



**WEST VIRGINIA  
SECRETARY OF STATE**

**MAC WARNER**

**ADMINISTRATIVE LAW DIVISION**

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OFFICE OF  
WEST VIRGINIA SECRETARY OF STATE

**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE  
(Page 1)**

AGENCY **Education**  
RULE TYPE **Legislative Exempt AMENDMENT TO EXISTING RULE Yes** TITLE-SERIES **126-**  
RULE NAME **West Virginia College- and Career-Readiness Standards for World Languages (Policy 044G**  
**2520.7)**  
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d**  
**839 (1988)**

COMMENTS LIMITED TO  
**Written**

DATE OF PUBLIC HEARING

LOCATION OF PUBLIC HEARING

DATE WRITTEN COMMENT PERIOD ENDS  
**Monday, September 11, 2017 4:00 PM**

WRITTEN COMMENTS MAY BE MAILED TO  
**Debora L. Nicholson, Coordinator**  
**WVDE Office of Middle/Secondary Learning**  
**Capitol Building 6, Room 603**  
**1900 Kanawha Boulevard, East**  
**Charleston, West Virginia 25305-0330**

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

**Yes**  
**Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in**  
**accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



Title-Series: 126-044G



Rule Id: 16597



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**FORM 1 -- NOTICE OF A PUBLIC HEARING OR COMMENT PERIOD ON A PROPOSED RULE  
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2520.7)**

CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d  
839 (1988)**

**PROVIDE A BRIEF SUMMARY OF YOUR PROPOSAL**

**The West Virginia College- and Career-Readiness Standards for World Languages allows for the removal of the performance descriptors and objectives from the 21st Century Foreign Language Content Standards and Objectives for West Virginia Schools. The fundamental change is a transition to proficiency based learning. The emphasis must be on what learners can do with the language rather than what they know. The standards are also more user friendly and can be easily understood by teachers, parents, and students. In addition, a move has been made from the five Cs (Communication, Culture, Comparison, Connections, Community) to a more integrated classroom. Policy 2520.18, 21st Century American Sign Language Content Standards and Objectives for West Virginia Schools, is incorporated into this policy, as American Sign Language is considered a world language. The term foreign language(s) has been replaced with world language(s) as it is a more accurate description of the content taught in the classroom.**

**BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.**

**Yes**  
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**FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 1)**

AGENCY **Education**  
RULE TYPE **Legislative Exempt AMENDMENT TO EXISTING RULE Yes TITLE-SERIES 126-**  
RULE NAME **West Virginia College- and Career-Readiness Standards for World Languages (Policy 044G**  
**2520.7)**  
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d**  
**839 (1988)**

**PRIMARY CONTACT**

Office of Middle Secondary Learning  
West Virginia Department of Education  
1900 Kanawha Blvd., East, Capitol Building 6  
Charleston, West Virginia 25305

**SECONDARY CONTACT**

Virginia Harris  
West Virginia Board of Education  
1900 Kanawha Blvd., East, Capitol Building 6  
Charleston, West Virginia 25305

**Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



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**839 (1988)**

**SUMMARIZE IN A CLEAR AND CONCISE MANNER WHAT IMPACT THIS MEASURE WILL HAVE ON COSTS AND REVENUES OF STATE GOVERNMENT.**

**No costs or revenue will be impacted by the proposed repeal and replacement of W. Va. 126CSR44G (Policy 2520.7).**

**Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



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**839 (1988)**

FISCAL NOTE DETAIL -- SHOW OVER-ALL EFFECT IN ITEM 1 AND 2 AND, IN ITEM 3, GIVE AN EXPLANATION OF BREAKDOWN BY FISCAL YEAR, INCLUDING LONG-RANGE EFFECT.

<b>Effect Of Proposal</b>	<b>Current Increase/Decrease (use ' - ')</b>	<b>Next Increase/Decrease (use ' - ')</b>	<b>Fiscal Year (Upon Full Implementation)</b>
<b>ESTIMATED TOTAL COST</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PERSONAL SERVICES</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>CURRENT EXPENSES</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>REPAIRS AND ALTERATIONS</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ASSETS</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>OTHER</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>ESTIMATED TOTAL REVENUES</b>	<b>0</b>	<b>0</b>	<b>0</b>

Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.



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**FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 3)**

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RULE NAME **West Virginia College- and Career-Readiness Standards for World Languages (Policy 044G**  
**2520.7)**  
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d**  
**839 (1988)**

**3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT). PLEASE INCLUDE ANY INCREASE OR DECREASE IN FEES IN YOUR ESTIMATED TOTAL REVENUES.**

**No costs or revenue will be impacted by the proposed repeal and replacement of W. Va. 126CSR44G (Policy 2520.7).**

**Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



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**FORM 11 -- FISCAL NOTE FOR PROPOSED RULES (Page 4)**

AGENCY **Education**  
RULE TYPE **Legislative Exempt** AMENDMENT TO EXISTING RULE **Yes** TITLE-SERIES **126-**  
RULE NAME **West Virginia College- and Career-Readiness Standards for World Languages (Policy 044G**  
**2520.7)**  
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d**  
**839 (1988)**

PLEASE IDENTIFY ANY AREAS OF VAGUENESS, TECHNICAL DEFECTS, REASONS THE PROPOSED RULE WOULD NOT HAVE A FISCAL IMPACT, AND OR ANY SPECIAL ISSUES NOT CAPTURED ELSEWHERE ON THIS FORM.

**No costs or revenue will be impacted by the proposed repeal and replacement of W. Va. 126CSR44G (Policy 2520.7).**

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

**Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



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**FORM 12 -- BRIEF SUMMARY AND STATEMENT OF CIRCUMSTANCES (Page 1)**

AGENCY **Education**  
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RULE NAME **West Virginia College- and Career-Readiness Standards for World Languages (Policy 044G**  
**2520.7)**  
CITE AUTHORITY **W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d**  
**839 (1988)**

**SUMMARIZE IN A CLEAR AND CONCISE MANNER CONTENTS OF CHANGES IN RULE AND STATEMENT OF CIRCUMSTANCES REQUIRING THE RULE.**

The West Virginia College- and Career-Readiness Standards for World Languages allows for the removal of the performance descriptors and objectives from the 21st Century Foreign Language Content Standards and Objectives for West Virginia Schools. The fundamental change is a transition to proficiency based learning. The emphasis must be on what learners can do with the language rather than what they know. The standards are also more user friendly and can be easily understood by teachers, parents, and students. In addition, a move has been made from the five Cs (Communication, Culture, Comparison, Connections, Community) to a more integrated classroom. All of the aforementioned skills are now a cohesive component of the communication and Intercultural Competencies of the world language classroom rather than separate categories. Policy 2520.18, 21st Century American Sign Language Content Standards and Objectives for West Virginia Schools, is incorporated into this policy, as American Sign Language is considered a world language. The term foreign language(s) has been replaced with world language(s) as it is a more accurate description of the content taught in the classroom.

**BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.**

**Yes**

**Mary C Tuckwiller -- By my signature, I certify that I am the person authorized to file legislative rules, in accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



Title-Series: 126-044G



Rule Id: 16597



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## EXECUTIVE SUMMARY

### WEST VIRGINIA DEPARTMENT OF EDUCATION

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**Policy Number and Title:** Policy 2520.7 – West Virginia College- and Career-Readiness Standards for World Languages

**Background:** The West Virginia College- and Career-Readiness Standards for World Languages allows for the removal of the performance descriptors and objectives from the 21<sup>st</sup> Century Foreign Language Content Standards and Objectives for West Virginia Schools. The fundamental change is a transition to proficiency based learning. The emphasis must be on what learners can do with the language rather than what they know. The standards are also more user friendly and can be easily understood by teachers, parents, and students. In addition, a move has been made from the five Cs (Communication, Culture, Comparison, Connections, Community) to a more integrated classroom. All of the aforementioned skills are now a cohesive component of the communication and Intercultural Competencies of the world language classroom rather than separate categories. Policy 2520.18, *21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools*, is incorporated into this policy, as American Sign Language is considered a world language. The term foreign language(s) has been replaced with world language(s) as it is a more accurate description of the content taught in the classroom.

**Proposals:** A repeal and replace of Policy 2520.7, *21<sup>st</sup> Century Foreign Language Content Standards and Objectives for West Virginia Schools*, is recommended. Policy 2520.18, *21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools*, is recommended for repeal, as essential components are incorporated into Policy 2520.7, *West Virginia College- and Career-Readiness Standards for World Languages*. We respectfully request that the State Board place Policy 2520.7, *West Virginia College- and Career-Readiness Standards for World Languages*, on public comment.

**Impact:** Policy 2520.7, *West Virginia College- and Career-Readiness Standards for World Languages*, provides a focus for teachers to teach and students to learn the skills and competencies essential for future success in a global society and the workplace.

