

## LEVEL 1-4 INDIANA ACADEMIC STANDARDS – EAST ASIAN LANGUAGES

LEVEL 1 Middle School: Grades 6 and up High School : Grades 9 and up	LEVEL 2 Upon Completion of Level 1	LEVEL 3 Upon Completion of Level 2	LEVEL 4 Upon Completion of Level 3
<p><b>Standard 1</b> <b>COMMUNICATION: Write and speak in a language other than English</b></p> <p>Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</p> <p><b>1.1.1</b> Use multiple greetings and farewells in various simple social situations.</p> <p><b>1.1.2</b> State information about self and others in simple terms. <b>Examples:</b> Name, age, origin, physical attributes, etc.</p> <p><b>1.1.3</b> Express a variety of simple feelings and preferences of self and others. <b>Examples:</b> Likes and dislikes.</p> <p><b>1.1.4</b> Exchange familiar information and opinions in brief guided conversations.</p> <p><b>1.1.5</b> Exchange familiar information in written form with guidance. <b>Examples:</b> Daily classroom language usage, cards, etc</p> <p><b>1.1.6</b> Make basic requests and ask simple questions.</p> <p><b>1.1.7</b> Use speaking strategies that facilitate communication. <b>Example:</b> Ask for clarification</p>	<p><b>Standard 1</b> <b>COMMUNICATION: Write and speak in a language other than English</b></p> <p>Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</p> <p><b>2.1.1</b> Use multiple greetings and farewells in various social situations.</p> <p><b>2.1.2</b> Exchange basic information about self and others. <b>Examples:</b> personal feelings hobbies, interests, etc.</p> <p><b>2.1.3</b> Express a variety of feelings and preferences of self and others. <b>Examples:</b> Likes and dislikes and elaborations.</p> <p><b>2.1.4</b> Exchange familiar information and opinions in brief conversations.</p> <p><b>2.1.5</b> Exchange familiar information and opinions in written form. <b>Examples:</b> Letters, e-mails, etc.</p> <p><b>2.1.6</b> Make requests and ask questions for information.</p> <p><b>2.1.7</b> Use speaking strategies to facilitate communication. <b>Examples:</b> Identifying key words, synonyms and antonyms</p>	<p><b>Standard 1</b> <b>COMMUNICATION: Write and speak in a language other than English</b></p> <p>Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</p> <p><b>3.1.1</b> Initiate, sustain, and close conversations various social situations</p> <p><b>3.1.2</b> Exchange information about self and others in various situations. <b>Example:</b> seeing a doctor, ordering in a restaurant, etc.</p> <p><b>3.1.3</b> Express a variety of feelings and preferences of self and others. <b>Examples:</b> Likes and dislikes and elaborations.</p> <p><b>3.1.4</b> Exchange detailed information and opinions orally. <b>Example:</b> personality characteristics</p> <p><b>3.1.5</b> Exchange detailed information and opinions in written form.</p> <p><b>3.1.6</b> Make requests and ask different types of questions in a variety of social situation</p> <p><b>3.1.7</b> Use speaking strategies to facilitate communication. <b>Examples:</b> Synonyms and antonyms, circumlocution, paraphrasing</p>	<p><b>Standard 1</b> <b>COMMUNICATION: Write and speak in a language other than English</b></p> <p>Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)</p> <p><b>4.1.1</b> Initiate, sustain, and close conversations in various complex social situations.</p> <p><b>4.1.2</b> Exchange detailed information and opinions orally on a variety of topics.</p> <p><b>4.1.3</b> Express a variety of feelings and preferences of self and others fluently.</p> <p><b>4.1.4</b> Exchange detailed information and opinions in written form on a variety of topics.</p> <p><b>4.1.5</b> Exchange detailed information and opinions in written form.</p> <p><b>4.1.6</b> Make requests and ask different types of questions in a variety of social situations.</p> <p><b>4.1.7</b> Use speaking and listening strategies to facilitate communication. <b>Examples:</b> Circumlocution, synonyms and antonyms, conjecture</p>

