

1. COMMUNICATION Communicate effectively in Spanish in order to function in a variety of situations and for multiple purposes				
Student can...	4	3	2	1
1.1 Interpersonal: Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings or opinions.	I can participate with ease and confidence in conversations on familiar topics. I can usually describe people, places and things. I can handle interactions in everyday situations, sometimes even when there is an unexpected complication.	I can participate in conversations on familiar topics using sequences and series of sentences. I can handle short social interactions in everyday situations by asking and answering questions. I can usually say what I want to say about myself and my everyday life.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle interactions in everyday situations by asking and answering simple questions.
1.2L Interpretive: Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.	I can understand the main idea messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overheard.	I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overheard.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.
1.2R Interpretive: Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.	I can easily understand the main idea of texts related to everyday life, personal interests and studies.	I can understand the main idea of texts related to everyday life and personal interests or studies.	I can understand the main idea in short and simple texts when the topic is familiar.	I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what I have read.

1.3S Presentational: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	I can make presentations in a generally organized way on school, work and community topics and on topics I have researched.	I can make presentations on a variety of familiar topics using connected sentences.	I can present information on most familiar topics using a series of simple sentences.	I can present information on a very familiar topic using a variety of words, phrases and sentences that have been practiced.
1.3W Writing: Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.	I can write on topics related to school, work, and community in a generally organized way.	I can write on a wide variety of familiar topics using connected sentences.	I can write brief about most familiar topics and present information using a series of simple sentences.	I can write information on very familiar topics using a variety of words, phrases and sentences that have been practiced.

2. Culture: Interact with cultural competence and understanding				
Student can...	4	3	2	1
2.1: Relating Cultural Practices to Perspectives: Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	I can expand my repertoire of age-appropriate and culturally appropriate practices.	I can build a fundamental repertoire of age-appropriate practices.	I can engage in age-appropriate and culturally appropriate practices.	I can interact with age-appropriate and culturally appropriate practices.
2.2: Relating Cultural Products to Perspectives: Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	I can identify, discuss, and analyze both tangible and intangible products of the culture, and I am able to create samples of expressive products that relate appropriately to cultural perspectives.	I can observe and experience expressive products of culture and analyze their importance.	I can observe and identify tangible products of the target culture.	I can interact with tangible products of the target culture.

3. Connections and Communities: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. Interact and collaborate with cultural competence to participate in multicultural communities at home and around the world.

Student can...	4	3	2	1
3.1: Build, reinforce, and expand their knowledge of other disciplines while using the target language to develop critical thinking and to solve problems creatively.	I can begin to find and compare coverage of current events in the target culture and in the US.	I can research how a major figure from history, science, or the arts is described in the target language and use it to expand what I already know.	I can somewhat research how a major figure from history, science, or the arts is described in the target language and use it to expand what I already know.	I can begin research how a major figure from history, science, or the arts is described in the target language and use it to expand what I already know. .
3.2: Access and evaluate information and diverse perspectives that are available through the target language and its cultures.	I can begin to read a piece of literature in the target language and start to analyze the universality of the message.	I can analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US.	I can somewhat analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US.	I can begin to analyze instructional websites and materials created for speakers of the target language and compare them to instructional resources in the US.
3.3: Engage in language and culture related events and projects within both real and virtual communities.	I can write and illustrate stories of personal interest as well as initiating to communicate orally or in writing with members of the other culture regarding topics of personal interest, community issues, or world concern.	I can write and illustrate stories of personal interest through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes.	I can somewhat write and illustrate stories of personal interest through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes.	I can discuss a variety of topics of personal interest through interpersonal oral or written exchanges with speakers of the target language and/or students in other classes.

4. COMPARISONS: Develop insight into the nature of language and culture in order to interact with culture competence

Student can...	4	3	2	1
4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	I can identify patterns and explain discrepancies between the sound and writing systems in both my native language and the language being learned.	I can identify and compare language appropriate to specific social groups and situations in the language they are learning and their own.	I can inventory idiomatic expressions in both my native language and the language being learned and talk about how idiomatic expressions work in general.	I can inventory idiomatic expressions in both my native language and the language being learned.
4.2 Use the language to investigate, explain and reflect on the concept of culture through comparisons of the cultures studied and their own.	I can begin to identify social and economic institutions related to perspectives in the target cultures and my own.	I can hypothesize about the relationship between cultural perspectives and expressible products by analyzing selected products from the target cultures and their own.	I can start to hypothesize about the relationship between cultural perspectives and expressible products by analyzing selected products from the target cultures and their own.	I can compare/contrast the function of everyday objects in authentic materials produced in target cultures and speculate on why certain products originate in and/or are important to particular cultures.