---

**Response to Comments:**

**West Virginia College- and Career-Readiness Standards for World Languages (Policy 2520.7)**

**External Stakeholders**

- James Bidwell, Monongalia County
- Deanna Campbell, Ritchie County
- Vicki Carney, Kanawha County
- James Cimino, Marion County
- Michelle Clarkson, Raleigh County
- Robert Demarest, Ohio County
- Jeanne Dreisbach, Preston County
- Maria Howar, Jefferson County
- Michelle Leversee, Monongalia County
- Deanna Perine Garrett, Harrison County
- Shirlene Groseclose, Pocahontas County
- Meagan Joseph, Cabell County
- Ann Lambert, Monroe County
- William Mann, Clay County
- Brad Martin, Randolph County
- Joseph McBride, Raleigh County
- Lora Rice, Cabell County
- Nancy Ryan, Berkley County
- Marjorie Snyder, Putnam County
- Ulrike Taylor, Hampshire County

**Internal Stakeholders**

- Annette Carey

126CSR44G

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 44G

WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR WORLD LANGUAGES (2520.7)

**§126-44G-1. General.**

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. This policy defines the content standards for World Languages as required by Policy 2510.

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5

1.3. Filing Date. --

1.4. Effective Date. --

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR44G, WVBE Policy 2520.7, 21<sup>st</sup> Century Foreign Language Content Standards and Objectives for West Virginia Schools, (Policy 2520.7) filed June 15, 2007, and effective July 1, 2008; and, repeals W. Va. 126CSR44S, WVBE Policy 2520.18, 21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools, (Policy 2520.18) filed on March 16, 2007, and effective July 1, 2008.

**§126-44G-2. Purpose.**

2.1. This policy defines the content standards for the World Languages programs of study required by Policy 2510.

**§ 126-44G-3. Incorporation by Reference.**

3.1. A copy of the West Virginia College- and Career-Readiness Standards for World Languages is attached and incorporated by reference into this policy. Copies may be obtained from the Office of the Secretary of State and in the West Virginia Department of Education (WVDE).

**§126-44G.4. Summary of the Content Standards.**

4.1. The WVBE has the responsibility of establishing high quality education standards for all education programs (W. Va. Code §18-2-5). The content standards provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards that reflect a rigorous and challenging curriculum for World Languages.

**§126-44G-5. Severability.**

5.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

## Introduction

The West Virginia College- and Career-Readiness Content Standards for World Languages set forth the expectations for world language study for all West Virginia students in secondary schools. The study of world language at the elementary school level is encouraged, but separate content standards have not been developed.

Since language learning is an innate human capability, any child who is able to function in the native language is a candidate for learning a world language and making language learning a life-long skill. These standards are designed to address the needs of all students engaged in the study of a second language, regardless of the language they study, the grade level at which they begin, or their postsecondary plans.

The term “world languages” reflects the realization that the world’s peoples, their cultures, and languages are in a constant state of movement and interaction. The study of world languages focuses on providing and preparing students with opportunities to communicate and think in global terms, not only within the classroom setting but also in their postsecondary lives. The world languages standards establish goals for optimal learning experiences in world languages for all West Virginia students.

World languages standards reflect the shift toward a proficiency-based approach to learning languages that articulates growth through life-long language learning. The standards seek to facilitate more functional, communicative, and intercultural goals, rather than those of language structure and cultural facts. The broad standards are designed to be used regardless of age, class level, or content studied, and can be contextualized to correspond to the appropriate developmental level of the learner and to provide clear understanding of what learners need to know and be able to do to move through proficiency levels.

The interaction between the use of language skills and cultural knowledge is defined through intercultural competency. Language and culture are a crucial aspect of the language-learning experience. Learners must be provided the opportunity to engage with both language and culture as an inseparable component and not as detached entities.

## **Explanation of Terms**

**Standards** are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

## **Numbering of Standards**

The numbering of each standard is composed of three parts, each part separated by a period:

- the content area code (e.g., WL for World Languages);
- the grade level or high school content area, and
- the standard.

Illustration: WL.I.1 refers to World Language, Level 1, standard 1. WLC.I.12 refers to World Languages Classic, Level 1, standard 12.

## **Abbreviations:**

FLEX – Foreign Language Exploration Program

WL – World Languages – Modern Languages

WLC – World Languages – Classic Languages

WLL – World Languages – Logographic Languages

I – Level I

II – Level II

III – Level III

IV – level IV

V – Level V

VI – Level VI

These following communication and intercultural skill sets need to be addressed and practiced on a consistent basis in each and every world language class.

## **Language**

The following five communication skill sets in world languages lead to proficiency in the language.

### Interpersonal Communication

Interpersonal Communication refers to communication between a minimum of two individuals and involves an exchange of information. Interpersonal communication may be oral or written, and participants utilize the language to negotiate meaning.

### Presentational Speaking

Presentational Speaking is one-way verbal communication. Learners use the target language to present information, concepts and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.

### Presentational Writing

Presentational Writing is one-way written communication. Learners use the target language to present information, concepts, and ideas in order to inform, explain, persuade, and narrate. More advanced learners are able to adapt the language to various audiences.

### Interpretive Listening

Interpretive Listening is analyzing and interpreting another person's spoken words. Learners use these words to determine the main idea and context of a spoken passage.

#### Interpretive Reading

Interpretive Reading is analyzing and interpreting written text. Learners use these words to determine the main idea and context of a written passage.

#### **Interculturality**

Language and culture are naturally intertwined. Language influences culture and culture influences language. As such, it is impossible for students to effectively and appropriately communicate with native-speakers, regardless of their language proficiency level, without understanding cultural norms.

As culture is an on-going learning process and understanding of perspectives does not always occur as rapidly as specific language skills, the interculturality standards are the same for the emerging levels of language learning. The advanced levels share more rigorous standards. For this reason, there will be repetitiveness in the interculturality standards across learning levels.

#### Investigation of Products and Practices

Investigation of Products and Practices involves the study of common products that are produced by and representative of the target culture(s). In addition, it encompasses common traditions and behaviors that are typical of the target culture(s).

#### Understanding of Cultural Perspectives

Understanding of Cultural Perspectives is the insight into the values, norms, and thoughts that are representative of the target culture(s). These perspectives are typically shaped by the society in which the individual lives.

#### Participate in Cultural Interaction

Participate in Cultural Interaction is the process in which the learner is able to conduct himself appropriately in interactions with those from the target culture. The learner will recognize cultural differences and will avoid behaviors that are unacceptable by and to individuals from the target culture.

#### **College- and Career-Readiness Indicators for World Languages**

World language standards on the following pages define what students should know, understand, and be able to do by the end of each proficiency level. The College- and Career-Readiness Indicators and level-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

#### **Integration of Literacy in World Languages**

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding in the target language. Integration of literacy in all content areas is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within world language learning. This occurs naturally through the *Interpretive Reading* and *Presentational Writing* skills.

**FLEX World Language**

An introduction to world language learning is the primary focus of the Foreign Language Exploratory Program (FLEX). FLEX provides an awareness of world cultures, an opportunity to communicate in another language on a limited basis, and a motivation for subsequent language study. The study of world languages enhances 21st century career opportunities. Exploratory world language study is intended to be the beginning of a long-term sequence and an integral part of grades 6-8 programming. Exploratory students are exposed to basic conversational vocabulary. They repeat and imitate the sounds of the target language and engage in memorized, short conversations. They learn about foods, holidays, customs, and family traditions of the target culture(s).

Use of the five modes of communication and the integrated culture expected in world language teaching will provide beginning second language students with a preparatory base for continued study in articulated world language courses where knowledge and skills acquired in FLEX are maintained and expanded.

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learnings skills, and technology tools. Students in FLEX classes will advance through basic language skills and will focus on the culture of the language studied. The following chart represents the components of world language that should be developed in FLEX courses.

<b>FLEX World Language Indicators</b>	
<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate on familiar topics using a variety of words and phrases that have been practiced and memorized.</li> </ul>	<ul style="list-style-type: none"> <li>Present information about self and other very familiar topics using words or memorized phrases.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Copy familiar words, characters, or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize memorized words and phrases when they are spoken</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Recognize letters or characters. Identify a few memorized words and phrases when read.</li> </ul>	<ul style="list-style-type: none"> <li>Study typical products and common traditions that are representative of the target culture.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participation in Cultural Interactions</b>
<ul style="list-style-type: none"> <li>Identify basic cultural beliefs and practices of the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>Function at a survival level in an authentic cultural context.</li> </ul>

**FLEX STANDARDS**

Flex standards serve as a model for six or nine week programs at the middle school level and elementary levels. FLEX students attain a level of proficiency appropriate to their maturity level and to the length of the program.

