recycling.</p> <p>2. I can work with a partner to create a list of the steps of a sport game.</p> <p>3. I can create with a friend an itinerary to a target language country.</p> <p>4. I can work with a partner to explain how to use classroom technology, such as turn on, turn off, or click.</p> <p>5. I can formulate and justify with classmates the steps to solve a problem, such as in a Clue game, fictitious crime, age-relevant social issue, etc.</p>
MOD.CLL.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IM.2.1	1. Demonstrate understanding of the main idea and many details from authentic texts on familiar topics.	<p>1. I can follow directions to play an online game.</p> <p>2. I can show that I understand short articles in popular magazines by summarizing the main idea.</p> <p>3. I can read poems and short stories and show comprehension by re-enacting them.</p>

		<p>4. I can show that I understand information about major world events with visual and graphic support by answering questions.</p> <p>5. I can demonstrate understanding of a magazine article in the target language by completing a graphic organizer.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IM.2.2	2. Interpret many details of announcements, messages, conversations, and presentations on familiar topics and some details in unfamiliar topics.	<p>1. I can watch 5-10 minute cartoons and video clips and identify the main idea and many details by predicting consequences.</p> <p>2. I can show understanding of an introduction at a concert by paraphrasing.</p> <p>3. I can show understanding of a short speech on a familiar topic, dealing with sports, celebrities, or music.</p> <p>4. I can apply information gathered from listening to or reading an announcement in the target language, such as weather report, traffic reports, airport, or train schedule changes to choose appropriate action(s).</p>

MOD.CLL.IM.2.3	3. Use knowledge of word families and cognates to summarize authentic texts in some unfamiliar topics.	<p>1. I can demonstrate understanding of the meaning of a target language magazine article by paraphrasing the content in a short summary.</p> <p>2. I can summarize events from a newscast.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IM.2.4	4. Demonstrate understanding of more complicated directions or instructions in a familiar and some unfamiliar settings or short conversations.	<p>1. I can follow a virtual tour of a city or school as explained in the target language.</p> <p>2. I can summarize dress code and uniform policies based on information obtained from classroom discussion and interpretive readings and viewings.</p> <p>3. I can interpret a letter from my parents giving instructions for tasks, such as chores, animal care, or babysitting by responding appropriately.</p> <p>4. I can follow directions to assemble a new toy.</p>

		5. I can demonstrate understanding of the rules to a game by participating in the game.
MOD.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</b>
MOD.CLL.IM.3.1	1. Provide information on familiar topics, situations, or experiences using a series of connected sentences with supporting details.	1. I can set a goal and tell how I will accomplish it.  2. I can describe how to plan and carry out an event, such as a family reunion.  3. I can tell a story, such as an event that happened in my life.  4. I can tell a simple joke.  5. I can present a step-by-step account of a TV program or sporting event.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IM.3.2	2. Make a simple factual presentation, narrate or act out poetry, lyrics, stories, and other literature from the target culture.	1. I can give a short presentation on a current event.  2. I can recite a stanza from a poem.  3. I can sing a short song and use gestures to show my comprehension.  4. I can act out a short play that demonstrates the main idea of a text.

		5. I can present the persona of a famous or historical figure, such as an athlete, president, singer, or military leader in a “Who am I?” scenario.
MOD.CLL.IM.3.3	3. Explain a series of detailed instructions to solve a problem or resolve a situation.	1. I can describe the directions from the school to the closest library.  2. I can explain the steps to follow to send an email.

**Strand 2: Connections to Other Disciplines**

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.COD.IM.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</b>



MOD.COD.IM.1.1	<p>1. Exchange information about topics in other disciplines using a series of connected sentences.</p>	<p>1. I can ask and answer questions about the geography of a country.</p> <p>2. I can ask and answer questions about the food habits.</p> <p>3. I can ask and answer questions about scientific topics, such as the solar system and the environment.</p> <p>4. I can ask and answer questions and give support about facts that I have learned about the life and work of artists, scientists.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IM.1.2	<p>2. Participate in discussions on familiar academic topics in uncomplicated settings.</p>	<p>1. I can participate in a discussion about artists from other countries in relation to their background, their body of work, and their view point.</p> <p>2. I can participate in a discussion about historical events and their contributions to the modern day.</p> <p>3. I can participate in a discussion about the procedures of a science project and the result's application to my life.</p>

		4. I can initiate and sustain a conversation about my schoolwork or courses, using “pair-share” or “shoulder-partner” techniques.
MOD.COD.IM.1.3	3. Use readily available technology tools and digital literacy skills to exchange/discuss academic information in the target language.	<p>1. I can exchange statistical information with an e-pal via web resources about a topic from another discipline, such as the number of books that people read in my school, the most popular type of books.</p> <p>2. I can exchange information about the procedures of an experiment in the science lab to an e-pal via web resources, such as Skype, Google Apps or other resources available.</p> <p>3. I can use social media to discuss topics of other disciplines with people from the target language, such as environmental issues, math terms.</p> <p>4. I can collaborate on a project by exchanging views and opinions using a comment board, emails.</p>
MOD.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IM.2.1	1. Interpret the main ideas and most details of grade-level appropriate texts containing familiar vocabulary from other disciplines.	<p>1. I can follow the results of an election supported by graphs and charts.</p> <p>2. I can identify the major ideas in texts related to issues of global</p>

		<p>importance, such as health and nutrition, environment, and scientific discoveries.</p> <p>3. I can compare and contrast geographical features of two countries using articles in the target languages and graphic organizers, charts.</p>
MOD.COD.IM.2.2	2. Follow more complicated directions or instructions from authentic materials or some technical manuals in other disciplines that use the target language.	<p>1. I can follow multi-step detailed directions to locate a precise place on a map.</p> <p>2. I can follow the direction to measure something, such as length, depth, width, or height.</p> <p>3. I can construct a model of the solar system following instructions in the target language.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IM.2.3	3. Use content knowledge in other disciplines to interpret authentic multimedia and digital/print resources on level appropriate topics in the target language.	<p>1. I can understand a Web-based presentation on the food plate and explain it to my classmates.</p> <p>2. I can understand graphic data about people's hobbies in the target culture and explain the difference with the people's hobbies</p>

		<p>in my country.</p> <p>3. I can demonstrate understanding of information presented in a video about a country related to the target language by completing a questionnaire.</p>
MOD.COD.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</b>
MOD.COD.IM.3.1	1. Present viewpoints, information, and themes with many details from other disciplines using a series of connected sentences.	1. I can give a short presentation on the contribution of a person from the target culture studied in fields such as science, math, literature, art, and music.  2. I can compare and present the main political differences between my country and the target culture country.  3. I can create and present a brief lesson on a previously-taught concept from another discipline, such as review, reinforcement, enrichment.  4. I can present and support my viewpoints on environmental, social, and current events or issues using visuals.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IM.3.2	2. Connect common themes from other disciplines using a series of connected sentences.	1. I can present the different units of measurement between my country and a target culture country, such as metric vs. standard.