## LEVEL 1-4 INDIANA ACADEMIC STANDARDS – EAST ASIAN LANGUAGES

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<p><b>Standard 2</b> <b>COMMUNICATION: Interpret information in a language other than English</b></p> <p>Learners interpret written and spoken language on a variety of topics. (Interpretive)</p> <p><b>1.2.1</b> Understand and respond to simple classroom requests, commands, and directions.</p> <p><b>1.2.2</b> 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).</p> <p><b>1.2.3</b> Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. <b>Examples:</b> Identify familiar vocabulary from an authentic supermarket flyer</p> <p><b>1.2.4</b> Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana/kanji (Japanese), Pinyin (Chinese), and/or familiar vocabulary.</p>	<p><b>Standard 2</b> <b>COMMUNICATION: Interpret information in a language other than English</b></p> <p>Learners interpret written and spoken language on a variety of topics. (Interpretive)</p> <p><b>2.2.1</b> Understand and respond to classroom requests, commands, and directions.</p> <p><b>2.2.2</b> 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).</p> <p><b>2.2.3</b> Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. <b>Example:</b> Respond to reading or listening comprehension questions in the target language</p> <p><b>2.2.4</b> Make educated guesses about meaning in familiar contexts, using radicals, pictographs/ideographs, Kana/kanji (Japanese), Pinyin (Chinese), and/or familiar vocabulary.</p>	<p><b>Standard 2</b> <b>COMMUNICATION: Interpret information in a language other than English</b></p> <p>Learners interpret written and spoken language on a variety of topics. (Interpretive)</p> <p><b>3.2.1</b> Give and respond to written and spoken requests, commands, and directions of increasing complexity.</p> <p><b>3.2.2</b> 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).</p> <p><b>3.2.3</b> Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. <b>Example:</b> Provide a summary of the material in the target language</p> <p><b>3.2.4</b> Make educated guesses about meaning in familiar and unfamiliar contexts, using radicals, pictographs/ideographs, Kana/kanji (Japanese), Pinyin (Chinese), and/or familiar vocabulary.</p>	<p><b>Standard 2</b> <b>COMMUNICATION: Interpret information in a language other than English</b></p> <p>Learners interpret written and spoken language on a variety of topics. (Interpretive)</p> <p><b>4.2.1</b> Give and respond to written and spoken requests, commands, and directions of increasing complexity.</p> <p><b>4.2.2</b> 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).</p> <p><b>4.2.3</b> Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks. <b>Example:</b> Answer complex comprehension questions in the target language</p> <p><b>4.2.4</b> Make educated guesses about meaning in familiar and unfamiliar contexts, using radicals, pictographs/ideographs, Kana/kanji (Japanese), Pinyin (Chinese), and/or familiar vocabulary.</p>

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## LEVEL 1-4 INDIANA ACADEMIC STANDARDS – EAST ASIAN LANGUAGES

Middle School: Grades 6 and up High School : Grades 9 and up	Upon Completion of Level 1	Upon Completion of Level 2	Upon Completion of Level 3
<p><b>Standard 3</b> <b>COMMUNICATION: Present information in a language other than English</b></p> <p>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</p> <p><b>1.3.1</b> Present simple prepared material on selected topics. <b>Examples:</b> Dialogues, short skits, etc.</p> <p><b>1.3.2</b> Read passages aloud to practice pronunciation, tones (Chinese), using Kana (Japanese), Pinyin (Chinese), and/or familiar characters.</p> <p><b>1.3.3</b> Write/type words and simple sentences using familiar characters/pinyin. <b>Examples:</b> Radicals, ideographs/pictographs, and/or Kana/Kanji (Japanese)</p> <p><b>1.3.4</b> Describe objects, self, and others in written (using Kana/Kanji in Japanese and Pinyin in Chinese) and spoken language in simple terms.</p>	<p><b>Standard 3</b> <b>COMMUNICATION: Present information in a language other than English</b></p> <p>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</p> <p><b>2.3.1</b> Produce with guidance and present prepared material on a variety of topics. <b>Examples:</b> Dialogues, skits, etc.</p> <p><b>2.3.2</b> Read passages aloud to demonstrate improving pronunciation, tones (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters.</p> <p><b>2.3.3</b> Write/type words, sentences and simple paragraphs with guidance using familiar characters. <b>Examples:</b> Radicals, ideographs/pictographs, and/or Kana/Kanji (Japanese)</p> <p><b>2.3.4</b> Describe objects, self, and others in written (using Kana/Kanji in Japanese and/or familiar characters) and spoken language with greater detail.</p>	<p><b>Standard 3</b> <b>COMMUNICATION: Present information in a language other than English</b></p> <p>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</p> <p><b>3.3.1</b> Produce with guidance and present prepared material on a variety of topics. <b>Examples:</b> Reports, skits, travel plans and experiences, etc.</p> <p><b>3.3.2</b> Read passages aloud to demonstrate improving pronunciation and fluency, tones (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters.</p> <p><b>3.3.3</b> Write/type words, sentences, and developed paragraphs using familiar characters and/or Kana/Kanji (Japanese).</p> <p><b>3.3.4</b> Describe objects, self, and others in written (using Kana/Kanji in Japanese and/or familiar characters) and spoken language with greater detail.</p>	<p><b>Standard 3</b> <b>COMMUNICATION: Present information in a language other than English</b></p> <p>Learners present to an audience of listeners or readers on a variety of topics. (Presentational)</p> <p><b>4.3.1</b> Produce and present creative material on a variety of topics. <b>Examples:</b> Reports, skits, presentations, etc.</p> <p><b>4.3.2</b> Read passages aloud to demonstrate improving pronunciation and fluency tones (Chinese), using Kana (Japanese), Pinyin (Chinese), and familiar characters.</p> <p><b>4.3.3</b> Write/type words, sentences, and developed paragraphs using familiar characters and/or Kana/Kanji (Japanese).</p> <p><b>4.3.4</b> Describe objects, self, and others in written (using Kana/Kanji in Japanese and/or familiar characters) and spoken language with greater detail.</p>

