World Languages: Novice Low (Grades K–8)

Communication

Interpersonal Mode

1. Exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.
   a. Communicate on some very familiar topics using single words or learned phrases. Examples: likes/dislikes, sports, hobbies
   b. Answer simple questions. Examples: What is your name? What day is today? What is the weather?
   c. Greet peers and introduce selves.

Interpretive Mode

2. Demonstrate an understanding of simple spoken or written language presented through a variety of media resources on familiar topics.
   a. Recognize key words and phrases in the target language. Examples: colors, numbers, animals, weather, days of the week
   b. Identify people and objects in their environment. Examples: clothing, classroom items, family members
   c. Understand basic instructions. Examples: turn on lights, look at board
   d. Interpret the meaning of gestures, intonation, and other auditory cues.

Presentational Mode

3. Present material in oral and written form.
   a. Present information about selves with one word or simple learned phrases. Examples: I'm tired. I have a headache. I'm thirsty, hungry, and sleepy.
   b. Sing songs in the target language.
   c. Label familiar people, places and objects.

Cultures

4. **Investigate, explain, and reflect on the relationship among the products, practices, and perspectives of the target cultures.**
   a. Use appropriate gestures and oral expressions.
   b. Identify typical activities, events, and celebrations of the target cultures. Examples: Christmas, Carnival

Skip to main content

c. Identify children's songs, poetry and rhymes from the target culture.

d. Observe and imitate simple patterns of behavior. Examples: Table manners, greetings.

Connections

5. **Link target language and other subject areas to acquire information and develop diverse cultural perspectives.**

   a. Listen to and acquire vocabulary related to age-appropriate school content. Examples: Modes of transportation, the planets, and time-telling.

Comparisons

6. **Investigate, analyze, and reflect on similarities and differences between the target and native languages.**

   a. Identify cognates.

   b. Differentiate formal and informal forms of language.

   c. Compare sound systems of the native and target languages.

7. **Investigate, analyze, and reflect on similarities and differences between the target and native cultures.**

   a. Compare gestures used to greet family, friends, and acquaintances.

   b. Compare and contrast tangible products of the native and target cultures. Examples: Food, clothing, toys, and children's stories.

   c. Compare simple behavior patterns in the native and target cultures.

Communities

8. **Acquire the ability to interact in the target culture beyond the classroom and set goals for life-long learning. Examples: Foster a student-centered learning process by creating can-do statements with the help of their teachers. Collect evidence to demonstrate achievement of goals such as self-assessment checklists, portfolios. Perform for school or community celebrations. Identify places in the community where the target language is used. Listen to music and sing songs from the target culture.**