

Indiana World Languages and International Education

East Asian Languages: Novice

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1C

1 Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1C.1I

1I. Proficiency Benchmark: Novice - I can communicate in spontaneous, written, or signed conversations on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions. 1C.1I

NL. Novice Low (NL) NL

- a** I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals. 1C.1I.NL.A
- b** I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals. 1C.1I.NL.B
- c** I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals. 1C.1I.NL.C

NM. Novice Mid (NM) NM

- a** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. 1C.1I.NM.A
- b** I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. 1C.1I.NM.B
- c** I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. 1C.1I.NM.C

NH. Novice High (NH) NH

- a** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences. 1C.1I.NH.A
- b** I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions. 1C.1I.NH.B
- c** I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions. 1C.1I.NH.C

2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1C.2I

2I. Proficiency Benchmark: Novice - I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. 1C.2I

NL. Novice Low (NL) NL

- a** I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts. 1C.2I.NL.A
- b** I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. 1C.2I.NL.B
- c** I can understand memorized or familiar words when they are supported by gestures or visuals in conversations. 1C.2I.NL.C

NM. Novice Mid (NM) NM

- a** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts. 1C.2I.NM.A
- b** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts. 1C.2I.NM.B
- c** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations. 1C.2I.NM.C

NH. Novice High (NH) NH

- a** I can identify the topic and some isolated facts from simple sentences in informational texts. 1C.2I.NH.A
- b** I can identify the topic and some isolated elements from simple sentences in short fictional texts. 1C.2I.NH.B
- c** I can understand familiar questions and statements from simple sentences in conversations. 1C.2I.NH.C

3 Presentational: Learners 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. 1C.P

P. Proficiency Benchmark: Novice - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written or signed languages. 1C.P

NL. Novice Low (NL) NL

- a** I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals. 1C.P.NL.A
- b** I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals. 1C.P.NL.B
- c** I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. 1C.P.NL.C

NM. Novice Mid (NM) NM

- a** I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. 1C.P.NM.A
- b** I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. 1C.P.NM.B
- c** I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. 1C.P.NM.C

NH. Novice High (NH) NH

- a** I can present personal information about my life and activities, using simple sentences most of the time. 1C.P.NH.A
 - b** I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. 1C.P.NH.B
 - c** I can present on familiar and everyday topics, using simple sentences most of the time. 1C.P.NH.C
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Interact with cultural competence and understanding. 2C

1 Relating to Other Cultures by Interacting - Learners use language to interact with others in and from another culture. 2C.IC

IC. Proficiency Benchmark: Novice - I can interact at a survival level in some familiar everyday contexts. 2C.IC

NL. Language (NL) NL

- a** I can communicate with others from the target culture in familiar everyday situations using memorized language and showing basic cultural awareness. 2C.IC.NL.A
- b** can explain that different thinking patterns cause differences in communication. 2C.IC.NL.B

NB. Behavior (NB) NB

- a** I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations. 2C.IC.NB.A

2 Relating Cultural Practices and Products to Perspectives (Investigate)- Learners use language to investigate, explain, and reflect on the relationship between the practices and products to perspectives of the target cultures. 2C.CI

CI. Proficiency Benchmark: Novice - In my own and other cultures, I can identify products and practices to help me understand perspectives in the target cultures. 2C.CI

N. Novice N

- a** In my own and other cultures I can identify some typical products related to familiar everyday life. 2C.CI.N.A
- b** In my own and other cultures I can identify some typical practices related to familiar everyday life. 2C.CI.N.B

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. 3C

1 Acquiring Information and Diverse Perspectives - Learners access and evaluate information and diverse perspectives that are available through language and its cultures. 3C.IP

IP. Proficiency Benchmark: Novice - I can access and evaluate basic information and perspectives that are available through the target languages and its cultures. 3C.IP

N. Novice (N) N

- a** I can access basic information and evaluate views on topics such as hobbies, everyday activities and life such as the school day, cultural meaning of colors and numbers, meals, and daily routines. 3C.IP.N.A

2 Making Connections - Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3C.MC

MC. Proficiency Benchmark: Novice - I can connect content from the target language to other disciplines 3C.MC

N. Novice (N) N

- a** I can reinforce my geography skills using maps of the target language and culture. 3C.MC.N.A
 - b** I can reinforce my skills in mathematics using numbers in the target language. 3C.MC.N.B
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Develop insight into the nature of language and culture in order to interact with cultural competence. 4C

1 Cultural Comparisons - Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied with their own. 4C.CC

CC. Proficiency Benchmark: Novice - I can identify differences and similarities between my community and cultures of the target language. 4C.CC

N. Novice (N) N

- a** I can explain the similarities and differences of popular hobbies in my community and the target culture. 4C.CC.N.A
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2 Language Comparisons - Learners use the language to investigate, explain, and reflect on the nature of the language through comparisons of the cultures studied with their own. 4C.LC

LC. Proficiency Benchmark: Novice - I can identify differences and similarities between my own language and the target language. 4C.LC

N. Novice (N) N

- a** I can explain the differences in writing systems between my native language and the target language. EX: Pinyin, simplified/ traditional Chinese characters; Hiragana, Katakana, Kanji. 4C.LC.N.A
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Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5C

1 School and Global - Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5C.SG

SG. Proficiency Benchmark: Novice - I can use the target language both within and beyond the classroom to interact and learn in my community and in the globalized world. 5C.SG

N. Performance Indicators (N) N

- a** I can introduce myself to speakers of the target language in a social community. 5C.SG.N.A
- b** I can correctly address people in the target language (e.g., students know how to address teachers in the target language). 5C.SG.N.B

2 Lifelong Learning - Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. 5C.LL

**Performance Indicators
(N) ^N**

- a I can set goals for the progress I intend to achieve during the term. 5C.LL.N.A**