## LEVEL 1-4 INDIANA ACADEMIC STANDARDS – EAST ASIAN LANGUAGES

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<p><b>Standard 4</b> <b>CULTURES: Develop awareness of other cultures</b></p> <p>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using both English and the target language.</p> <p><b>1.4.1</b> Recognize basic routine practices of the target cultures. <b>Examples:</b> Social interactions, greetings, table manners, etc.</p> <p><b>1.4.2</b> Examine products, perspectives, and symbols of the target cultures. <b>Examples:</b> Calendars, food, symbolic meanings of colors</p> <p><b>1.4.3</b> Examine factors that influence practices, products, and perspectives. <b>Examples:</b> Geography, weather, demographics, etc.</p> <p><b>1.4.4</b> Recognize and use situation-appropriate non-verbal communication. <b>Example:</b> Bowing to teachers</p> <p><b>1.4.5</b> Recite and discuss simple works from the target languages and cultures. <b>Examples:</b> Rhymes, chants, songs.</p>	<p><b>Standard 4</b> <b>CULTURES: Develop awareness of other cultures</b></p> <p>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.</p> <p><b>2.4.1</b> Investigate and report on basic family and social practices of the target cultures. <b>Examples:</b> Family structure, gift giving, cultural trends, etc.</p> <p><b>2.4.2</b> Examine products, perspectives, and symbols of the target cultures in simple terms. <b>Examples:</b> Media, films, art, etc.</p> <p><b>2.4.3</b> Describe factors that influence practices, products, and perspectives. <b>Examples:</b> Historical events, scientific discoveries, technology, etc.</p> <p><b>2.4.4</b> Describe contributions from the target language/East Asian cultures to the student's own. <b>Examples:</b> Cuisine, fine arts, political structures</p> <p><b>2.4.5</b> Identify elements that shape cultural identity in the target cultures. <b>Examples:</b> Ethnic groups, history, geography</p>	<p><b>Standard 4</b> <b>CULTURES: Develop awareness of other cultures</b></p> <p>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using the target language.</p> <p><b>3.4.1</b> Investigate and report on cultural practices of the target cultures. <b>Examples:</b> Traditions, celebrations and holidays unique to the target cultures</p> <p><b>3.4.2</b> Describe products, perspectives, and symbols of the target cultures.</p> <p><b>3.4.3</b> Describe factors that influence practices, products, and perspectives. <b>Examples:</b> Geography, technology, social issues, etc.</p> <p><b>3.4.4</b> Discuss significant events that have influenced the target cultures.</p> <p><b>3.4.5</b> Investigate elements that shape cultural identity in the target cultures.</p>	<p><b>Standard 4</b> <b>CULTURES: Develop awareness of other cultures</b></p> <p>Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied, using the target language.</p> <p><b>4.4.1</b> Analyze and reflect on cultural practices of the target cultures. <b>Examples:</b> Professional interactions, behavior in public settings, rites of passage</p> <p><b>4.4.2</b> Discuss products, perspectives, and symbols of the target cultures through guided participation. <b>Examples:</b> Literature, economic systems, the importance of family</p> <p><b>4.4.3</b> Explain factors that influence practices, products, and perspectives. <b>Examples:</b> Politics, gender equality, environmental issues, etc.</p> <p><b>4.4.4</b> Explain and analyze significant events that have influenced the target cultures.</p> <p><b>4.4.5</b> Explain contributions from the target language/East Asian cultures to the student's own.</p>