		<p>2. I can present the differences between the geographical and political divisions of target culture countries, such as regions, departments, sections, and states.</p> <p>3. I can present topics from musical theory, such as rhythm, beat, tone, and how those elements support the song’s purpose.</p> <p>4. I can present a short analysis of a short story or poem including main characters, setting, simple plots, and main idea.</p> <p>5. I can present the effects of smoking on pollution and health issues using graphs to support my findings.</p>
<p>MOD.COD.IM.3.3</p>	<p>3. Create a presentation in the target language using a short narrative with some details in a variety of available technology tools and digital literacy skills</p>	<p>1. I can present information about contributions of an artist or scientist using Web resources and technology tools, such as Glogster, Prezi, and PowerPoint.</p> <p>2. I can present findings from an interview relating to food habits, family dynamics, and daily routines using Web resources, such as Skype, VoiceThread, Voki, or other technology available.</p> <p>3. I can present a new finding in the world of technology, such as a new Web tool, new software, a new hardware tool (Ipad, Ipod).</p> <p>4. I can find and present applications that promote leisure time in the language, such as language games and educational games.</p> <p>5. I can create and present an original short story using PowerPoint or other technologies.</p>

**Strand 3: Intercultural Competencies**

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. To avoid stereotyping target cultures, it is recommended that teachers present current factual documents that represent the target cultures in a contemporary fashion. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.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</b>
MOD.ICC.IM.1.1	1. Carry on conversations on target culture traditions and viewpoints, and products.	1. I can successfully negotiate a familiar situation in an unfamiliar location that could possibly lead to misunderstandings in an interaction with a vendor in a market, such as bargaining, discussing measurement and quantity, or explaining an unfamiliar product like fruits, vegetables, meats or breads from that culture.
MOD.ICC.IM.1.2	2. Carry on spontaneous conversations using a series of connected sentences on familiar topics to interact with communities (learning communities, social communities and/or professional communities).	1. I can exchange information with others regarding the impact transportation has on communities, such as how various means of transportation; walking, bicycles, buses, or personal vehicles, impact the facility of having a job or going to school.

MOD.ICC.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.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, and predict the historical context and/or a possible historical outcome, such as ecological, environmental, historical, or peace songs  2. I can demonstrate understanding of main ideas of a partial comic strip by predicting an appropriate ending.
MOD.ICC.IM.2.2	2. Understand the main ideas and some details of messages by the target communities (learning communities, professional communities and/or social communities).	1. I can identify the major ideas in texts related to issues of global importance and use the information to compare the perspectives of various communities.  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.  3. I can demonstrate understanding of social network messages by responding appropriately.
MOD.ICC.IM.2.3	3. Identify and interpret culturally-specific differences that impact newly-acquired concepts in other disciplines and leisure activities.	1. I can follow the chronological actions of a fable.  2. I can follow the results of an election supported by graphs and charts.  3. I can understand information about major world events with visual and graphic support.

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	Objectives	Sample Learning Targets
		4. I can follow the results of a sporting event using various media outlets; a newspaper headline, a video clip, a sound bite, a print article from an online newspaper and/or graphs. For example, the World Cup including the participating countries, the qualifying process, elimination process, and the celebration.
MOD.ICC.IM.3	<b>Standard 3: Presentational</b> Present information, concepts and ideas to an audience orally or written.	
	Objectives	Sample Learning Targets
MOD.ICC.IM.3.1	1. Present information on community activities, traditions and products using a series of connected sentences with many details.	1. I can describe and narrate a cultural event, such as the Courir de Mardi Gras, St. Bernard Spanish Festival.  2. I can present a typical meal in the target culture highlighting the differences between cultures, using poster, or other visuals and, available technology.
MOD.ICC.IM.3.2	2. Express opinions on community activities, traditions, and products using a series of connected sentences with many details.	1. I can describe a cultural experience and tell how I feel about it.  2. I can express my opinion about the differences in schools in the target culture and my own culture on topics such as the schedule, the cafeteria, and school calendar.

**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Intermediate High**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.CLL.IH.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</b>
MOD.CLL.IH.1.1	1. Interact with others on familiar topics in some complicated settings.	1. I can interact with someone about a situation that is uncomfortable, such as my ordering of a meal at a restaurant that is below par.  2. I can interact with someone to find a solution to a problem.  3. I can discuss with other my point of view.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IH.1.2	2. Ask and respond to questions and exchange information on familiar and some unfamiliar topics using level-appropriate communication strategies.	1. I can ask and provide details about specific events, such as festivals, protests, etc.  2. I can discuss with someone how to solve a problem, when I am in a problematic situation.  3. I can ask and provide details about a hobby or lifestyle, such as bicycling, vegetarianism, or collecting stamps.  4. I can talk about myself and my interests by corresponding with a pen pal about his/herself in the target language.

<p>MOD.CLL.IH.1.3</p>	<p>3. Express reactions and emotions to others on familiar topics and unfamiliar topics and in some complicated situations.</p>	<ol style="list-style-type: none"> <li>1. I can express satisfaction or dissatisfaction, while responding appropriately to others.</li> <li>2. I can express appreciation and gratitude, while responding appropriately to others.</li> <li>3. I can express sadness and joy, while responding appropriately to others.</li> <li>4. I can express frustration, confusion, or anger, while responding appropriately to others.</li> <li>5. I can compare my reaction and the reaction of others to unfamiliar issues, such as civil unrest or extreme economic hardship,</li> </ol>
	<p><b>Objectives</b></p>	<p><b>Sample Learning Targets</b></p>

MOD.CLL.IH.1.4	4. Give or request directions in some complicated situations.	<ol style="list-style-type: none"><li>1. I can complete a complicated task with a partner that requires multiple steps, such as using a technical manual for game console or a TV.</li><li>2. I work with a partner by giving or requesting detailed step-by-step explanations to do something, such as building small mechanical gadgets like robots, simple machines, furniture, etc.</li><li>3. I can exchange information with a professional on how to make changes on a form, such as a plane ticket, passport, or customs form.</li><li>4. I can explain while working with a group why something causes a problem, such as traffic flow in a city or eating habits.</li></ol>
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MOD.CLL.IH.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IH.2.1	1. Understand many different types of authentic texts that contain unfamiliar vocabulary.	1. I can evaluate factual information in a news or cultural print to determine the type of text, such as editorial, persuasive, informational, or technical.  2. I can differentiate various type of literature, such as children’s stories, fairy tales, fiction and non-fiction by identifying their characteristics.  3. I can categorize television shows as sports, cultural, educational, informational, health, entertainment, or reality by using a printed television program.  4. I can demonstrate understanding of factual information and details on the environment, the cost of gas, or current music and artists presented in a speech, a lecture, or presentation by using graphic organizers, clustering, concept map, Cornell notes.

