

# Grades 6, 7, 8

Adopted 2007

**Communication:**  
**Students communicate**  
**in the target language.**

## **A1 Interpersonal**

Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns or use appropriate non-manual markers (ASL), which are comprehensible to speakers accustomed to interacting with language learners.

- a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.
- b. Participate in conversations on a variety of everyday topics to meet personal needs.
- c. Give and respond to directions and commands, orally or in sign language, and in writing.
- d. Exchange information in writing about familiar topics.

---

## **A2 Interpretive**

Students comprehend brief conversations, narratives, and recorded material in familiar contexts.

- a. Identify main ideas, topics, and details from simple oral/signed and written texts.
- b. Identify main ideas, topics, and details from simple written texts.

---

## **A3 Presentational**

Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally or in sign language, and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally or in sign language, and in writing.
- d. Create written products based on a given topic.
- e. Read aloud from adapted texts with appropriate intonation and pronunciation.

---

#### **A4 Language Comparisons**

Students compare the target language with English in order to better understand language systems.

- a. Compare basic grammatical structures and syntax between languages.
  - b. Compare idiomatic expressions between languages.
  - c. Compare pronunciation systems between languages.
  - d. Recognize that there are regional and/or historical variations in spoken/signed language.
  - e. Explain connections between languages through the identification of cognates.
- 

**Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.**

#### **B1 Practices and Perspectives**

Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
  - b. Describe common attitudes of a culture(s) in which the target language is spoken.
  - c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.
- 

#### **B2 Products and Perspectives**

Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.

---

#### **B3 Comparisons with Own Culture**

Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
  - b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture.
-

**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**

Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.

- a. Use the writing process learned in English Language Arts when writing for the target language class.
  - b. Apply research skills to further knowledge in the target language.
  - c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.
- 

### **C2 Distinctive Viewpoints**

Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.

- a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.
- 

**Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.**

### **D1 Communities**

Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).

- a. Participate in and summarize school/community events related to the target language or associated culture(s).
- b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).
- c. Communicate with students in the target language.
- d. Describe language skills and cultural insights gained through real or virtual travel.