<b>Interpersonal Communication</b>	
WL.FLEX.1	Greet peers. <ul style="list-style-type: none"> <li>Say hello and goodbye.</li> </ul>

126CSR44G

WL.FLEX.2	<ul style="list-style-type: none"> <li>• Introduce self to another individual.</li> <li>• Give name.</li> <li>• Give age.</li> <li>• Give location.</li> </ul>
WL.FLEX.3	<p>Answer a few simple questions.</p> <ul style="list-style-type: none"> <li>• Respond to yes/no questions.</li> <li>• Answer either/or questions.</li> <li>• Respond to <i>who, what, when, and where</i> questions.</li> </ul>

<b>Presentational Speaking</b>	
WL.FLEX.4	<p>Recite previously learned words and phrases.</p> <ul style="list-style-type: none"> <li>• Count from 1-30.</li> <li>• Say the date and day of the week.</li> <li>• List the months.</li> </ul>
WL.FLEX.5	<p>State the names of familiar people, places, and objects in pictures using words or memorized phrases.</p> <ul style="list-style-type: none"> <li>• Name famous landmarks and people.</li> <li>• Name countries on a map.</li> <li>• List items seen every day.</li> </ul>
WL.FLEX.6	<p>Introduce self to a group.</p> <ul style="list-style-type: none"> <li>• State name, age, and location.</li> <li>• Give phone number, home address, and e-mail address.</li> </ul>
WL.FLEX.7	<p>Recite short memorized phrases, parts of poems and rhymes.</p> <ul style="list-style-type: none"> <li>• Sing a short song.</li> <li>• Recite a nursery rhyme.</li> <li>• Recite a simple poem.</li> </ul>

<b>Presentational Writing</b>	
WL.FLEX.8	<p>Copy letters and words from the wall or board, in a book, or on the computer.</p> <ul style="list-style-type: none"> <li>• Copy the letters of the alphabet.</li> <li>• Copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.</li> </ul>
WL.FLEX.9	<p>Write previously learned words and phrases.</p> <ul style="list-style-type: none"> <li>• Write name, home address, and e-mail address.</li> <li>• Write numbers such as a phone number.</li> <li>• Write the date and the day of the week.</li> <li>• Write the months.</li> </ul>
WL.FLEX.10	<p>List familiar people, places, and objects in pictures and posters.</p> <ul style="list-style-type: none"> <li>• Label famous landmarks and people.</li> <li>• Write the names of countries on a map.</li> <li>• List items seen every day.</li> <li>• Label items in a room.</li> </ul>

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<b>Interpretive Listening</b>	
WL.FLEX.11	Identify the sound of a letter or a word. <ul style="list-style-type: none"> <li>Recognize the sounds of letters when they are spoken or spelled out.</li> </ul>
WL.FLEX.12	Understand isolated words that have been memorized, particularly when accompanied by gesture or pictures. <ul style="list-style-type: none"> <li>Understand greetings.</li> <li>Recognize color words.</li> <li>Understand numbers.</li> <li>Understand food items.</li> </ul>

<b>Interpretive Reading</b>	
WL.FLEX.13	Recognize letters or characters. <ul style="list-style-type: none"> <li>Alphabetize names or words.</li> <li>Match a character in a headline to a supporting visual.</li> </ul>
WL.FLEX.14	Connect words, phrases, or characters to their meanings. <ul style="list-style-type: none"> <li>Recognize major cities on a map.</li> <li>Identify menu items.</li> </ul>

<b>Investigation of Products and Practices</b>	
WL.FLEX.15	Identify common products related to home and community life across cultures. <ul style="list-style-type: none"> <li>Identify familiar landmarks.</li> <li>Recognize traditional and popular songs.</li> <li>Recognize similarities and differences between the designs of houses, buildings, or towns.</li> </ul>
WL.FLEX.16	Identify common practices related to home and community life across cultures. <ul style="list-style-type: none"> <li>Identify common eating habits across cultures.</li> <li>Identify habits of dress across cultures.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WL.FLEX.17	Identify beliefs and values related to age, gender, social class, and ethnicity. <ul style="list-style-type: none"> <li>Explain how people address each other differently based on age and social standing.</li> </ul>

<b>Participation in Cultural Interactions</b>	
WL.FLEX.18	Function at a survival level in an authentic cultural context. <ul style="list-style-type: none"> <li>Imitate appropriate greetings.</li> <li>Recognize and imitate table manners.</li> </ul>

**LEVEL I WORLD LANGUAGE INDICATORS - MODERN LANGUAGES**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level I are able to function with simple and basic language. They rely on individual words but have a variety of vocabulary on familiar topics available for use. When using phrases, they tend to rely on those that have been practiced and memorized.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level I classroom should begin the course with letter and/or word recognition, writing/understanding isolated words. By the end of the course, they should be able to effectively use words and practiced and/or memorized phrases. The *Presentational Speaking* skills tend to develop more slowly and students may remain at the word or simple phrase level for speaking skills.

The indicators below provide a broad definition of what students who complete Level I are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate on familiar topics using a variety of words and phrases that have been practiced and memorized.</li> </ul>	<ul style="list-style-type: none"> <li>Present information about self and other familiar topics using words or memorized phrases.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write lists and memorized phrases on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize familiar words and phrases when spoken.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Recognize letters. Understand learned or memorized words and phrases when read.</li> </ul>	<ul style="list-style-type: none"> <li>Study typical products and common traditions that are representative of the target culture.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participation in Cultural Interactions</b>
<ul style="list-style-type: none"> <li>Identify basic cultural beliefs and practices of the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>Function at a basic survival level in an authentic cultural context.</li> </ul>

**LEVEL I WORLD LANGUAGE STANDARDS – MODERN LANGUAGES**

Level I standards outline language skills and provide bulleted **examples** of activities that learners should be able to perform consistently by the conclusion of the Level I course.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills are not isolated to a particular lesson, but should be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WL.I.1	Greet and leave people in a polite way. <ul style="list-style-type: none"> <li>Say hello and goodbye to a peer.</li> <li>Say hello and goodbye to a teacher, supervisor, or stranger.</li> </ul>

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WL.I.2	<p>Introduce self and others.</p> <ul style="list-style-type: none"> <li>• Introduce self and provide basic personal information (name, age, address, phone number, e-mail address).</li> <li>• Introduce someone else.</li> <li>• Respond to an introduction.</li> </ul>
WL.I.3	<p>Answer a variety of simple questions.</p> <ul style="list-style-type: none"> <li>• Respond to yes/no questions</li> <li>• Answer either/or questions.</li> <li>• Answer questions about likes and dislikes.</li> <li>• Respond to <i>who, what, when, and where</i> questions.</li> <li>• Answer questions about past or present actions.</li> <li>• Answer questions about past or present travel or location.</li> <li>• Answer questions about topics or information being learned.</li> </ul>
WL.I.4	<p>Make simple statements in a conversation.</p> <ul style="list-style-type: none"> <li>• State what action is being performed.</li> <li>• State location.</li> <li>• Identify individual being visited or seen.</li> <li>• Express a reaction, such as "Great!"</li> </ul>
WL.I.5	<p>Ask simple questions.</p> <ul style="list-style-type: none"> <li>• Ask <i>who, what, when, and where</i> questions.</li> <li>• Ask questions about information being learned.</li> </ul>
WL.I.6	<p>Communicate basic information about self and familiar people.</p> <ul style="list-style-type: none"> <li>• State name and ask someone's name.</li> <li>• State or write something about family members and ask about someone's family.</li> <li>• State or write something about friends, classmates, or co-workers.</li> </ul>
WL.I.7	<p>Communicate basic information about everyday life.</p> <ul style="list-style-type: none"> <li>• Give times, dates, and weather information.</li> <li>• Talk about foods eaten, topics learned, and actions taken</li> <li>• Talk about familiar places.</li> <li>• Ask and understand how much something costs.</li> <li>• Tell someone the time and location of an event.</li> </ul>

<b>Presentational Speaking</b>	
WL.I.8	<p>Recite previously learned words and phrases.</p> <ul style="list-style-type: none"> <li>• Count from 1-100.</li> <li>• Say the date and day of the week.</li> <li>• List the months and seasons.</li> </ul>
WL.I.9	<p>State the names of familiar people, places, and objects of the target culture in pictures using words or memorized phrases.</p> <ul style="list-style-type: none"> <li>• Name famous landmarks and people.</li> <li>• Name countries on a map.</li> <li>• List items seen every day.</li> </ul>
WL.I.10	<p>Introduce self to a group.</p> <ul style="list-style-type: none"> <li>• State name, age, and home town, region, or state.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Give phone number, home address, and e-mail address.</li> </ul>
WL.I.11	<p>Recite short memorized phrases and parts of poems and rhymes.</p> <ul style="list-style-type: none"> <li>• Sing a short song.</li> <li>• Recite a nursery rhyme.</li> <li>• Recite a simple poem.</li> </ul>