MOD.CLL.IH.2.2	2. Interpret extended announcements, messages, conversations and presentations on a combination of familiar and unfamiliar topics.	<p>1. I can identify the critical parts of Public Service Announcements, news segments, and documentaries in order to make a recommendation to someone about action to take in specific situations, such as inclement weather, car accident, etc.</p> <p>2. I can organize information gathered from listening to or reading an extended announcement in the target language, such as newscast, or sportscast by creating a chart.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IH.2.3	3. Demonstrate understanding of main ideas and some details in authentic texts that contain increasingly complex language structures and unfamiliar vocabulary.	<p>1. I can identify the main ideas of a commercial from a local radio station in the target language by summarizing in short sentences.</p> <p>2. I can rearrange the parts of a letter in order to show the letter's purpose.</p> <p>3. I can anticipate a character's action by classifying his or her role in the cartoon, such as protagonist, antagonist.</p> <p>4. I can demonstrate understanding of the main ideas of an authentic fiction or non-fiction text, by completing an interrogative review (who, what, when, where, why, and how).</p>

MOD.CLL.IH.2.4	4. Understand some complicated directions or instructions in extended conversations presentations, and some short, uncomplicated technical texts.	<ol style="list-style-type: none"> <li>1. I can examine technical manuals to select the most helpful tips for repairing my bicycle, my video game, my phone.</li> <li>2. I can follow the steps to prepare for an event, such as inviting people, cooking food, or cleaning a house for a dinner party.</li> <li>3. I can demonstrate understanding of technical directions in the target language by assembling a simple piece of furniture.</li> </ol>
MOD.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</b>
MOD.CLL.IH.3.1	1. State a view point and give supporting reasons on familiar and some unfamiliar topics, situations, or experiences using a series of connected sentences with some details.	<ol style="list-style-type: none"> <li>1. I can critique a movie, play, or concert by writing a review consisting of a series of a few connected sentences.</li> <li>2. I can propose a simple solution in a series of a few connected sentences on how to deal with a problem, such as unemployment, health issues, or social issues.</li> <li>3. I can explain a personal choice or defend a personal decision I have made by beginning to integrate past experiences.</li> </ol>



		<p>4. I can describe a current world or local issue and give supporting details in a letter to an editor.</p> <p>5. I can summarize and present the plot of a movie in a few sentences.</p>
MOD.CLL.IH.3.2	2. Present detailed narratives, descriptions or explanations about familiar and unfamiliar topics from literature of the target culture.	<p>1. I can evaluate a project by writing a short job report and a short project update.</p> <p>2. I can present with practice my anticipation of future events by weighing the impact of current practices, such as the use of fossil fuels in relation to global warming or space exploration.</p> <p>3. I can rewrite the end of a story to reflect my personal viewpoint.</p> <p>4. I can summarize and present the plot from a short story or an excerpt from a longer piece of literature</p>

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.IH.3.4	3. Present detailed descriptions or explanations to solve a problem or resolve a situation.	1. I can summarize with practice to someone who was absent what we did recently in class or on the job.  2. I can justify a recent decision I made or an action I took for a vacation plan, a trip, or an after school activity by prioritizing my reasons.  3. I can formulate, present, and explain the steps in a resolution of a problem, such as a social conflict, dress code issues, and environmental concerns.

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.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</b>
MOD.COD.IH.1.1	1. Participate in an active discussion about variety of topics in other disciplines.	1. I can ask and provide details about my viewpoints on global warming, social media, etc.  2. I can participate in a discussion about political viewpoints.  3. I can discuss the best way or ways to solve word problems in mathematics.
MOD.COD.IH.1.2	2. Communicate detailed, factual information on a variety of academic topics in some complicated settings.	1. I can participate in a discussion about styles of art, organic foods, and alternate sources of energy.  2. I can discuss the impact of some scientific progress on today's society.
MOD.COD.IH.1.3	3. Use readily available technology tools and digital literacy skills to discuss academic information in short conversations.	1. I can use apps for I-phones or similar technology to gather information about other disciplines, such as geography in the app titled "stack the countries."  2. I can participate in a discussion about healthy alternatives to

		junk food and respond to opinions of others in a chat room, blog, or on a comment board.
MOD.COD.IH.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IH.2.1	1. Understand extended discussions or presentations of authentic level appropriate texts containing familiar and some unfamiliar vocabulary from other disciplines.	1. I can create an outline and prioritize details from an academic lecture, such as a guest speaker discussing the history of the immigrant settlements in Louisiana.  2. I can demonstrate understanding of text related to other disciplines by using graphic organizers.
MOD.COD.IH.2.2	2. Follow complicated directions or instructions from authentic materials or some technical manuals in other disciplines that use the target language.	1. I can construct or perform a science project following the instructions given in a video clip in the target language.  2. I can use coordinates to participate in a geocaching activity.
MOD.COD.IH.2.3	3. Use content knowledge and themes from another discipline to interpret authentic multimedia and digital/print resources on familiar and unfamiliar topics in the target language.	1. I can demonstrate understanding of information about countries related to the target language gathered from multiple electronic sources, such as “Webquest,” by classifying details using charts, graphic organizers, etc.
MOD.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</b>
MOD.COD.IH.3.1	1. Present familiar and new concepts related to other disciplines using detailed descriptions and narratives.	1. I can explain the historical relationship between a target language country and other countries, using visuals created from authentic sources

		2. I can explain how coastal erosion affects the lifestyles of communities and the eco-systems, using a graphic organizer and /or PowerPoint presentations.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.IH.3.2	2. Present on a variety of familiar and unfamiliar academic topics in the target language.	<p>1. I can express ideas about something I have learned in another content area, such as a historical event, a famous person, or a current environmental issue.</p> <p>2. I can research and present an academic topic that I have not yet studied from another discipline.</p>
MOD.COD.IH.3.3	3. Connect common themes from another discipline in detailed descriptions and narratives.	1. I can present to my classmates factual information from other disciplines, such as history, geography, science, and literature, using a “jigsaw-type” activity
MOD.COD.IH.3.4	4. Create a presentation in the target language using detailed narratives and descriptions with a variety of available technology tools and digital literacy skills	1. I can create and post a blog entry about a topic related to other disciplines, including the past, present and future of a country or region; space exploration; coastal erosion.

### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. Intercultural instruction offers students the opportunity to be exposed to different perspectives regarding "taken for granted ways of life" that allow them to broaden their understanding of a more global world. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.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</b>
MOD.ICC.IH.1.1	1. Carry out extended conversations on familiar and some unfamiliar topics on target culture traditions and viewpoints, and products, and defend reactions in conversations with people from the target culture.	1. I can have a conversation about how the choices we make daily are impacted by lifestyles and pace of life by analyzing and/or comparing styles of dining, such as dining out and fast food, portion size, or dining in, as well as typical food labels, fresh food vs. pre-packaged, vegetarianism, frequency of shopping, and transportation.
MOD.ICC.IH.1.2	2. Exchange detailed factual information and express personal opinions in some complex situations to interact with communities (learning communities, social communities and/or professional communities) using a series of connected sentences.	1. I can participate in a discussion that defines "Intellectual Property" and how various cultures view it, such as Google Earth vs. Germany, plagiarism, and reposting online.  2. I can role-play a situation where I am an exchange student and I need to discuss and solve problems that arise during my stay, such as meal times, use of electronic devices, registering for school or afternoon program, or car accident.

MOD.ICC.IH.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.IH.2.1	1. Analyze cultural practices and perspectives expressed in a variety of familiar and unfamiliar authentic texts, messages or media on familiar topics and some unfamiliar topics	1. I can research topics for school using various authentic sources.  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.
MOD.ICC.IH.2.2	2. Understand the main ideas and most details of messages created by or for the target communities (learning communities, professional communities and/or social communities) on familiar topics and some unfamiliar topics.	1. I can follow the plot and most details in a short film 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.
MOD.ICC.IH.2.3	3. Reinforce and further concepts from other disciplines that impact learners’ world views.	1. I can demonstrate understanding of the main idea, factual information and details presented in a speech, a lecture, or presentation on familiar and some unfamiliar topics, such as watching an informational video on nature and environment, modern machines, travel destinations and geography.  2. I can differentiate between choices for travel destinations based on viewing various travel films and TV programs.

