

# East Asian Languages: Level 2

## 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 social situations. [2.1.1](#)
- 2 Exchange basic information about self and others. Examples: personal feelings hobbies, interests, etc. [2.1.2](#)
- 3 Express a variety of feelings and preferences of self and others. Examples: Likes and dislikes and elaborations. [2.1.3](#)
- 4 Exchange familiar information and opinions in brief conversations. [2.1.4](#)
- 5 Exchange familiar information and opinions in written form. Examples: Letters, e-mails, etc. [2.1.5](#)
- 6 Make requests and ask questions for information. [2.1.6](#)
- 7 Use speaking strategies to facilitate communication. Examples: Identifying key words, synonyms and antonyms. [2.1.7](#)

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### **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 classroom requests, commands, and directions. [2.2.1](#)
- 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). [2.2.2](#)
- 3 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. Example: Respond to reading or listening comprehension questions in the target language. [2.2.3](#)
- 4 Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana/kanji (Japanese), Pinyin (Chinese), and/or familiar vocabulary. [2.2.4](#)

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**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 Produce with guidance and present prepared material on a variety of topics. Examples: Dialogues, skits, etc. [2.3.1](#)
  - 2 Read passages aloud to demonstrate improving pronunciation, tones (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters. [2.3.2](#)
  - 3 Write/type words, sentences and simple paragraphs with guidance using familiar characters. Examples: Radicals, ideographs/pictographs, and/or Kana/Kanji (Japanese). [2.3.3](#)
  - 4 Describe objects, self, and others in written (using Kana/Kanji in Japanese and/or familiar characters) and spoken language with greater detail. [2.3.4](#)
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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 the target language as much as possible.**

- 1 Investigate and report on basic family and social practices of the target cultures. Examples: Family structure, gift giving, cultural trends, etc. [2.4.1](#)
  - 2 Examine products, perspectives, and symbols of the target cultures in simple terms. Examples: Media, films, art, etc. [2.4.2](#)
  - 3 Describe factors that influence practices, products, and perspectives. Examples: Historical events, scientific discoveries, technology, etc. [2.4.3](#)
  - 4 Describe contributions from the target language/East Asian cultures to the student's own. Examples: Cuisine, fine arts, political structures. [2.4.4](#)
  - 5 Identify elements that shape cultural identity in the target cultures. Examples: Ethnic groups, history, geography. [2.4.5](#)
  - 6 Recognize and use situation- appropriate and culturally accurate non-verbal communication. [2.4.6](#)
  - 7 Recite and discuss simple works from the target language and cultures. Examples: Rhymes, proverbs, chants, poetry, songs. [2.4.7](#)
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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 Investigate and report on objects and concepts from other content areas. Examples: Celsius/Fahrenheit conversion (Science standard), monetary systems and money conversion (Business and Math standards). [2.5.1](#)
- 2 Integrate content area concepts and skills through relevant activities. Examples: Learn a dance from another culture (PE standard), create a painting that mimics a style from the target culture (Art standard). [2.5.2](#)

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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, improve reading ability, and encourage cultural awareness. Examples: Electronic dictionaries, language websites, TV programs, etc. [2.6.1](#)
- 2 Use digital media and culturally authentic resources to study target language and cultures. Examples: Video clips, advertisements, etc. [2.6.2](#)

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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 and use words shared between English and the target language, including using Katakana (Japanese) and characters (Chinese). [2.7.1](#)
  - 2 Recognize and apply basic differences in writing systems. Examples: Kana (Japanese) and characters. [2.7.2](#)
  - 3 Recognize and use simple language structures. Examples: Grammatical particles, word order, and negative/command formations. [2.7.3](#)
  - 4 Compare and use idiomatic and colloquial expressions in the target language. [2.7.4](#)
  - 5 Recognize and use age-appropriate differences between male vs. female language (Japanese), formal vs. informal language, and spoken vs. written language. [2.7.5](#)
  - 6 Compare and use authentic simple forms of address in familiar of social situations. [2.7.6](#)
  - 7 Compare the social patterns of other cultures and the learner's own culture. Examples: School settings, meeting people, dating, etc. [2.7.7](#)
  - 8 Recognize and discuss celebrations and holidays of other cultures and compare them to those of the learner's culture. [2.7.8](#)
  - 9 Identify contributions from target cultures and compare them to students' own. Examples: Music. [2.7.9](#)
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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 with others. Example: Host a cultural fair to teach other classes about the target cultures. **2.8.1**
  - 2 Recognize and show the influences of the target language and/or cultures on the community. Examples: Architecture, special events, stores and shops, careers using the target language, etc. **2.8.2**
  - 3 Show evidence of becoming a life- long learner by using the target language and cultural knowledge for personal enrichment. Examples: Watch movies in the target language, listen to songs in the target language, establish e-pal or pen pal connections with native speakers. **2.8.3**