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	<p><b>2.4.6</b> Recognize and use situation-appropriate and culturally accurate non-verbal communication.</p> <p><b>2.4.7</b> Recite and discuss simple works from the target language and cultures.  <b>Examples:</b> Rhymes, proverbs, chants, poetry, songs</p>	<p><b>3.4.6</b> Recognize and use situation-appropriate non-verbal communication.</p> <p><b>3.4.7</b> Read and examine culture through literary works from the target language and cultures.  <b>Examples:</b> Poetry, plays, short stories</p>	<p><b>4.4.6</b> Recognize and use situation-appropriate and culturally accurate non-verbal communication.</p> <p><b>4.4.7</b> Examine culture through literary works from the target language and cultures.</p>

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<p><b>Standard 5</b> <b>CONNECTIONS: Make connections to other content areas</b></p> <p>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</p> <p><b>1.5.1</b> Describe basic objects and concepts from other content areas in simple terms. <b>Examples:</b> Basic math skills to practice numbers and money conversion</p> <p><b>1.5.2</b> Integrate content area concepts and skills through relevant activities. <b>Examples:</b> Report on survey results in the target language, telling time, use a map or locational technology to identify locations</p>	<p><b>Standard 5</b> <b>CONNECTIONS: Make connections to other content areas</b></p> <p>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</p> <p><b>2.5.1</b> Investigate and report on objects and concepts from other content areas. <b>Examples:</b> Celsius/Fahrenheit conversion (Science standard), monetary systems and money conversion (Business and Math standards)</p> <p><b>2.5.2</b> Integrate content area concepts and skills through relevant activities. <b>Examples:</b> Learn a dance from another culture (PE standard), create a painting that mimics a style from the target culture (Art standard)</p>	<p><b>Standard 5</b> <b>CONNECTIONS: Make connections to other content areas</b></p> <p>Learners use the target language to expand their knowledge of and make connections among multiple content areas.</p> <p><b>3.5.1</b> Investigate and report on objects and concepts from other content areas.</p> <p><b>3.5.2</b> Integrate content area concepts and skills through relevant activities.</p>	<p><b>Standard 5</b> <b>CONNECTIONS: Make connections to other content areas</b></p> <p>Learners use target language to expand their knowledge of and make connections among multiple content areas.</p> <p><b>4.5.1</b> Make connections with other content areas through resources intended for native speakers.</p> <p><b>4.5.2</b> Design and share activities and materials that integrate the target language and cultures with concepts and skills from other content areas. <b>Examples:</b> Puzzles, games, mini-lessons, cadet teaching, etc.</p>

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LEVEL 1 Middle School: Grades 6 and up High School : Grades 9 and up	LEVEL 2 Upon Completion of Level 1	LEVEL 3 Upon completion of Level 2	LEVEL 4 Upon Completion of Level 3
<p><b>Standard 6</b> <b>CONNECTIONS: Access and connect information through various media</b></p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</p> <p><b>1.6.1</b> Use digital media and culturally authentic resources to build vocabulary. <b>Examples:</b> Electronic dictionaries, language websites, TV programs, etc.</p> <p><b>1.6.2</b> Use digital media and culturally authentic resources to study target cultures. <b>Examples:</b> Photographs, magazines, appropriate websites</p>	<p><b>Standard 6</b> <b>CONNECTIONS: Access and connect information through various media</b></p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</p> <p><b>2.6.1</b> Use digital media and culturally authentic resources to build vocabulary, improve reading ability, and encourage cultural awareness. <b>Examples:</b> Electronic dictionaries, language websites, TV programs, etc.</p> <p><b>2.6.2</b> Use digital media and culturally authentic resources to study target language and cultures. <b>Examples:</b> Video clips, advertisements, etc.</p>	<p><b>Standard 6</b> <b>CONNECTIONS: Access and connect information through various media</b></p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</p> <p><b>3.6.1</b> Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills. <b>Examples:</b> Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.</p> <p><b>3.6.2</b> Use digital media and culturally authentic resources to study target cultures. <b>Examples:</b> Video clips, online newspapers, pop culture materials, etc.</p>	<p><b>Standard 6</b> <b>CONNECTIONS: Access and connect information through various media</b></p> <p>Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.</p> <p><b>4.6.1</b> Use digital media and culturally authentic resources to build vocabulary and improve receptive and productive language skills. <b>Examples:</b> Electronic dictionaries, RSS feeds/Podcasts, streaming audio, streaming video, etc.</p> <p><b>4.6.2</b> Use digital media and culturally authentic resources to study target cultures. <b>Examples:</b> News broadcasts, online newspapers, pop culture materials, etc.</p> <p><b>4.6.3</b> Identify and evaluate resources intended for native speakers. <b>Example:</b> Complete an online job application</p>