MOD.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</b>
MOD.ICC.IH.3.1	1. Present detailed narratives or descriptions of community activities, traditions and products in connected, detailed paragraphs.	1. I can write a critique of a short film or TV shown in order to host a real or imaginary foreign film festival at a local venue.  2. I can describe a community event for a radio announcement or podcast and tell how my views of other cultures have changed.



**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Advanced Low**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.CLL.AL.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</b>
MOD.CLL.AL.1.1	1. Interact with others with a fair amount of fluency and spontaneity on familiar topics even in complicated settings.	1. I can participate in a discussion looking at different points of view concerning general interest topics, such as the advantages or disadvantages of homework.  2. I can role-play an interview for a job or service opportunity related to my interests.
MOD.CLL.AL.1.2	2. Ask and respond to questions and exchange information in most informal and some formal conversations using grade-appropriate communication strategies.	1. I can create a city tour guide with others and justify to other group members the selection of places to visit.  2. I can discuss with others a topic, such as deciding on a field trip and with questioning strategies, make a decision.



	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AL.1.3	3. Express reactions and emotions to others on familiar topics and unfamiliar topics when engaged in lengthy conversations.	1. I can discuss with others the pros and cons concerning topics, such as today's music or TV shows.  2. I can express and defend my personal opinions on different topics and question others about their own opinions.
MOD.CLL.AL.1.4	4. Give or request directions or instructions even in complicated situations where unpredictable events arise in familiar context.	1. I can participate in a conversation in which I exchange a purchase when a vendor makes a mistake or parts are missing.  2. I can negotiate changes in my itinerary, such as flights, appointments when there are delays.
MOD.CLL.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AL.2.1	1. Demonstrate understanding of intent of author and purpose of short authentic texts that contain some literary and non-literary styles	1. I can analyze the author's point of view or purpose in a text using graphic organizers.  2. I can interpret actions, relationships, and motives of characters in short stories by using narrative framework (3 step format).

MOD.CLL.AL.2.2	2. Interpret extended announcements, messages, conversations and presentations on a combination of familiar and unfamiliar topics in non-literary texts.	<p>1. I can select relevant information from non-fiction and decide on a course of action.</p> <p>2. I can follow specific directions announced over a PA system in a public environment, such as an airport, a train station, sporting event, or emergency announcement.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AL.2.3	3. Demonstrate understanding of authentic texts that contain increasingly complex language structures and unfamiliar vocabulary.	<p>1. I can analyze the development of the central idea of the text by listing the stages of progression.</p> <p>2. I can interpret a documentary by explaining the main topic and/or main ideas to teacher or classmate.</p> <p>3. I can compare and contrast multiple advertisements about similar products by creating a Venn Diagram or other graphics.</p>
MOD.CLL.AL.2.4	4. Demonstrate understanding of some complicated directions or instructions including more complex technical and professional topics in extended conversations or presentations.	<p>1. I can follow instructions given in an age-appropriate video clip to complete a project.</p> <p>2. I can interpret the directions given for using computer websites by completing the requested task(s).</p>
MOD.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</b>
MOD.CLL.AL.3.1	1. Provide information in a clear organized manner appropriate to the audience on familiar topics,	1. I can justify the rational for classroom rules and procedures using complete paragraphs.

	situations, or experiences.	2. I can explain why a natural phenomenon occurs, such as a hurricane, volcano eruption, sun eclipse, etc.
MOD.CLL.AL.3.2	2. Present detailed narratives, descriptions or explanations on a broad range of topics from the target culture using style, language and tone appropriate to the audience and purpose of presentation.	1. I can explain the background of the topic in order to understand the continuation, such as the first part of a short movie, the previous chapters of a book or soap opera.  2. I can present information derived from diverse media and formats.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AL.3.3	3. Present detailed descriptions or explanations to solve a problem or resolve a situation on a wide range of topics.	1. I can prioritize various solutions to a given problem or issue.  2. I can apply a hypothetical solution to a real life problem.
MOD.CLL.AL.3.4	4. Present information using different time frames, appropriate mode, and idiomatic and culturally authentic expressions.	1. I can explain my educational background, current activities, and future plans, and express corresponding comments and/or opinions.  2. I can present on a historical figure or person of importance and his/her reaction to an event of his/her time, such as what George Washington would think about the current political situation or what Thomas Edison would think of the Internet.

## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.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</b>
MOD.COD.AL.1.1	1. Participate in a lengthy discussion on a variety of topics in other disciplines.	1. I can ask and answer questions in a class discussion that serve to further the discussion.  2. I can evaluate my peers' comments and justify my opinion or position as part of a discussion.  3. I can work with partners to develop questions and answers for a trivia game.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AL.1.2	2. Communicate detailed, factual information on a variety of academic topics in unfamiliar complicated situations.	1. I can discuss content-specific information with a non-familiar, non-sympathetic listener, such as a guest speaker or a pen pal.  2. I can ask about and provide details about a topic previously learned and connect it to a new topic.  3. I can participate in a discussion about associations between current events and classroom content.

	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AL.1.3	3. Use readily available technology tools and digital literacy skills to discuss academic ideas and information in lengthy somewhat complicated conversations.	<p>1. I can converse using social media, expressing my opinion in a respectful manner.</p> <p>2. I can summarize content knowledge in a blog, Tweet, or BlackBoard post and respond to others' comments or posts.</p> <p>3. I can edit a downloaded movie from United Streaming or other available technology and insert summaries or comments using Movie Marker while working in a group.</p>
MOD.COD.AL.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.</p>	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AL.2.1	1. Demonstrate understanding of extended discussions, presentations or authentic texts at the appropriate proficiency containing unfamiliar vocabulary from other disciplines.	<p>1. I can accurately respond to comprehension questions related to a documentary using BrainPop or other available technology.</p> <p>2. I can determine the purpose or general meaning of a primary source by listing the main idea.</p> <p>3. I can identify non-familiar vocabulary in a speech or lecture by defining or paraphrasing the non-familiar words using context clues.</p>

MOD.COD.AL.2.2	2. Follow complicated directions or instructions from authentic materials, more complicated literary texts or some technical manuals in other disciplines that use the target language.	1. I can assemble a kit or project following an age appropriate technical manual.  2. I can complete a formal assessment following written and/or oral instructions and commands without additional clarification.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AL.2.3	3. Use content knowledge in other disciplines to interpret lengthy authentic multimedia and digital/print resources on a variety of topics.	1. I can use a primary source document to critique a documentary.  2. I can use a podcast on a content-specific topic to collect information and integrate this information into a cross-curricular presentation, such as a Pod cast on food or travel integrated into a presentation on culture or a Pod cast on the environment integrated into a presentation on a science-related topic.
MOD.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</b>
MOD.COD.AL.3.1	1. Present new concepts related to other disciplines in a clear concise manner adapting content and delivery as appropriate for audience.	1. I can make connections with current events in a presentation.  2. I can teach my peers about a specific topic that I researched with a partner.  3. I can make a formal presentation and present multiple theories or interpretations on topics such as global warming including scientific data as well as different interpretations and opinions.



