

Grade K World Languages

A. Communication: Students communicate in the target language.

A1 Interpersonal

Students engage in simple interactions to provide and obtain information using single words or learned phrases.

Modern and Classical

- a. Use *culturally-appropriate* and age-appropriate *courtesy expressions*.
- b. Participate in brief *guided exchanges* related to likes and dislikes.
- c. Make age-appropriate introductions of classmates, family members, and friends.
- d. Ask and answer simple learned questions.

A2 Interpretive

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

Students comprehend and respond to simple spoken/signed language in a classroom setting.

Modern and Classical

- a. Respond to simple oral/signed directions, commands, and routine requests in the classroom.
- b. Identify people and objects based on oral/signed descriptions.

A3 Presentational

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

Students use memorized words or phrases and visuals in short oral/signed presentations.

Modern and Classical

- a. Provide simple descriptions of people, places, and objects.

A4 Language Comparisons

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

No performance indicator.

Although no performance indicators are stated, students are expected to have

instructional experiences related to similarities and differences between the target language and English.

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 identify and imitate basic *culturally-appropriate practices* of a culture(s) in which the *target language* is spoken.

Modern and Classical

- a. Use *culturally-appropriate courtesy expressions* and demonstrate greeting and leave-taking.
- b. Recognize cultural differences including dress, mealtime practices, gestures, and/or celebrations.

B2 Products and Perspectives

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

No performance indicator.

Although no performance indicators are stated, students are expected to have instructional experiences related to *products 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.

No performance indicator.

Although no performance indicators are stated, students are expected to have instructional experiences related to comparison of the *target culture* with the culture in which the student lives.

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 identify basic language connections to other *Learning Results* content areas.

Modern and Classical

- a. Identify ways of counting.
- b. Identify common ways of greeting people.

C2 Distinctive Viewpoints

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

No performance indicator.

Although no performance indicators are stated, students are expected to have instructional experiences related to a variety of print and non-print materials created in a language other than English.

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 include family, friends, or peers in activities using the *target language*.