## LEVEL 1-4 INDIANA ACADEMIC STANDARDS – EAST ASIAN LANGUAGES

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<p><b>Standard 7</b> <b>COMPARISONS: Investigate the nature of language and culture</b></p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p><b>1.7.1</b> Recognize words shared between English and the target language, including using Katakana (Japanese) and characters (Chinese).</p> <p><b>1.7.2</b> Recognize basic differences in writing systems. <b>Examples:</b> Kana (Japanese) and characters</p> <p><b>1.7.3</b> Recognize and use simple language structures. <b>Examples:</b> Grammatical particles and basic word order</p> <p><b>1.7.4</b> Use basic idiomatic and colloquial expressions in the target language.</p> <p><b>1.7.5</b> Recognize age-appropriate differences between male vs. female language (Japanese) and formal vs. informal language.</p> <p><b>1.7.6</b> Use authentic simple forms of address in a variety of familiar situations.</p>	<p><b>Standard 7</b> <b>COMPARISONS: Investigate the nature of language and culture</b></p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p><b>2.7.1</b> Recognize and use words shared between English and the target language, including using Katakana (Japanese) and characters (Chinese).</p> <p><b>2.7.2</b> Recognize and apply basic differences in writing systems. <b>Examples:</b> Kana (Japanese) and characters</p> <p><b>2.7.3</b> Recognize and use simple language structures. <b>Examples:</b> Grammatical particles, word order, and negative/command formations</p> <p><b>2.7.4</b> Compare and use idiomatic and colloquial expressions in the target language.</p> <p><b>2.7.5</b> Recognize and use age-appropriate differences between male vs. female language (Japanese), formal vs. informal language, and spoken vs. written language.</p> <p><b>2.7.6</b> Compare and use authentic simple forms of address in familiar of social situations.</p>	<p><b>Standard 7</b> <b>COMPARISONS: Investigate the nature of language and culture</b></p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p><b>3.7.1</b> Recognize and use words shared between English and the target language, including using Katakana (Japanese) and characters (Chinese).</p> <p><b>3.7.2</b> Recognize and apply differences in writing systems. <b>Example:</b> Characters</p> <p><b>3.7.3</b> Recognize and use a variety of language structures. <b>Examples:</b> Grammatical particles, word order, and adjective/adverb formations</p> <p><b>3.7.4</b> Compare and use idiomatic, colloquial, and proverbial expressions in the target language.</p> <p><b>3.7.5</b> Recognize and use age-appropriate differences between male vs. female language (Japanese), formal vs. informal language, and spoken vs. written language.</p> <p><b>3.7.6</b> Compare and use authentic forms of address in variety social situations.</p>	<p><b>Standard 7</b> <b>COMPARISONS: Investigate the nature of language and culture</b></p> <p>Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.</p> <p><b>4.7.1</b> Recognize and use words shared between English and the target language, including using Katakana (Japanese) and characters (Chinese).</p> <p><b>4.7.2</b> Recognize and apply differences in writing systems. <b>Example:</b> Characters</p> <p><b>4.7.3</b> Recognize and use a variety of language structures. <b>Examples:</b> Grammatical particles, compound/complex formations</p> <p><b>4.7.4</b> Compare and use idiomatic, colloquial, and proverbial expressions in the target language.</p> <p><b>4.7.5</b> Recognize and use age-appropriate differences between male vs. female language (Japanese), formal vs. informal language, and spoken vs. written language.</p> <p><b>4.7.6</b> Compare and use authentic forms of address in familiar and unfamiliar social situations.</p>