MOD.COD.AL.3.2	2. Present on a variety of academic and professional topics in the appropriate manner for specific audiences.	<p>1. I can present both sides of an issue regardless of my personal opinion.</p> <p>2. I can script and perform a student-produced dialogue on a content-specific topic, such as the discovery of DNA or the First Continental Congress that conveys factual details.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AL.3.3	3. Connect common themes from other disciplines in lengthy literary and non-literary texts.	<p>1. I can incorporate and accurately employ some technical vocabulary from other disciplines when making presentations.</p> <p>2. I can write a letter or journal entry that responds to a current event or discovery and contextualize the event’s historical or scientific importance.</p> <p>3. I can effectively employ vocabulary in my presentation to persuade the intended audience using literary or technical references.</p>
MOD.COD.AL.3.4	4. Create a presentation using style, language and tone appropriate to the audience and purpose of presentation using a variety of available technology tools and digital literacy skills	<p>1. I can conceptualize and script an advertisement that conveys content knowledge and then film, edit, and present my work.</p> <p>2. I can be a critical consumer of online translation tools to effectively correct and enhance my presentation, such as differentiating between a literal and figurative translation and identifying grammatical variations.</p>



### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. In intercultural instruction we are guiding students to reflect on and broaden their global awareness. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.ICC.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</b>
MOD.ICC.AL.1.1	1. Carry out extended conversations on familiar and some unfamiliar topics with communities of learners of the same target language.	1. I can participate in a group discussion about an issue of public concern at a formal gathering and attempt to adjust my speech accordingly, such as general trends in the housing market and the economy.  2. I can enter into a discussion on how the films challenge and reflect cultural perspectives.
MOD.ICC.AL.1.2	2. Exchange detailed factual information and express personal opinions in lengthy conversations in situations with people from the target cultures.	1. I can express my ideas and opinions about current events or public interest topics, such as healthcare and recycling.  2. I can lead a discussion addressing the question, “How green is your family/community?”  3. I can participate in a discussion concerning information and opinions on social, professional, or academic topics, such as how the level of education impacts adult life and self-esteem, or the impact world language aptitude has on job opportunities in the Peace Corps, United Nations, Military and local tourism.

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	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AL.1.3	3. Discuss target culture traditions and viewpoints and defend reactions in conversations with people from the target culture.	1. I can participate in a discussion about the perspectives of target cultures in order to provide understanding, such as parent/teacher, teacher/principal, or teacher/student relationships.  2. I can participate in a discussion how societies and individuals define quality of life.
MOD.ICC.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AL.2.1	1. Recognize most details and outcomes in target language texts or media on a variety of familiar and unfamiliar topics.	1. I can take notes in the target language on an article that I read from a magazine by answering the main “Wh” questions in interrogative review.  2. I can demonstrate understanding of messages received from students in partner schools abroad by responding appropriately.
MOD.ICC.AL.2.2	2. Understand detailed messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.	1. I can interpret blogs and podcasts established for language learners around the world.
MOD.ICC.AL.2.3	3. Understand the main idea and most details of practices, products, and perspectives for the target cultures in authentic texts and media on familiar and unfamiliar topics.	1. I can watch an authentic television show and demonstrate comprehension by completing a character analysis or plot development.  2. I can participate in target language Karaoke with unfamiliar

		songs.
MOD.ICC.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</b>
MOD.ICC.AL.3.1	1. Reinforce and further knowledge of cultural concepts and knowledge used in specific disciplines in the target language classroom.	1. I can identify and explain why certain topics may be culturally sensitive to certain groups or people, such as evolution, global warming in a science class; certain laws and powers of the federal government in a social studies class; or the roles of women or concepts of democracy in an international contexts.  2. I can identify cultural stereotypes and explain their possible origin as well as exceptions to these stereotypes.  3. I can identify culturally significant themes, ideas, or references by analyzing the target language (idioms and literature.).
MOD.ICC.AL.3.2	2. Present on a variety of community traditions and products using style, language and tone appropriate to the audience and purpose of presentation	1. I can explain how my views of other cultures have changed through a reflective journal entry.
MOD.ICC.AL.3.3	3. Compare influences of historical events, literature, media, and global issues to professional communities from the learner’s culture and the target language cultures.	1. I can write a report on a historical event, environmental issue, or current event from the target culture(s) perspective.  2. I can research and present the change in job opportunities based on the new global job market.

**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Advanced Mid**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.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</b>
MOD.CLL.AM.1.1	1. Interact with others with fluency, accuracy, and effectiveness on familiar topics and some new concrete topics even in complicated settings.	1. I can interact with others speaking accurately about a wide variety of events in the present, past, and future.  2. I can discuss events in my immediate environment in an organized, cohesive, and detailed manner.
MOD.CLL.AM.1.2	2. Ask and respond to questions and exchange information on topics outside my field of interest in most informal and formal conversations using grade-appropriate communication strategies.	1. I can exchange general information about travel and leisure, such as the world's most visited sites or most beautiful places to visit.  2. I can exchange general information about social and environmental issues, such as the influence of mass media on society or government policies.

		3. I can exchange general information about political and business issues, such as types of government or economies.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AM.1.3	3. Express and defend viewpoints or recommendations on a wide variety of topics when engaged in lengthy conversations.	<p>1. I can converse with others about the advantages and disadvantages of various courses of action, such as whether to rent or buy a house.</p> <p>2. I can convey degrees of support or disagreement with another's views during a conversation.</p> <p>3. I can use a range of strategies to maintain communication, able to: request clarification, repeat, restate, rephrase, and use circumlocution.</p> <p>4. I can support my opinion clearly and precisely during a conversation.</p>
MOD.CLL.AM.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AM.2.1	1. Demonstrate understanding of intent of author and purpose of long, complex authentic texts that contain some literary and non-literary styles	<p>1. I can interpret the perspective of editorials expressing opposite positions by writing a short essay regarding the author's main points.</p> <p>2. I can reorder events from a target language novel by writing a script for a play/skit about the novel.</p>



MOD.CLL.AM.2.2	2. Interpret extended announcements, messages, conversations and presentations that contain increasingly complex language including slang and colloquial expressions.	1. I can compare the arguments of two speakers in a conversation by writing an essay about their comparative views.  2. I can interpret a presentation by writing an organized summary.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AM.2.3	3. Demonstrate understanding of authentic texts pertaining to real-world topics of general interest relevant to personal, social, professional, national and international contexts.	1. I can categorize main points and most details of texts on scientific or technological topics by creating a chart.  2. I can compare and contrast the information provided in a news article in relation to economic issues by using a graphic organizer.
MOD.CLL.AM.2.4	4. Demonstrate understanding of most complicated directions or instructions including more complex technical and professional topics even when unfamiliar terms, slang and many idiomatic expressions are used.	1. I can follow detailed steps in a video clip presenting a special occasion recipe by taking precise notes, such as for a cooking show.  2. I can demonstrate understanding of ordinary, age-level appropriate interaction by following directions given by a native speaking peer in an authentic cultural environment, such as study abroad or interaction with a study abroad student.  3. I can interpret most arguments and supporting details of scientific, legal, medical, technological or financial discussions by summarizing the content for further use.
MOD.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</b>

MOD.CLL.AM.3.1	1. Provide information in a clear organized manner with consistent control of time frame, appropriate mood, and idiomatic and culturally authentic expressions as deemed appropriate to the audience.	1. I can clearly describe cultural events that are about to happen or have happened and explain their origin and/or significance.  2. I can begin to hypothesize in the target language about a potential situation and offer multiple courses of action such as “what if situations”.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AM.3.2	2. Present detailed narratives, descriptions or explanations on a broad range of topics from the target culture using style, language and tone appropriate to the audience and purpose of presentation.	1. I can adapt a presentation for an audience and explain in another way when I recognize problems with the level of understanding.  2. I can explain something using simple analogies.  3. I can explain why information obtained from various sources may present a bias by explaining tone, language, and cultural references.
MOD.CLL.AM.3.3	3. Present detailed descriptions or explanations to solve a problem or resolve a situation on a wide range of topics with accuracy, clarity and precision.	1. I can present an action plan for an organization or community group.  2. I can give an accurate description of something I have witnessed using technical vocabulary.  3. I can express and support by prioritizing my reasons my opinion on controversial issues, such as sport teams or political platforms.



## Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.COD.AM.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</b>
MOD.COD.AM.1.1	1. Participate in a lengthy discussion with fluency, accuracy, and effectiveness on a variety of topics in other disciplines.	<p>1. I can communicate with ease and confidence with my peers in class discussions that serve to further the discussion.</p> <p>2. I can evaluate my peers' comments, justify my opinion, and integrate my position as part of a discussion in any school disciplines.</p> <p>3. I can participate in a group discussion to create rules, procedures, and use of material for a game invented to cover a specific academic topic.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AM.1.2	2. Communicate detailed, factual information on a variety of academic topics in unfamiliar complicated situations with only occasional hesitation.	<p>1. I can locate and employ information in unfamiliar situations and in specific academic topics while working interactively with a group.</p> <p>2. I can engage in a conversation related to an academic topic previously learned and connect it to a new topic.</p>

		3. I can make associations and use them in conversations between current events and classroom content.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AM.1.3	3. Use readily available technology tools and digital literacy skills to discuss academic ideas and information in lengthy conversations.	1. I can exchange and promote academic ideas using information from newspapers, magazines, broadcasts, and websites.  2. I can exchange information on varying viewpoints heard in a news broadcasts.  3. I can interact on academic specific topics through media, such as Skype, Facebook, Twitter, etc.
MOD.COD.AM.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AM.2.1	1. Demonstrate understanding of extended discussions, presentations, most media programs and feature films or authentic texts from other disciplines at the appropriate proficiency level.	1. I can identify main events presented during a newscast by creating a table of contents.  2. I can predict the outcome of a movie that was interrupted in the classroom before it ended.
MOD.COD.AM.2.2	2. Follow complicated directions or instructions from authentic materials, more complicated literary texts or technical manuals in other disciplines at the appropriate proficiency level.	1. I can follow directions for creating a Web page, Wiki or Facebook page or other Internet-based platform.  2. I can follow directions from a technical manual to operate a digital camera.

MOD.COD.AM.2.3	3. Use content knowledge in other disciplines to interpret lengthy authentic multimedia and digital/print resources including concrete and some abstract topics.	1. I can interpret a documentary on a historical person or event by creating a timeline.
MOD.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</b>
MOD.COD.AM.3.1	1. Present new concepts related to other disciplines with accuracy, clarity, and precision adapting content and delivery as appropriate for audience.	1. I can make adjustments in my presentation to address the needs and questions of my audience.  2. I can present on many concrete and some abstract topics; such as a piece of art or music.  3. I can write an editorial, letter of recommendation, or professional article.
MOD.COD.AM.3.2	2. Sustain and justify arguments on a variety of academic and professional topics in the appropriate manner for specific audiences.	1. I can describe and support reactions on issues using all major time frames.  2. I can describe the value related to certain actions, activities, or people and the inter-relatedness of these things, such as the relationship among education, wages, and life styles or the relationship between the environment and personal decisions.
MOD.COD.AM.3.3	3. Connect common themes from other disciplines in lengthy literary and non-literary texts.	1. I can compare the linguistic elements of the target language and English, such as time, tense, and mood and understand how each language uses different structures to express intended meaning.  2. I can present a detailed paragraph about a scientific experiment

		<p>and compare the technical vocabulary or cognates in science with other disciplines.</p> <p>3. I can write a detailed text comparing two versions of a well-known text or movie, highlighting cultural interpretations, vocabulary, and setting; in order to compare a historical and modern version or an American remake of a French/German/Spanish work.</p>
	<p><b>Objectives</b></p>	<p><b>Sample Learning Targets</b></p>
<p>MOD.COD.AM.3.4</p>	<p>4. Create a presentation using style, language and tone appropriate to the audience and purpose of presentation and a variety of available technology tools and digital literacy skills.</p>	<p>1. I can apply content knowledge from a different subject to produce a professional presentation by integrating technology to match a specific audience; such as applying concepts and vocabulary learned in science and social studies and vice-versa.</p> <p>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.</p> <p>3. I can explain a technology-related problem and seek technical support.</p>

### Strand 3: Intercultural Competencies

Learners preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. In intercultural instruction we are guiding students to reflect on and broaden their own perspectives of life and therefore helping them develop a better global awareness. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Learners will develop worldwide awareness through in-class activities and community based projects.

MOD.ICC.AM.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</b>
MOD.ICC.AM.1.1	1. Carry out extended conversations on familiar and unfamiliar topics with communities of learners on how perspectives reflect the practices and products of the culture.	1. I can engage in authentic or simulated conversations that demonstrate understanding of culturally appropriate practices, such as the origins of those practices, and how religion affects practices of the target culture(s).  2. In a roundtable discussion, I can prioritize what is important to a target culture after watching scenes from authentic video clips, such as humor, human conditions, and pace of life.



MOD.ICC.AM.1.2	2. Exchange detailed factual information and express personal opinions in lengthy conversations in situations with people from the target cultures on matters outside my fields of interest.	<p>1. I can participate in a conversation about world views of various cultures by comparing media outlets; such as Al Jazeera, BBC, CNN, Deutsche Welle, FoxNews, TV5, or Univision.</p> <p>2. I can exchange general information to discuss how language and culture influence identity, such as border areas that may associate with other cultures or micro-communities that exist inside target cultures.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AM.1.3	3. Spontaneously discuss target culture traditions and viewpoints and defend reactions in conversations with people from the target culture.	<p>1. I can handle a complication or unexpected turn of events, such as a workplace misunderstanding in a culturally appropriate manner.</p> <p>2. I can babysit a child from the target culture following the culturally established practices.</p>
MOD.ICC.AM.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AM.2.1	1. Analyze cultural practices and perspectives expressed in a variety of authentic texts, messages, or media and the underlying meaning of culturally authentic expressions.	<p>1. I can identify and explain perspectives based on target language text or media.</p> <p>2. I can refer to historical events in order to explain target cultures perspective, such as effects of war, conflicts in daily life or responses to natural events.</p>

MOD.ICC.AM.2.2	2. Recognize details and outcomes in target language texts or media on a variety of familiar and unfamiliar topics when idiomatic, technical, or slang is used.	<p>1. I can interpret the meaning of idiomatic expressions heard in movies, television, and other forms of media by charting literal and figurative meaning.</p> <p>2. I can diagram the details and outcomes found in editorials or scientific texts by creating an informative poster on inventions.</p> <p>3. I can recognize non-anglicized technical terms, such as email, wireless, Bluetooth, etc.</p>
<b>Objectives</b>		<b>Sample Learning Targets</b>
MOD.ICC.AM.2.3	3. Understand detailed messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.	<p>1. I can edit a wiki, blog and/or podcast established for language learners around the world.</p> <p>2. I can understand a public service announcement by paraphrasing the content.</p>
MOD.ICC.AM.2.4	4. Understand the main idea and details of practices, products, and perspectives for the target cultures in authentic texts and media on familiar and unfamiliar topics.	<p>1. I can summarize the points of those engaged in discussing current domestic and international issues.</p> <p>2. I can map out the changes in cultural perspectives over a time span, such as daily life practices; play, lunchtime habits, or range of movement within the community.</p>
MOD.ICC.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</b>