<b>Presentational Writing</b>	
WL.I.12	<p>Fill out a simple form with basic personal information.</p> <ul style="list-style-type: none"> <li>• Fill out a form with name, address, phone number, birth date, and nationality.</li> <li>• Complete a simple online form.</li> <li>• Fill out a simple schedule.</li> </ul>
WL.I.13	<p>Write about self using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> <li>• Write name, home address, and e-mail address.</li> <li>• Write numbers such as a phone number.</li> <li>• Write the date and the day of the week.</li> <li>• Write the months and the seasons.</li> </ul>
WL.I.14	<p>List daily activities and write lists that help in day-to-day life.</p> <ul style="list-style-type: none"> <li>• Label activities and times in a daily schedule.</li> <li>• Write about typical weekend activities.</li> <li>• Write a to-do list.</li> <li>• Write a shopping list.</li> </ul>
WL.I.15	<p>Write notes about something learned using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• List the main cities of countries in the target culture.</li> <li>• Write the phrases and memorized expressions connected with holiday wishes and celebrations of the target culture.</li> <li>• Create a list of topics or categories using previously learned vocabulary.</li> <li>• Summarize a phone message or a classroom activity.</li> </ul>

<b>Interpretive Listening</b>	
WL.I.16	<p>Recognize a few courtesy phrases.</p> <ul style="list-style-type: none"> <li>• Understand greetings.</li> <li>• Understand when people express thanks.</li> <li>• Understand when people introduce themselves.</li> <li>• Understand when someone asks for a name.</li> </ul>
WL.I.17	<p>Recognize basic information in memorized words and phrases.</p> <ul style="list-style-type: none"> <li>• Recognize the days of the week and the time.</li> <li>• Recognize a date.</li> <li>• Recognize common weather expressions.</li> </ul>
WL.I.18	<p>Recognize and understand words and phrases learned for specific purposes.</p> <ul style="list-style-type: none"> <li>• Recognize the names of the planets in a science class.</li> <li>• Recognize the names of parts of the body in a health or fitness class.</li> </ul>

<b>Interpretive Reading</b>	
WL.I.19	<p>Recognize words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> <li>• Recognize entrance and exit signs.</li> <li>• Identify family member words on a family tree.</li> <li>• Identify healthy nutritional categories.</li> <li>• Identify the simple labels on a science-related graph.</li> </ul>
WL.I.20	<p>Recognize words, phrases, and characters when associated with things already known.</p> <ul style="list-style-type: none"> <li>• Check off words or phrases on a to-do list, grocery list, or scavenger hunt list.</li> <li>• Identify labeled aisles in a supermarket.</li> <li>• Choose a restaurant from an online list of local eateries.</li> <li>• Identify scores from sports teams based on recognition of team names and logos.</li> <li>• Identify artists, titles, and music genres.</li> <li>• Identify the names of classes and instructors in a school schedule.</li> </ul>
<b>Investigation of Products and Practices</b>	
WL.I.21	<p>Identify common products related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>• Identify geographical features of other countries.</li> <li>• Identify familiar landmarks.</li> <li>• Recognize traditional and popular songs.</li> <li>• Recognize similarities and differences between the designs of houses, buildings, or towns.</li> <li>• Identify specific locations to have a meal, purchase a ticket, or buy something needed.</li> <li>• Recognize similarities and differences between a student's daily schedule and that of a peer in the target culture.</li> </ul>
WL.I.22	<p>Identify common practices related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>• Identify common eating habits in other cultures.</li> <li>• Identify habits of dress in the target culture(s).</li> <li>• Express the time and date in the format of the target culture. Use the appropriate holiday greetings.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	
WL.I.23	<p>Identify beliefs and values related to age, gender, social class, and ethnicity.</p> <ul style="list-style-type: none"> <li>• Tell the way people address each other differently based on age and social standing.</li> <li>• Recognize that appropriate dress is determined by cultural traditions.</li> <li>• Recognize that gender and age can determine one's role in a family, school, and the workplace.</li> </ul>
WL.I.24	Identify characteristics of national identity.

	<ul style="list-style-type: none"> <li>• Identify elements of geography that define a nation.</li> <li>• Identify symbols that represent a nation.</li> <li>• Identify the importance of historical events through the celebration of national holidays and the monuments.</li> <li>• Identify major religions of a nation.</li> </ul>
WL.I.25	<p>Identify ways in which cultures are globalized.</p> <ul style="list-style-type: none"> <li>• Identify similar leisure activities across cultures.</li> <li>• Identify familiar forms of dress across cultures.</li> <li>• Identify common dining establishments across cultures.</li> <li>• Identify examples of common technology use across cultures.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WL.I.26	<p>Function at a survival level in an authentic cultural context.</p> <ul style="list-style-type: none"> <li>• Imitate appropriate greetings.</li> <li>• Recognize and imitate table manners.</li> <li>• Identify what is culturally appropriate to say when gift-giving in different situations, such as a birthday party, New Year's, a wedding, etc.</li> <li>• Recognize and imitate culturally appropriate behavior in a restaurant or other public place.</li> </ul>
WL.I.27	<p>Use memorized language and very basic cultural knowledge to interact with others.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.</li> <li>• Understand and mention a general cultural reference, such as a song or movie title, author, or composer, in a conversation.</li> <li>• Play a simple board or card game with friends.</li> </ul>
WL.I.28	<p>Use memorized language and very basic cultural knowledge to accomplish simple, routine tasks.</p> <ul style="list-style-type: none"> <li>• Use a city map, GPS, or signs to navigate.</li> <li>• Recognize and imitate how people count and use money to make a purchase.</li> <li>• Follow a team's win-loss record from a website.</li> </ul>

**LEVEL II WORLD LANGUAGE INDICATORS – MODERN LANGUAGES**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level II are able to function with simple and basic language. They rely on individual words and phrases but have a variety of vocabulary on familiar topics available for use. When using phrases, they tend to rely on those that have been practiced and/or memorized.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level II classroom should begin the course by effectively using practiced and/or memorized words and phrases. By the end of the Level II course, students should be able to use a variety of words and phrases that have been learned across all modes of communication.

The indicators below provide a broad definition of what students who complete Level II are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Present information about self and other familiar topics using a variety of words, phrases and memorized expressions.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write short messages and notes on familiar topics related to everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Understand words, phrases and simple sentence. Recognize pieces of information and understand the main topic of what is being said.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Understand familiar words, phrases and sentences within short and simple texts. Understand the main idea of what is read.</li> </ul>	<ul style="list-style-type: none"> <li>Study typical products and common traditions that are representative of the target culture.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participation in Cultural Interactions</b>
<ul style="list-style-type: none"> <li>Identify basic cultural beliefs and practices of the target culture.</li> </ul>	<ul style="list-style-type: none"> <li>Function at a basic survival level in an authentic cultural context.</li> </ul>

**LEVEL II WORLD LANGUAGE STANDARDS – MODERN LANGUAGES**

Level II standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level II course.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but should be incorporated throughout the course of study.

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<b>Interpersonal Communication</b>	
WL.II.1	Greet and leave people in a polite way. <ul style="list-style-type: none"> <li>• Say hello and goodbye to a peer.</li> <li>• Say hello and goodbye to a teacher, supervisor, or stranger.</li> <li>• Say hello and goodbye to an adult.</li> <li>• Say hello and goodbye to a stranger.</li> </ul>
WL.II.2	Introduce self and others. <ul style="list-style-type: none"> <li>• Introduce self and provide basic personal information (name, age, address, phone number, e-mail address).</li> <li>• Introduce someone else.</li> <li>• Respond to an introduction.</li> </ul>
WL.II.3	Answer a variety of simple questions. <ul style="list-style-type: none"> <li>• Answer questions about likes and dislikes.</li> <li>• Answer questions about what is being done or has been done.</li> <li>• Answer a variety of <i>who, what, when, and where</i> questions.</li> <li>• Answer questions about location (past, present and future).</li> <li>• Answer questions about information learned.</li> </ul>
WL.II.4	Make some simple statements in a conversation. <ul style="list-style-type: none"> <li>• State actions of self and others.</li> <li>• Tell location of self and others.</li> <li>• Express basic information about others.</li> <li>• Express a reaction, such as "Great!"</li> </ul>
WL.II.5	Ask some simple questions. <ul style="list-style-type: none"> <li>• Ask <i>who, what, when, where</i> and <i>why</i> questions.</li> <li>• Ask questions about information learned.</li> </ul>
WL.II.6	Communicate basic information about self and others. <ul style="list-style-type: none"> <li>• Say own name and ask someone's name.</li> <li>• Talk or write about family members and ask about someone's family.</li> <li>• Talk or write about friends, classmates or co-workers.</li> </ul>
WL.II.7	Communicate some basic information about everyday life. <ul style="list-style-type: none"> <li>• Give times, dates, and weather information.</li> <li>• Talk about food eaten, topics learned, and actions taken.</li> <li>• Talk about familiar places.</li> <li>• Ask and understand how much something costs.</li> <li>• Tell someone the time and location of an event.</li> </ul>