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<p><b>1.7.7</b> Identify some daily living patterns of other cultures and the learner’s own culture. <b>Examples:</b> Food, table manners, no shoes in the house, bedding, personal hygiene</p> <p><b>1.7.8</b> Recognize celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p> <p><b>1.7.9</b> Identify contributions from target cultures and compare them to students’ own. <b>Examples:</b> lucky numbers/unlucky numbers</p>	<p><b>2.7.7</b> Compare the social patterns of other cultures and the learner’s own culture. <b>Examples:</b> School settings, meeting people, dating, etc.</p> <p><b>2.7.8</b> Recognize and discuss celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p> <p><b>2.7.9</b> Identify contributions from target cultures and compare them to students’ own. <b>Examples:</b> Music</p>	<p><b>3.7.7</b> Compare the social patterns of other cultures and the learner’s own cultures. <b>Examples:</b> Compare school settings, religious practices, social interaction among friends</p> <p><b>3.7.8</b> Recognize and discuss celebrations and holidays of other cultures and compare them to those of the learner’s culture.</p> <p><b>3.7.9</b> Identify contributions from target cultures and compare them to students’ own. <b>Examples:</b> Fine arts, literature</p>	<p><b>4.7.7</b> Compare systems of other cultures and the learner’s own culture. <b>Examples:</b> Education, political systems, religious practices, etc.</p> <p><b>4.7.8</b> Compare and contrast elements that shape cultural identity in the learner’s heritage and in the target cultures.</p> <p><b>4.7.9</b> Identify contributions from target cultures and compare them to students’ own. <b>Examples:</b> Fine arts, literature</p>

## LEVEL 1-4 INDIANA ACADEMIC STANDARDS – EAST ASIAN LANGUAGES

LEVEL 1 Middle School: Grades 6 and up High School : Grades 9 and up	LEVEL 2 Upon Completion of Level 1	LEVEL 3 Upon Completion of Level 2	LEVEL 4 Upon Completion of Level 3
<p><b>Standard 8</b> <b>COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b></p> <p>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</p> <p><b>1.8.1</b> Share experiences from the world language classroom within the school and/or community. <b>Example:</b> Use the target language to teach basic vocabulary to friends and family, make simple presentations to peers and the school community</p> <p><b>1.8.2</b> Recognize the use of the target language in the learner’s community or daily life. <b>Examples:</b> Signs, restaurants, etc.</p> <p><b>1.8.3</b> Experience and report on the cuisine, music, drama, literature, etc. from the target cultures.</p>	<p><b>Standard 8</b> <b>COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b></p> <p>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</p> <p><b>2.8.1</b> Share experiences from the world language classroom with others. <b>Example:</b> Host a cultural fair to teach other classes about the target cultures</p> <p><b>2.8.2</b> Recognize and show the influences of the target language and/or cultures on the community. <b>Examples:</b> Architecture, special events, stores and shops, careers using the target language, etc.</p> <p><b>2.8.3</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment. <b>Examples:</b> Watch movies in the target language, listen to songs in the target language, establish e-pal or pen pal connections with native speakers</p>	<p><b>Standard 8</b> <b>COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b></p> <p>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</p> <p><b>3.8.1</b> Share experiences from the world language classroom with others. <b>Example:</b> Create games or puzzles to teach basic vocabulary to non-speakers</p> <p><b>3.8.2</b> Investigate and share with others the influences of the target language and cultures on the community. <b>Example:</b> Develop a cultural portfolio of experiences available in the community or daily life</p> <p><b>3.8.3</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment. <b>Examples:</b> Watch movies in the target language, listen to songs in the target language, establish e-pal or pen pal connections with native speakers</p>	<p><b>Standard 8</b> <b>COMMUNITIES: Become an active global citizen by experiencing languages and cultures in multiple settings</b></p> <p>Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.</p> <p><b>4.8.1</b> Share experiences from the world language classroom with others.</p> <p><b>4.8.2</b> Investigate and share with others the influences of the target language and cultures on the community.</p> <p><b>4.8.3</b> Show evidence of becoming a life-long learner by using the target language and cultural knowledge for personal enrichment. <b>Examples:</b> Watch movies in the target language, listen to songs in the target language, prepare an authentic meal at home, travel abroad</p>

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		<p><b>3.8.4</b> Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.</p> <p><b>Examples:</b> Report on an endangered species from a target culture, create a local club to share common interests in the target language</p>	<p><b>4.8.4</b> Research and present about a local and/or global need that is identified as authentic by the cultures of the target language.</p> <p><b>Examples:</b> Report on an endangered species from a target culture, create a local club to share common interests in the target language</p>