MOD.ICC.AM.3.1	1. Reinforce and further knowledge of cultural concepts and knowledge used in specific disciplines in the target language classroom.	<p>1. I can recount a historical battle or event and explain its impact on present day culture.</p> <p>2. I can give clear descriptions comparing the system for electing government officials across cultures.</p>
MOD.ICC.AM.3.2	2. Present on a variety of community traditions and products using style, language and tone appropriate to the audience and purpose of presentation	<p>1. I can retell a cultural folktale to my classmates and/or young children.</p> <p>2. I can explain the differences in the political systems among cultures using clarity and precision.</p>
MOD.ICC.AM.3.3	3. Compare influences of historical events, literature, media, and global issues to professional communities from the learner’s culture and the target language cultures.	1. I can present to the class 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.

**Louisiana World Language Content Standards  
Modern Languages**

**Proficiency Level: Advanced High**

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

Acquiring a world language also referred to as the target language helps students develop a greater understanding and insight into the nature of language, their own language, and the language of others as well as the connection between language and culture. These comparisons, integrated with the three communication modes, provide focus on language development and use.

MOD.CLL.AH.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</b>

MOD.CLL.AH.1.1	1. Initiate and take part effortlessly in most conversations or discussions.	<p>1. I can participate and react actively in in-depth academic discussion with other students and educators who share my knowledge on the topic.</p> <p>2. I can participate in a discussion by conveying degrees of support of or disagreement with another’s point of view, such as I can express agreement or disagreement.</p>
MOD.CLL.AH.1.2	2. Ask and respond to questions and exchange information with fluency, flexibility, and accuracy on concrete and abstract topics in most situations.	<p>1. I can exchange and support information in a collaborative work environment.</p> <p>2. I can integrate and develop information in a class discussion about the influence of mass media on society or government policies.</p> <p>3. I can debate with fluency, flexibility, and accuracy on an academic specific topic.</p>
<b>Objectives</b>		<b>Sample Learning Targets</b>
MOD.CLL.AH.1.3	3. Express finer shades of meaning for a variety of social and academic purposes with relative ease when engaged in lengthy conversations.	<p>1. I can participate in a discussion conveying degrees of anger or frustration in a discussion.</p> <p>2. I can interact with others by expressing degrees of approval or enthusiasm in a discussion.</p> <p>3. I can use some appropriate regional and colloquial expressions in a discussion.</p>

MOD.CLL.AH.1.4	4. Support hypotheses or structured debates on a wide variety of topics working around occasional difficulties.	<ol style="list-style-type: none"> <li>1. I can support an argument about my political views.</li> <li>2. I can engage in a discussion of hypotheses supporting alternative energy sources using circumlocutions, and paraphrasing.</li> <li>3. I can put forth and react to other’s complex ideas during a discussion to solve a community issue.</li> </ol>
MOD.CLL.AH.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AH.2.1	1. Demonstrate understanding of most all forms of written language including abstract and linguistically complex text.	1. I can demonstrate understanding of articles from academic journals with technical vocabulary by integrating the information into a presentation as a direct quotation with correct citations.

		<p>2. 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>3. I can interpret the meaning of slang or idioms based on context clues by rephrasing in literal terms.</p>
MOD.CLL.AH.2.2	2. Demonstrate understanding of most spoken language, whether live or broadcast, on most topics including some accents and dialects.	<p>1. I can demonstrate understanding of information obtained from a customer service agent by reacting accordingly.</p> <p>2. 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.</p> <p>3. I can demonstrate my understanding of various accents by participating in a multicultural forum, such as a video conference or mock United Nations, etc.</p>
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.CLL.AH.2.3	3. Demonstrate understanding of long and complex directions or instructions in specialized articles and technical instructions in all forms of written text and live or broadcasts situations.	<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</p>

		instructions by formulating follow-up questions.
MOD.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</b>
MOD.CLL.AH.3.1	1. Deliver a clearly articulated well-structured presentation on a wide variety of topics in a style appropriate to most audiences.	<p>1. I can speak with confidence and clarity, engage in a respectful dialogue, and can be fully understood by a non-sympathetic audience when presenting on a controversial topic.</p> <p>2. I can write a structured, concise and relevant letter of rebuttal to comments made to an original letter to the editor about politics and social issues.</p>
MOD.CLL.AH.3.2	2. Write detailed narratives, descriptions or explanations on a broad range of topics within or beyond my field of interest using style, language and tone appropriate to the audience and purpose of presentation.	<p>1. I can present an analytical exposé that covers different movements and genres, such as film, literature, music or art.</p> <p>2. I can incorporate technical vocabulary and academic jargon to express myself with fluency and precision according to purpose and audience, such as philosophical –isms.</p>
MOD.CLL.AH.3.3	3. Present a well-supported argument or hypotheses including detailed evidence in support of point of view using effective and logical structure.	<p>1. I can give a persuasive speech on a particular current issue.</p> <p>2. I can present an argument for or against an idea by citing other works, historiography, or primary sources.</p>

### Strand 2: Connections to Other Disciplines

Studying a world language involves making connections with other academic disciplines, formally and informally. The language arts skills of reading, writing, and speaking are key parts of world language communication. As students learn how to use numbers and currency, mathematics and economics are connected with language performance. Social Studies, art, health and physical education, science, and music are important

parts a key part of cultural understanding and are integrated throughout linguistic communication. Career and technical skills are incorporated into relative topics, and technology is integrated throughout world languages as a resource for materials and a means of expression and presentation.

MOD.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</b>
MOD.COD.AH.1.1	1. Initiate and take part effortlessly in any conversation or discussion on topics in other disciplines.	1. I can initiate and take part in a conversation on any topics in other disciplines, such as foreign authors and artists or political and historical events that involve countries where the target language is spoken.  2. I can discuss content in other subject areas, such as in world literature and political systems.  3. I can exchange complex academic information to engage in collaborative work with my counterparts in different regions or countries.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AH.1.2	2. Discuss complex, detailed, factual information on a	1. I can participate in an academic debate providing facts and



	<p>variety of academic topics in debates and meetings.</p>	<p>rationale regarding alternative energies and impact to environment.</p> <p>2. I can react to implicit information presented by others during an academic discussion.</p> <p>3. I can sustain argument viewpoints on the impact of technological advances on society.</p>
<p>MOD.COD.AH.1.3</p>	<p>3. Use readily available technology tools and digital literacy skills to support academic ideas and information in lengthy, complicated conversations.</p>	<p>1. I can exchange detailed information and promote academic ideas using information from newspaper magazines, broadcast and Websites.</p> <p>2. I can debate and give supported arguments about a variety of topics.</p> <p>3. I can interact with accuracy on academic topics through media, such as Skype, Facebook, Tweeter, or other resources available.</p>

MOD.COD.AH.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.COD.AH.2.1	1. Demonstrate understanding of extended speeches, lectures, and lengthy presentations on topics from other disciplines in most forms of media.	1. I can show understanding of documentaries or presentations on historical, political, or scientific topics by summarizing content.  2. I can identify varying viewpoints heard in news broadcasts by listing the different points.  3. I can compare and contrast positions of multiple speakers in political discussions by creating a chart.
MOD.COD.AH.2.2	2. Demonstrate understanding of most authentic texts or digital print resources from other disciplines and identify speaker’s perspective, tone and style.	1. I can identify tone, style, and purpose of a dramatic dialogue or monologue by answering guiding questions.  2. I can identify possible biases in biographical excerpts written from different perspectives by writing a comparative summary.
MOD.COD.AH.2.3	3. Follow complicated directions or instructions from authentic materials, complicated literary texts or technical manuals in other disciplines	1. I can follow lengthy instructions in scientific manuals to conduct a complex experiment.  2. I can follow directions from a technical manual to operate an advanced technological device.