<b>Presentational Speaking</b>	
WL.II.8	Present information about self and others using words and phrases. <ul style="list-style-type: none"> <li>• Describe physical characteristics of self and others.</li> <li>• Tell personality traits of self and others.</li> </ul>
WL.II.9	Express likes and dislikes using words, phrases, and memorized expressions. <ul style="list-style-type: none"> <li>• State sports preferences</li> <li>• List free-time activity preferences.</li> <li>• State food and drink preferences.</li> </ul>

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WL.II.10	<p>Present information about familiar items in the immediate environment.</p> <ul style="list-style-type: none"> <li>• Talk about a house.</li> <li>• Talk about school or a workplace.</li> <li>• Talk about a room or office and what is in it.</li> <li>• Present basic information about community, town/city, state, or country.</li> </ul>
WL.II.11	<p>Talk about daily activities using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• List classes and tell what time they start and end.</li> <li>• Name activities and times they occur in a daily schedule.</li> <li>• Talk about weekend activities.</li> </ul>
WL.II.12	<p>Present simple information about something learned using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• Talk about holiday celebrations based on pictures or photos.</li> <li>• Name the main cities on a map.</li> <li>• Talk about past, present, and future weekend activities.</li> </ul>

<b>Presentational Writing</b>	
WL.II.13	<p>Write information about daily life in a letter, blog, discussion board, or e-mail message.</p> <ul style="list-style-type: none"> <li>• Introduce self.</li> <li>• Describe family and friends.</li> <li>• Describe school.</li> <li>• Describe a workplace and job duties.</li> </ul>
WL.II.14	<p>Write short notes using phrases and simple sentences.</p> <ul style="list-style-type: none"> <li>• Write a postcard message.</li> <li>• Write a special occasion message such as a birthday or congratulatory note.</li> <li>• Write a short announcement, invitation, or thank-you note.</li> </ul>
WL.II.15	<p>Write about a familiar experience or event using practiced material.</p> <ul style="list-style-type: none"> <li>• Write about activities in class or at work.</li> <li>• Write about what happens after school or during the weekend.</li> <li>• Write about a website, a field trip, or an activity.</li> </ul>
WL.II.16	<p>Write basic information about previously learned material.</p> <ul style="list-style-type: none"> <li>• Write a simple process like a science experiment.</li> <li>• Write about a topic from a lesson using pictures or photos.</li> <li>• Write about something learned online, in a class, at work, or in the community.</li> </ul>
WL.II.17	<p>Ask for information in writing.</p> <ul style="list-style-type: none"> <li>• Request resources like brochures or posted information.</li> <li>• Request an appointment with a classmate, teacher, or colleague.</li> <li>• Request an application for a job, membership in a club, or admission to a school or program.</li> </ul>

<b>Interpretive Listening</b>	
WL.II.18	Understand simple questions or statements on familiar topics.

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	<ul style="list-style-type: none"> <li>• Recognize the difference between a question and a statement.</li> <li>• Understand simple questions about age, location, leisure activities, etc.</li> <li>• Understand simple questions or statements about family.</li> <li>• Understand simple questions or statements about friends, classmates, or workmates.</li> </ul>
WL.II.19	<p>Understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> <li>• Understand some facts about the weather when weather symbols are used.</li> <li>• Understand when someone describes physical characteristics from a photo or a work of art.</li> <li>• Follow along with simple arithmetic problems when the figures can be seen.</li> </ul>
WL.II.20	<p>Understand the main topic of simple conversations overheard.</p> <ul style="list-style-type: none"> <li>• Understand about whom someone is speaking.</li> <li>• Distinguish if people are talking about their homes or asking for directions.</li> <li>• Understand a simple transaction between a customer and a sales clerk.</li> </ul>

<b>Interpretive Reading</b>	
WL.II.21	<p>Understand short, simple messages on familiar topics.</p> <ul style="list-style-type: none"> <li>• Understand basic familiar information from an advertisement.</li> <li>• Identify the purpose of a brochure.</li> <li>• Identify information from a movie brochure or poster.</li> <li>• Understand simple information in a text message from a friend.</li> </ul>
WL.II.22	<p>Understand short, simple descriptions with the help of pictures or graphs.</p> <ul style="list-style-type: none"> <li>• Understand simple captions under photos.</li> <li>• Understand basic information from a real estate advertisement.</li> <li>• Understand website descriptions of clothing items to make an appropriate purchase.</li> <li>• Identify the categories on a graph.</li> </ul>
WL.II.23	<p>Understand the main idea of published materials.</p> <ul style="list-style-type: none"> <li>• Distinguish a birthday wish from a note expressing thanks.</li> <li>• Identify destinations and major attractions on a travel brochure.</li> <li>• Locate places on city maps.</li> </ul>
WL.II.24	<p>Understand simple everyday notices in public places on topics that are familiar.</p> <ul style="list-style-type: none"> <li>• Understand a simple public transportation schedule.</li> <li>• Locate notices on where to park.</li> <li>• Understand notices that tell of street or metro closings.</li> <li>• Understand a store's hours of operation.</li> <li>• Read the labels on a recycling bin.</li> </ul>

<b>Investigation of Products and Practices</b>	
WL.II.25	<p>Identify common products related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>• Identify geographical features of other countries.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identify familiar landmarks.</li> <li>• Recognize traditional and popular songs.</li> <li>• Recognize similarities and differences between the designs of houses, buildings, or towns.</li> <li>• Identify specific locations to have a meal, purchase a ticket, or buy something needed.</li> <li>• Compare and contrast a student’s daily schedule and that of a peer in the target culture</li> </ul>
WL.II.26	<p>Identify common practices related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>• Identify common eating habits.</li> <li>• Identify habits of dress in the target culture(s).</li> <li>• Express the time and date in the format of the target culture.</li> <li>• Use the appropriate holiday greetings.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WL.II.27	<p>Identify beliefs and values related to age, gender, social class, and ethnicity.</p> <ul style="list-style-type: none"> <li>• Tell the way people address each other differently based on age and social standing.</li> <li>• Recognize that appropriate dress is determined by cultural traditions.</li> <li>• Recognize that gender and age can determine one’s role in a family, school, and the workplace.</li> </ul>
WL.II.28	<p>Identify characteristics of national identity.</p> <ul style="list-style-type: none"> <li>• Identify elements of geography that define a nation.</li> <li>• Identify symbols that represent a nation.</li> <li>• Identify the importance of historical events through the celebration of national holidays and the monuments.</li> <li>• Identify major religions of a nation.</li> </ul>
WL.II.29	<p>Identify ways in which cultures are globalized.</p> <ul style="list-style-type: none"> <li>• Identify similar leisure activities across cultures.</li> <li>• Identify familiar forms of dress across cultures.</li> <li>• Identify common dining establishments across cultures.</li> <li>• Identify examples of common technology use across cultures.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WL.II.30	<p>Function at a survival level in an authentic cultural context.</p> <ul style="list-style-type: none"> <li>• Imitate appropriate greetings.</li> <li>• Recognize and imitate table manners.</li> <li>• Identify what is culturally appropriate to say when gift-giving in different situations, such as a birthday party, New Year’s, a wedding, etc.</li> <li>• Recognize and imitate culturally appropriate behavior in a restaurant or other public place.</li> </ul>
WL.II.31	<p>Use memorized language and basic cultural knowledge to interact with others.</p>

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	<ul style="list-style-type: none"><li>• Ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.</li><li>• Understand and mention a general cultural reference, such as a song or movie title, author, or composer, in a conversation.</li><li>• Play a simple board or card game with friends.</li></ul>
WL.II.32	<p>Use memorized language and very basic cultural knowledge to accomplish simple, routine tasks.</p> <ul style="list-style-type: none"><li>• Use a city map, GPS, or signs to navigate.</li><li>• Recognize and imitate how people count and use money to make a purchase.</li><li>• Follow a team's win-loss record from a website.</li></ul>

**LEVEL III WORLD LANGUAGE INDICATORS – MODERN LANGUAGES**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level III are able to function with longer language discourse. They rely on simple phrases and sentences related to everyday life.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level III classroom should begin the course by effectively using words and practiced /memorized phrases. By the end of the Level III course, students should be able to use a variety of phrases and sentences on everyday topics.

