

## Grade 8 World Languages

**A. Communication: Students communicate in the target language.**

### **A1 Interpersonal**

**Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non-manual markers* (ASL), which are comprehensible to speakers accustomed to interacting with language learners.**

#### Modern and Classical

- a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.

#### Modern only

- b. Participate in conversations on a variety of everyday topics to meet personal needs.
- c. Give and respond to directions and commands, orally or in sign language, and in writing.

#### Classical only

- d. Exchange information in writing about familiar topics.

### **A2 Interpretive**

**For classical languages only, the 6-8 and 9-Diploma indicators may be accomplished in the target language or English.**

**Students comprehend brief conversations, *narratives*, and recorded material in *familiar contexts*.**

#### Modern only

- a. Identify main ideas, topics, and details from simple oral/signed and written texts.

#### Classical only

- b. Identify main ideas, topics, and details from simple written texts.
- c. Demonstrate comprehension of simple texts by identifying people and objects.

### **A3 Presentational**

**Students use phrases and simple sentences in rehearsed oral /signed and written presentations on familiar topics.**

**Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level**

**of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.**

Modern only

- a. Write/sign messages using a prescribed, *culturally-appropriate* format.
- b. Produce and present simple creative works orally or in sign language, and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally or in sign language, and in writing.

Classical only

- d. Create written products based on a given topic.
- e. Read aloud from *adapted texts* with appropriate *intonation* and pronunciation.

**A4 Language Comparisons**

**For both modern and classical languages, indicators may be accomplished in the target language or English.**

**Students compare the *target language* with English in order to better understand *language systems*.**

Modern and Classical

- a. Compare basic grammatical structures and *syntax* between languages.
- a. Compare *idiomatic expressions* between languages.
- b. Compare pronunciation systems between languages. \*
- c. Recognize that there are regional and/or historical variations in spoken/signed language.
- d. Explain connections between languages through the identification of *cognates*.

**B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.**

**B1 Practices and Perspectives**

**For classical languages only, indicators may be accomplished in the target language or English.**

**Students describe *practices of a culture(s)* and *perspectives of a culture(s)* in which the *target language* is spoken.**

Modern and Classical

- a. Describe examples of common beliefs of a culture(s) in which the *target language* is spoken.
- b. Describe common attitudes of a culture(s) in which the *target language* is spoken.
- c. Describe common similarities and differences related to *practices of a culture(s)* in which the *target language* is spoken.

## **B2 Products and Perspectives**

**For classical languages only, indicators may be accomplished in the target language or English.**

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the *perspectives of a culture(s)* in which the *target language* is spoken.

## **B3 Comparisons with Own Culture**

**For classical languages only, indicators may be accomplished in the target language or English.**

Students recognize and compare *perspectives* related to *products and practices* of a culture(s) in which the *target language* is spoken to the cultural perspectives of the culture in which the student lives.

### Modern and Classical

- a. Compare verbal and non-verbal communication in a culture(s) in which the *target language* is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the *target language* is spoken to life in the United States including foods, celebrations, dress, and/or architecture.

**C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.**

## **C1 Knowledge of Other *Learning Results* Content Areas**

**For classical languages only, indicators may be accomplished in the target language or English.**

Students apply information acquired in other *Learning Results* content areas to further their knowledge and skills in the *target language*.

### Modern and Classical

- a. Use the *writing process* learned in English Language Arts when writing for the *target language* class. \*
- b. Apply research skills to further knowledge in the *target language*.
- c. Apply knowledge from other *Learning Results* content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.

## **C2 Distinctive Viewpoints**

**For classical languages only, indicators may be accomplished in the target language or English.**

Students locate *authentic* resources, available only through sources in the target language, and identify ideas about a culture(s) in which the *target language* is

spoken.

Modern and Classical

- a. Locate media or other *authentic sources* from the *target language* and a culture(s) in which the *target language* is spoken and identify a *perspective and/or practice of a culture(s)* different from the students' own viewpoints and/or behaviors.

**D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.**

**D1 Communities**

**For classical languages only, performance indicators may be accomplished in the target language or in English.**

**Students demonstrate an understanding and use their knowledge of the *target language* to communicate with *target language* speakers, obtain information on familiar topics, and gain understanding of another culture(s).**

Modern and Classical

- a. Participate in and summarize school/community events related to the *target language* or associated culture(s).
- b. Identify community and online resources that can be used to gain information about the *target language* or associated culture(s).
- c. Communicate with students in the *target language*.
- d. Describe language skills and cultural insights gained through real or *virtual travel*.