

East Asian Languages: Level 1

Communication:

1 Write and speak in a language other than English. Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)

- 1 Use multiple greetings and farewells in various simple social situations. [1.1.1](#)
- 2 State information about self and others in simple terms. Examples: Name, age, origin, physical attributes, etc. [1.1.2](#)
- 3 Express a variety of simple feelings and preferences of self and others. Examples: Likes and dislikes. [1.1.3](#)
- 4 Exchange familiar information and opinions in brief guided conversations. [1.1.4](#)
- 5 Exchange familiar information in written form with guidance. Examples: Daily classroom language usage, cards, etc. [1.1.5](#)
- 6 Make basic requests and ask simple questions. [1.1.6](#)
- 7 Use speaking strategies that facilitate communication. Example: Ask for clarification. [1.1.7](#)

2 Interpret information in a language other than English. Learners interpret written and spoken language on a variety of topics. (Interpretive)

- 1 Understand and respond to simple classroom requests, commands, and directions. [1.2.1](#)
- 2 Recognize letters and sounds of familiar characters, including stroke order and stroke count, using Kana/Kanji (Japanese) with appropriate sound whenever applicable, Pinyin and tones (Chinese). [1.2.2](#)
- 3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. Examples: Identify familiar vocabulary from an authentic supermarket flyer. [1.2.3](#)
- 4 Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana/kanji (Japanese), Pinyin (Chinese), and/or familiar vocabulary. [1.2.4](#)

3 Present information in a language other than English. Learners present to an audience of listeners or readers on a variety of topics. (Presentational)

- 1 Present simple prepared material on selected topics. Examples: Dialogues, short skits, etc. [1.3.1](#)
 - 2 Read passages aloud to practice pronunciation, tones (Chinese), using Kana (Japanese), Pinyin (Chinese), and/or familiar characters. [1.3.2](#)
 - 3 Write/type words and simple sentences using familiar characters/pinyin. Examples: Radicals, ideographs/pictographs, and/or Kana/Kanji (Japanese). [1.3.3](#)
 - 4 Describe objects, self, and others in written (using Kana/Kanji in Japanese and Pinyin in Chinese) and spoken language in simple terms. [1.3.4](#)
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Cultures

4 Develop awareness of other cultures. Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using both English and the target language.

- 1 Recognize basic routine practices of the target cultures. Examples: Social interactions, greetings, table manners, etc. [1.4.1](#)
 - 2 Examine products, perspectives, and symbols of the target cultures. Examples: Calendars, food, symbolic meanings of colors. [1.4.2](#)
 - 3 Examine factors that influence practices, products, and perspectives. Examples: Geography, weather, demographics, etc. [1.4.3](#)
 - 4 Recognize and use situation- appropriate non-verbal communication. Example: Bowing to teachers. [1.4.4](#)
 - 5 Recite and discuss simple works from the target languages and cultures. Examples: Rhymes, chants, songs. [1.4.5](#)
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Connections

5 Make connections to other content areas. Learners use the target language to expand their knowledge of and make connections among multiple content areas.

- 1 Describe basic objects and concepts from other content areas in simple terms. Examples: Basic math skills to practice numbers and money conversion. [1.5.1](#)
 - 2 Integrate content area concepts and skills through relevant activities. Examples: Report on survey results in the target language, telling time, use a map or locational technology to identify locations. [1.5.2](#)
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6 Access and connect information through various media. Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.

- 1 Use digital media and culturally authentic resources to build vocabulary. Examples: Electronic dictionaries, language websites, TV programs, etc. [1.6.1](#)
 - 2 Use digital media and culturally authentic resources to study target cultures. Examples: Photographs, magazines, appropriate websites. [1.6.2](#)
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Comparisons

7 Investigate the nature of language and culture. Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.

- 1 Recognize words shared between English and the target language, including using Katakana (Japanese) and characters (Chinese). [1.7.1](#)
 - 2 Recognize basic differences in writing systems. Examples: Kana (Japanese) and characters. [1.7.2](#)
 - 3 Recognize and use simple language structures. Examples: Grammatical particles and basic word order. [1.7.3](#)
 - 4 Use basic idiomatic and colloquial expressions in the target language. [1.7.4](#)
 - 5 Recognize age-appropriate differences between male vs. female language (Japanese) and formal vs. informal language. [1.7.5](#)
 - 6 Use authentic simple forms of address in a variety of familiar situations. [1.7.6](#)
 - 7 Identify some daily living patterns of other cultures and the learner's own culture. Examples: Food, table manners, no shoes in the house, bedding, personal hygiene. [1.7.7](#)
 - 8 Recognize celebrations and holidays of other cultures and compare them to those of the learner's culture. [1.7.8](#)
 - 9 Identify contributions from target cultures and compare them to students' own. Examples: lucky numbers/unlucky numbers. [1.7.9](#)
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Communities

8 Become an active global citizen by experiencing languages and cultures in multiple settings. Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.

- 1 Share experiences from the world language classroom within the school and/or community. Example: Use the target language to teach basic vocabulary to friends and family, make simple presentations to peers and the school community. [1.8.1](#)
- 2 Recognize the use of the target language in the learner's community or daily life. Examples: Signs, restaurants, etc. [1.8.2](#)
- 3 Experience and report on the cuisine, music, drama, literature, etc. from the target cultures. [1.8.3](#)