The indicators below provide a broad definition of what students who complete Level III are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<p><b>Interpersonal Communication</b></p> <ul style="list-style-type: none"> <li>Communicate and exchange information about familiar topics using phrases and simple sentences, supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions.</li> </ul>	<p><b>Presentational Speaking</b></p> <ul style="list-style-type: none"> <li>Present basic information on familiar topics using phrases and simple sentences.</li> </ul>
<p><b>Presentational Writing</b></p> <ul style="list-style-type: none"> <li>Write briefly about familiar topics using a series of simple sentences.</li> </ul>	<p><b>Interpretive Listening</b></p> <ul style="list-style-type: none"> <li>Understand words, phrases, and simple sentences. Recognize pieces of information and understand the main topic of what is being said.</li> </ul>
<p><b>Interpretive Reading</b></p> <ul style="list-style-type: none"> <li>Understand familiar words, phrases, and sentences within short and simple texts. Understand the main idea of what has been read.</li> </ul>	<p><b>Investigation of Products and Practices</b></p> <ul style="list-style-type: none"> <li>Identify common patterns in the products and practices of a culture.</li> </ul>
<p><b>Understanding of Cultural Perspectives</b></p> <ul style="list-style-type: none"> <li>Compare familiar cultural beliefs and values.</li> </ul>	<p><b>Participate in Cultural Interaction</b></p> <ul style="list-style-type: none"> <li>Interact at a functional level in familiar cultural contexts.</li> </ul>

**LEVEL III WORLD LANGUAGE STANDARDS- MODERN LANGUAGES**

Level III standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level III course.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but should be incorporated throughout the course of study.

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<b>Interpersonal Communication</b>	
WL.III.1	Have simple conversations on a number of everyday topics. <ul style="list-style-type: none"> <li>• Talk with someone about family or household tasks.</li> <li>• Talk with someone about hobbies and interests.</li> <li>• Talk with someone about school or work.</li> </ul>
WL.III.2	Ask and answer questions on factual information that is familiar. <ul style="list-style-type: none"> <li>• Ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</li> </ul>
WL.III.3	Use the language to meet basic needs in familiar situations. <ul style="list-style-type: none"> <li>• Ask for help at school, work, or in the community.</li> <li>• Make a reservation.</li> <li>• Arrange for transportation by train, bus, taxi, or with friends.</li> </ul>

<b>Presentational Speaking</b>	
WL.III.4	Present information about life using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Describe family and friends.</li> <li>• Describe school.</li> <li>• Describe a workplace and work activities.</li> </ul>
WL.III.5	Tell about a familiar experience or event using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Talk about activities in class or at work.</li> <li>• Talk about weekend activities.</li> <li>• Talk about what happens after school or work.</li> </ul>
WL.III.6	Present information about others using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Talk about others' likes and dislikes.</li> <li>• Talk about others' free-time activities.</li> <li>• Give basic biographical information about others.</li> </ul>
WL.III.7	Give basic instructions on how to make or do something using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Tell how to prepare something simple to eat.</li> <li>• Describe a simple routine, like getting lunch in the cafeteria.</li> <li>• Give simple directions to a nearby location or to an online resource.</li> </ul>
WL.III.8	Present basic information about things that have been learned using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Describe a simple process like a science experiment.</li> <li>• Present a topic from a lesson based on pictures or photos.</li> <li>• Present information about something learned in a class or at work.</li> <li>• Present information about something learned in the community.</li> </ul>

<b>Presentational Writing</b>	
WL.III.9	Write about people, activities, events, and experiences. <ul style="list-style-type: none"> <li>• Describe the physical appearance and personality of a friend or family member.</li> <li>• Write about a school, workplace, famous place, or place.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Write about a holiday, vacation, or typical celebration.</li> <li>• Write about something that has been learned.</li> <li>• Write about future plans.</li> </ul>
WL.III.10	<p>Prepare materials for a presentation.</p> <ul style="list-style-type: none"> <li>• Write a draft of a presentation.</li> <li>• Write an outline of a project or presentation.</li> <li>• Write notes for a speech.</li> </ul>
WL.III.11	<p>Write about topics of interest.</p> <ul style="list-style-type: none"> <li>• Write about a movie or a television show.</li> <li>• Write about a famous athlete, celebrity, or historical figure.</li> <li>• Write a brief explanation of a proverb or nursery rhyme.</li> <li>• Write a simple poem.</li> </ul>
WL.III.12	<p>Write basic instructions on how to make or do something.</p> <ul style="list-style-type: none"> <li>• Write the rules of a game.</li> <li>• Write about how to prepare something simple to eat.</li> <li>• Write about a simple routine, like getting lunch in the cafeteria.</li> <li>• Write simple directions to a nearby location or to an online resource.</li> </ul>
WL.III.13	<p>Write questions to obtain information.</p> <ul style="list-style-type: none"> <li>• Post a question for discussion or reflection.</li> <li>• Develop a simple questionnaire or survey.</li> </ul>

<b>Interpretive Listening</b>	
WL.III.14	<p>Understand the basic purpose of a message.</p> <ul style="list-style-type: none"> <li>• Determine if a message is an announcement or an advertisement.</li> <li>• Understand what a radio advertisement is selling.</li> <li>• Understand when and where an event will take place.</li> <li>• Understand a voice message accepting or rejecting an invitation.</li> </ul>
WL.III.15	<p>Understand messages related to basic needs.</p> <ul style="list-style-type: none"> <li>• Understand a clear and repeated announcement about a flight's departure time and/or gate.</li> <li>• Understand teacher announcements about when an assignment is due.</li> <li>• Understand the date and time of when a voice message was recorded.</li> </ul>
WL.III.16	<p>Understand questions and simple statements on everyday topics when they are part of the conversation.</p> <ul style="list-style-type: none"> <li>• Understand questions about work or class schedule.</li> <li>• Understand questions about likes and dislikes.</li> <li>• Understand simple compliments about clothing or behavior.</li> </ul>

<b>Interpretive Reading</b>	
WL.III.17	<p>Understand messages in which the writer tells or asks about topics of personal interest.</p> <ul style="list-style-type: none"> <li>• Understand what an e-pal writes about interests and daily routines.</li> <li>• Understand a simple posting on a friend's social media page.</li> <li>• Understand a text from a friend about plans.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand if a friend accepts or rejects an invitation.</li> </ul>
WL.III.18	<p>Identify simple information needed on forms.</p> <ul style="list-style-type: none"> <li>• Understand what is asked for on a customs form.</li> <li>• Understand what is asked for on a hotel registration form.</li> <li>• Understand what is asked for on an ID card.</li> </ul>
WL.III.19	<p>Identify information from news media.</p> <ul style="list-style-type: none"> <li>• Understand personal information about sports stars from photo captions.</li> <li>• Understand information on job postings.</li> <li>• Understand basic information on weather forecasts.</li> </ul>

<b>Investigation of Products and Practices</b>	
WL.III.20	<p>Explore and reference current and past examples of authentic cultural products and practices.</p> <ul style="list-style-type: none"> <li>• Understand the main idea and characters of short stories, folk tales, or graphic novels.</li> <li>• Recognize and reference famous artists and their works.</li> <li>• Understand the main idea of a movie clip or documentary.</li> <li>• Talk about a historical figure.</li> <li>• Have a simple conversation about a festival.</li> <li>• Summarize the contributions of a culture in a blog or a multimedia presentation.</li> </ul>
WL.III.21	<p>Compare and contrast common products across cultures.</p> <ul style="list-style-type: none"> <li>• Describe similarities and differences in artwork.</li> <li>• Have a simple conversation about educational systems.</li> <li>• Provide basic information about countries' governments.</li> <li>• Identify similarities among folk tales.</li> </ul>
WL.III.22	<p>Compare and contrast behaviors or practices across cultures.</p> <ul style="list-style-type: none"> <li>• Compare and contrast eating habits.</li> <li>• Compare and contrast how people buy and sell.</li> <li>• Compare and contrast how families interact.</li> <li>• Compare and contrast how people celebrate.</li> <li>• Compare and contrast how peers socialize.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WL.III.23	<p>Describe basic cultural viewpoints.</p> <ul style="list-style-type: none"> <li>• Talk about the individual role of family members and the importance of their birth order.</li> <li>• Give examples that show the importance of academics vs. sports.</li> <li>• Describe the importance of time vs. money.</li> <li>• Make simple comparisons about the roles of men and women within the culture.</li> <li>• Describe the importance of religion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe how other cultures view major historical events differently.</li> </ul>
WL.III.24	<p>Make generalizations about a culture.</p> <ul style="list-style-type: none"> <li>• Identify cultural stereotypes or exaggerated views of a culture.</li> <li>• Compare religious beliefs.</li> <li>• Classify the political beliefs of a nation in simple terms.</li> <li>• Determine which television shows and films are popular in a given culture.</li> </ul>
<b>Participation in Cultural Interaction</b>	
WL.III.25	<p>Handle short interactions with peers and colleagues in familiar situations at school, work, or play.</p> <ul style="list-style-type: none"> <li>• Accept and refuse invitations in a culturally accepted way.</li> <li>• Offer and receive gifts in a culturally accepted way.</li> <li>• Request assistance in a culturally accepted way.</li> <li>• Respond in a culturally accepted way when someone sneezes, toasts, pays a compliment, etc.</li> <li>• Use appropriate cultural conventions such as body language, turn-taking, interrupting, agreeing, etc., when talking with others.</li> </ul>
WL.III.26	<p>Recognize and refer to elements of traditional and pop culture.</p> <ul style="list-style-type: none"> <li>• Refer to a historical event.</li> <li>• Describe the outcome in a recent election.</li> <li>• Talk about a popular song.</li> <li>• Mention the significance of a work of art in conversation.</li> <li>• Describe the difference between traditional attire and a fashion trend.</li> </ul>
WL.III.27	<p>Recognize when a cultural misunderstanding has occurred and try to correct it.</p> <ul style="list-style-type: none"> <li>• Sense when behavior or speech has offended someone and apologize appropriately.</li> <li>• Recognize when one has acted or spoken too informally and try to correct it.</li> <li>• Recognize when an attempt at humor is misguided.</li> </ul>