MOD.COD.AH.2.4	4. Use content knowledge in other disciplines to interpret lengthy authentic multimedia and digital/print resources including a wide variety of topics.	<p>1. I can demonstrate understanding of a short movie by creating captions in my own words that are factually accurate.</p> <p>2. I can show understanding of non-literary texts from textbooks or magazines by creating a pod cast.</p>
MOD.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>
MOD.COD.AH.3.1	1. Present new concepts related to other disciplines in a clear and fluid manner adapting content and delivery as appropriate to maintain audience interest.	<p>1. I can write with accuracy on a variety of topics using paragraphs and format appropriate for intended audience.</p> <p>2. I can speak with confidence about the details, such as procedures, letter and address format, style, and the value of exchanging correspondence between two classes in different countries by identifying similarities and differences.</p> <p>3. I can deliver a detailed and well-organized presentation that applies a concept learned in one subject, such as the concept of hierarchy in Biology; government, family or society as reflected in literature.</p>
MOD.COD.AH.3.2	2. Defend arguments on a variety of academic and professional topics both concrete and abstract in the appropriate manner for specific audiences.	<p>1. I can deliver a clear concise presentation, using effective structure and accuracy to convey finer shades of meaning.</p> <p>2. I can defend an action taken by someone by using examples, facts, and statistics from authentic sources.</p>



	Objectives	Sample Learning Targets
MOD.COD.AH.3.3	3. Connect common themes from other disciplines in lengthy literary and non-literary texts.	<p>1. I can use a philosophical theme, such as existentialism, modernism, and creationism as the foundation for a presentation on a topic in another subject by applying the concept of modernism to the critique of a film, short story or political cartoon.</p> <p>2. I can integrate thematic information from sources specific to different disciplines, such as academic journals, academic websites, archives, or online forums.</p> <p>3. I can produce a factual skit that presents a historical reenactment/parody or interpretation of scientific findings to illustrate my content knowledge.</p>
MOD.COD.AH.3.4	4. Deliver a clear and fluid presentation using a variety of available technology tools to support purpose and enhance presentation for specific audience.	<p>1. I can produce well-organized presentations, using appropriate visual aids and multimedia tools.</p> <p>2. I can teach a lesson to my peers on a cross-curricular topic using multiple technology tools, such as PowerPoint with an embedded video or remote conferencing via Skype or other available social media tools.</p>

### Strand 3: Intercultural Competencies

Students preparing for success in the 21st Century need to access knowledge and information from other communities and cultures, and use that information to function well with people from diverse backgrounds. In intercultural instruction we are guiding students to reflect on and broaden their own perspectives of life and therefore helping them develop a better global awareness. Because Intercultural Competence measures awareness, there is no pre-existing scale by which to measure student growth. Students will develop worldwide awareness through in-class activities and community based projects.

MOD.ICC.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</b>
MOD.ICC.AH.1.1	1. Carry out extended conversations on concrete and abstract topics with communities of learners on how perspectives reflect the practices and products of the culture.	1. I can participate in a discussion, using factual and historical information, how American actions are perceived by the target cultures and why they might have varying viewpoints, such as the events of 9/11, presidential elections, or foreign policy.  2. I can participate in a discussion about the role of culture in the development of relationships among countries around the world, such as women’s roles, education, or social structures.  3. I can communicate effectively while volunteering with groups that are culturally, linguistically, and/or socio-economically different from my own.
MOD.ICC.AH.1.2	2. Exchange factual information and express personal opinions with fluency and precision in lengthy conversations in situations with people from the target cultures on matters outside my fields of interest.	1. I can exchange detailed information on how one’s world view influences one’s tolerance and adaptation to a new culture, such as role-playing a foreign exchange student addressing how others might view the American way of life.

		2. I can give a supported argument about my political views.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AH.1.3	3. Discuss target culture traditions and viewpoints and defend reactions working around occasional difficulties in conversations with people from the target culture.	1. I can put forth and react to others' complex ideas during a discussion to solve a community issue, such as immigration, environmental protection, and care of the aging population.  2. I can participate in a discussion about how individuals contribute to the well-being of communities around the world.
MOD.ICC.AH.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.	
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AH.2.1	1 Analyze cultural practices and perspectives expressed in a variety of authentic texts, literature, or media and the underlying meaning of culturally authentic expressions.	1. I can interpret literal and abstract ideas conveyed in authentic texts and narratives, such as classical literature and trade books.  2. I can understand the speaker's intent even when high degrees of subtlety and nuances are used as seen or heard in speeches, negotiations, and poetry.
MOD.ICC.AH.2.2	2. Recognize details and outcomes in target language texts or media on a variety of abstract and concrete topics when idiomatic, technical, or slang is used.	1. I can categorize music from various target cultures according to current trends.  2. I can distinguish between various vernacular or registers in infomercials, pamphlets, and cultures.

MOD.ICC.AH.2.3	3. Understand detailed messages on abstract and concrete concepts published in the community or created by communities of learners of the same target language.	1. I can employ strategies such as skimming, scanning, and inferring to comprehend the intent of a message.  2. I can demonstrate understanding of information presented in a locally published newspaper.
	<b>Objectives</b>	<b>Sample Learning Targets</b>
MOD.ICC.AH.2.4	4. Understand the main idea and details of practices, products, and perspectives for the target cultures in authentic literature and media on abstract and concrete topics.	1. I can comprehend high extended discourse, such as work-related correspondence and written or oral presentations.  2. I can demonstrate understanding of an editorialist’s perspective on current events by writing a response to the editorialist.
MOD.ICC.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>
MOD.ICC.AH.3.1	1. Reinforce and further knowledge of cultural concepts and knowledge used in specific disciplines in the target language classroom.	1. I can write a cover letter when applying for a job or scholarship in the target culture.  2. I can compose a résumé that reflects the appropriate degree of formality as well as language.  3. I can present a detailed supported argument about how different countries address the need for alternative energy or other topics.



MOD.ICC.AH.3.2	2. Present on a variety of community traditions and products using style, language and tone appropriate to the audience and purpose of presentation	<p>1. I can switch from formal to informal speech when speaking to a mixed group.</p> <p>2. I can rephrase or re-explain things when I notice that my audience does not understand the content of my presentation, such as adjusting my language by providing examples, cognates, synonyms, or antonyms during a presentation.</p>
MOD.ICC.AH.3.3	3. Compare influences of historical events, literature, media, and global issues to professional communities from the learner’s culture and the target language cultures.	<p>1. I can produce a video on a hot-button topic using culturally appropriate tone, using modern technology,</p> <p>2. I can use examples that are well recognized in the target culture to enrich my presentation.</p>