**LEVEL IV WORLD LANGUAGE INDICATORS – MODERN LANGUAGES**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level IV are able to function with longer language discourse. They are able to use a series of sentences and are able to transfer language learned into new language patterns.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level IV classroom should begin the course by effectively using complete sentences based on everyday topics. By the end of the Level IV course, students should be able to use a series of simple, connected sentences based on familiar topics.

The indicators below provide a broad definition of what students who complete Level IV are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>Participate in conversations on familiar topics using sentences and a series of sentences. Handle short social interactions in everyday situations by asking and answering a variety of questions.</li> </ul>	<b>Presentational Speaking</b> <ul style="list-style-type: none"> <li>Present information on most familiar topics using a series of simple sentences.</li> </ul>
<b>Presentational Writing</b> <ul style="list-style-type: none"> <li>Write on a wide variety of familiar topics using a series of connected sentences.</li> </ul>	<b>Interpretive Listening</b> <ul style="list-style-type: none"> <li>Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Understand the main idea in conversations that are overheard.</li> </ul>
<b>Interpretive Reading</b> <ul style="list-style-type: none"> <li>Understand the main idea of texts.</li> </ul>	<b>Investigation of Products and Practices</b> <ul style="list-style-type: none"> <li>Explain diversity among the products and practices in the native culture and other cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b> <ul style="list-style-type: none"> <li>Analyze and explain cultural perspectives of individuals and institutions within a society.</li> </ul>	<b>Participation in Cultural Interaction</b> <ul style="list-style-type: none"> <li>Interact at a competent level in familiar and unfamiliar cultural contexts.</li> </ul>

**LEVEL IV WORLD LANGUAGE STANDARDS – MODERN LANGUAGES**

Level IV standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level IV course.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WL.IV.1	<p>Start, maintain, and end a conversation on a variety of familiar topics.</p> <ul style="list-style-type: none"> <li>• Be the first to start a conversation.</li> <li>• Ask for information, details, and explanations during a conversation.</li> <li>• Bring a conversation to a close.</li> <li>• Interview someone for a project or a publication.</li> </ul>
WL.IV.2	<p>Talk about daily activities and personal preferences.</p> <ul style="list-style-type: none"> <li>• Talk about daily routines.</li> <li>• Talk about interests and hobbies.</li> <li>• Give reasons for preferences.</li> <li>• Give some information about past activities.</li> <li>• Give some information about future activities.</li> <li>• Talk about favorite music, movies, and sports.</li> </ul>
WL.IV.3	<p>Use language to handle tasks related to personal needs.</p> <ul style="list-style-type: none"> <li>• Request services, such as repair for a phone, computer, or car.</li> <li>• Schedule an appointment.</li> <li>• Inquire about membership in an organization or club.</li> </ul>
WL.IV.4	<p>Exchange information about subjects of special interest.</p> <ul style="list-style-type: none"> <li>• Talk about artists from other countries.</li> <li>• Talk about historical events.</li> <li>• Talk about a math, technology, or science project.</li> </ul>

<b>Presentational Speaking</b>	
WL.IV.5	<p>Talk about people, activities, events, and experiences.</p> <ul style="list-style-type: none"> <li>• Describe the physical appearance of a friend or family member.</li> <li>• Describe another person's personality.</li> <li>• Describe a school or workplace.</li> <li>• Describe a famous place.</li> <li>• Describe a place that was visited or will be visited.</li> <li>• Present ideas about something learned.</li> </ul>
WL.IV.6	<p>Express needs and wants.</p> <ul style="list-style-type: none"> <li>• Describe items needed for school or work.</li> <li>• Talk about daily activities at school or work.</li> </ul>
WL.IV.7	<p>Present information on plans, instructions, and directions.</p> <ul style="list-style-type: none"> <li>• Explain the rules of a game.</li> <li>• Give multi-step instructions for preparing a recipe.</li> <li>• Describe plans for the weekend.</li> <li>• Describe plans for the summer.</li> <li>• Describe holiday or vacation plans.</li> <li>• Describe what is needed for a holiday or celebration.</li> <li>• Describe future plans.</li> </ul>
WL.IV.8	<p>Present songs, short skits, or dramatic readings.</p> <ul style="list-style-type: none"> <li>• Retell a children's story.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Present a proverb, poem, or nursery rhyme.</li> <li>• Participate in a performance of a skit or a scene from a play.</li> </ul>
WL.IV.9	<p>Express preferences on topics of interest.</p> <ul style="list-style-type: none"> <li>• Give a presentation about a movie or television show.</li> <li>• Give a presentation about a famous athlete, celebrity, or historical figure.</li> <li>• Express thoughts about a current event that has been learned or researched.</li> </ul>

<b>Presentational Writing</b>	
WL.IV.10	<p>Write messages and announcements.</p> <ul style="list-style-type: none"> <li>• Write a message to explain or clarify something.</li> <li>• Write about common events and daily routines.</li> <li>• Write an autobiographical statement for a contest, study abroad, or other special program or job application.</li> <li>• Write an invitation for an event.</li> </ul>
WL.IV.11	<p>Write short reports about something learned or researched.</p> <ul style="list-style-type: none"> <li>• Write a short article on a current event.</li> <li>• Write about an academic subject, such as science, math, art, etc.</li> <li>• Write the minutes or a debrief from a club or other meeting.</li> </ul>
WL.IV.12	<p>Compose communications for public distribution.</p> <ul style="list-style-type: none"> <li>• Create a flyer for an upcoming event at school or at work.</li> <li>• Write a review of a movie, book, play, exhibit, etc.</li> <li>• Post an entry to a blog or a discussion board.</li> <li>• Compose a simple letter, response, or article for a publication.</li> <li>• Contribute to a school or work publication.</li> </ul>

<b>Interpretive Listening</b>	
WL.IV.13	<p>Understand basic information in advertisements, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> <li>• Understand when, where, and who is playing in a concert from a radio advertisement.</li> <li>• Understand the main message of an e-card greeting.</li> <li>• Understand what service is being offered in a television advertisement.</li> <li>• Identify the type of film from a movie preview.</li> </ul>
WL.IV.14	<p>Understand the main idea when listening for personal enjoyment.</p> <ul style="list-style-type: none"> <li>• Understand basic questions or statements during a video conference.</li> <li>• Understand a short video clip.</li> <li>• Understand peers' recorded descriptions about themselves or their avatars.</li> </ul>
WL.IV.15	<p>Understand messages related to everyday life.</p> <ul style="list-style-type: none"> <li>• Understand a voice message about the time and location of a meeting.</li> <li>• Understand a box-office recording about the times of the performances or events.</li> <li>• Understand that an event is being postponed or cancelled.</li> </ul>

<b>Interpretive Reading</b>	
WL.IV.16	<p>Understand simple personal questions.</p> <ul style="list-style-type: none"> <li>• Understand the questions asked on a career preference survey.</li> <li>• Understand what is asked for on a simple, popular magazine questionnaire.</li> <li>• Understand the personal questions to complete a profile on a social media site.</li> </ul>
WL.IV.17	<p>Understand basic information in advertisements, announcements, and other simple texts.</p> <ul style="list-style-type: none"> <li>• Understand the information in birth and wedding announcements.</li> <li>• Understand the information in sales advertisements.</li> <li>• Understand basic information on travel brochures.</li> <li>• Understand basic information on food labels.</li> </ul>
WL.IV.18	<p>Understand the main idea when reading for personal enjoyment.</p> <ul style="list-style-type: none"> <li>• Understand updates in entertainment magazines.</li> <li>• Understand postings in blogs on familiar topics.</li> <li>• Understand postcards from friends.</li> </ul>
WL.IV.19	<p>Read simple written exchanges between other people.</p> <ul style="list-style-type: none"> <li>• Understand the main idea of personal messages exchanged online.</li> <li>• Understand the main idea of a biographical interview with a celebrity.</li> </ul>

<b>Investigation of Products and Practices</b>	
WL.IV.20	<p>Explain factors that contribute to why products and practices vary across cultures.</p> <ul style="list-style-type: none"> <li>• Explain how cultural factors influence art.</li> <li>• Explain how popular songs reflect the culture in which they were created.</li> <li>• Explain how creators of advertisements use elements of culture to market their products.</li> <li>• Describe the use of cultural elements in filmmaking.</li> </ul>
WL.IV.21	<p>Analyze how peoples' practices and behaviors reflect their cultures.</p> <ul style="list-style-type: none"> <li>• Explain why people worship on a certain day(s) of the week.</li> <li>• Explain why practices of disciplining children differ among cultures.</li> <li>• Explain some dietary preferences between cultures.</li> <li>• Explain some voting practices between cultures.</li> <li>• Explain why some cultures prefer certain sports.</li> <li>• Tell the difference between a fashion choice that is personal vs. one that is a cultural norm.</li> </ul>
WL.IV.22	<p>Explore topics of personal and professional interest.</p> <ul style="list-style-type: none"> <li>• Look up some facts about family genealogy in other countries.</li> <li>• Research study or internship opportunities abroad.</li> <li>• Gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures.</li> <li>• Research career options and job opportunities in other countries.</li> <li>• Research driving regulations in other countries.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WL.IV.23	<p>Explain how peoples' actions reflect their cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Explain why people place importance on long vacations in some cultures.</li> <li>• Explain why families in some cultures spend more time at meals than others.</li> <li>• Explain why people hold certain professions in higher regard than others.</li> <li>• Explain why people arrange marriages.</li> </ul>
WL.IV.24	<p>Explain how social, political, religious, and economic institutions reflect cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Explain why universal health care is provided in some cultures.</li> <li>• Explain why a country has a democracy instead of a monarchy.</li> <li>• Explain why certain symbols are found on/in places of worship.</li> <li>• Explain how and why business cards are presented.</li> </ul>
<b>Participation in Cultural Interaction</b>	
WL.IV.25	<p>Confidently interact and converse with peers and colleagues at school, work, or play.</p> <ul style="list-style-type: none"> <li>• Collaborate on a project with peers from another culture.</li> <li>• Interact appropriately when a guest in the home of a friend from another culture (e.g., bring a proper gift, converse on non-taboo topics, use proper etiquette).</li> <li>• Engage in social conversations at a sporting event with peers.</li> <li>• Differentiate between appropriate and inappropriate topics and participate in conversations about these topics.</li> </ul>
WL.IV.26	<p>Interact with people in some situations outside of the normal routine.</p> <ul style="list-style-type: none"> <li>• Participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview.</li> <li>• Participate in a community service learning project such as volunteering at a health fair for immigrants.</li> <li>• Interview someone for a research project or news article.</li> <li>• Carry on a conversation with someone during a job shadowing experience.</li> </ul>
WL.IV.27	<p>Navigate some formal and official procedures.</p> <ul style="list-style-type: none"> <li>• Follow the steps to make an online purchase from a foreign website.</li> <li>• Help fill out forms for visas, travel and work permits, and registrations.</li> <li>• Explain a point of view in a minor legal procedure such as a traffic violation.</li> </ul>
WL.IV.28	<p>Understand when a cultural misunderstanding has occurred and understand how to correct it.</p> <ul style="list-style-type: none"> <li>• Recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language.</li> <li>• Understand why a gift given was seen as inappropriate and decide what to give the next time.</li> </ul>

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	<ul style="list-style-type: none"><li>• Understand why a comment was offensive and decide what to say next time.</li><li>• Understand why particular clothing was considered inappropriate and decide what to wear next time.</li><li>• Understand why the food served was not appreciated and decide what to serve next time.</li><li>• Write an apology to repair a relationship.</li></ul>
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**LEVEL V WORLD LANGUAGE INDICATORS – MODERN LANGUAGES**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level V are able to function with longer language discourse. They are able to communicate in paragraph form and are able to transfer language learned into new language patterns.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level V classroom should begin the course by effectively using a series of simple, connected sentences based on familiar topics. By the end of the Level V course, students should be able to use a series of connected sentences based on familiar topics in various time frames and with complications.

The indicators below provide a broad definition of what students who complete Level V are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate indicators in a proficiency-based classroom.

<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>Participate with ease and confidence in conversations on familiar topics. Talk about events and experiences in various time frames. Describe people, places, and things. Handle social interactions in everyday situations, even when there is an unexpected complication.</li> </ul>	<b>Presentational Speaking</b> <ul style="list-style-type: none"> <li>Make presentations on a wide variety of familiar topics using connected sentences.</li> </ul>
<b>Presentational Writing</b> <ul style="list-style-type: none"> <li>Write on topics related to school, work, and community in a generally organized way. Write simple paragraphs about events and experiences in various time frames.</li> </ul>	<b>Interpretive Listening</b> <ul style="list-style-type: none"> <li>Easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. Understand details of what is overheard in conversations, even when something unexpected is expressed. Follow what is heard about events and experiences in various time frames.</li> </ul>
<b>Interpretive Reading</b> <ul style="list-style-type: none"> <li>Easily understand the main idea of texts. Follow stories and descriptions about events and experiences in various time frames.</li> </ul>	<b>Investigation of Products and Practices</b> <ul style="list-style-type: none"> <li>Explain diversity among the products and practices in the native and other cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b> <ul style="list-style-type: none"> <li>Analyze and explain cultural perspectives of individuals and institutions within a society.</li> </ul>	<b>Participation in Cultural Interaction</b> <ul style="list-style-type: none"> <li>Interact at a competent level in familiar and unfamiliar cultural contexts.</li> </ul>

**LEVEL V WORLD LANGUAGE STANDARDS- MODERN LANGUAGES**

Level V standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level V course.

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These language skills are designed to provide real-world communication to the daily class and to aid the learner’s progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but should be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WL.V.1	Exchange information related to areas of mutual interest. <ul style="list-style-type: none"> <li>• Ask for and provide information about specific events.</li> <li>• Ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports.</li> <li>• Ask for and provide descriptions of familiar places and interesting sites.</li> <li>• Talk about family history.</li> <li>• Talk about jobs and career plans.</li> </ul>
WL.V.2	Use language to do a task that requires multiple steps. <ul style="list-style-type: none"> <li>• Give the basic rules of a game or sport and answer questions about them.</li> <li>• Ask for, follow, and give instructions for preparing food.</li> <li>• Ask for and follow directions to get from one place to another.</li> <li>• Tell someone how to access information online.</li> <li>• Explain basic rules, policies, or laws that affect us and answer questions about them.</li> </ul>
WL.V.3	Use language to handle a situation that may have a complication. <ul style="list-style-type: none"> <li>• Arrange for a make-up exam or reschedule an appointment.</li> <li>• Return an item purchased in a store.</li> <li>• Plan an outing with a group of friends.</li> </ul>

<b>Presentational Speaking</b>	
WL.V.4	Make a timed, detailed presentation about personal and social experiences. <ul style="list-style-type: none"> <li>• Describe a childhood or past experience.</li> <li>• Report on a social event.</li> <li>• Make a presentation on something new that was learned.</li> <li>• Make a presentation about plans for the future.</li> </ul>
WL.V.5	Make a timed, detailed presentation on something learned or researched. <ul style="list-style-type: none"> <li>• Give a presentation on a current event.</li> <li>• Present about a topic from an academic subject, such as science, math, art, etc.</li> <li>• Describe how to plan and carry out an event, such as a party or family reunion.</li> <li>• Give a presentation on a famous person, landmark, or cultural event.</li> </ul>
WL.V.6	Make a timed, detailed presentation about common interests and issues and state a viewpoint. <ul style="list-style-type: none"> <li>• Give a presentation about a favorite movie or song and explain why it is the favorite.</li> <li>• Give a presentation about a famous person or historical figure and tell why he/she is important.</li> <li>• Share reactions about a current event and explain why the event is in the news.</li> </ul>

<b>Presentational Writing</b>	
WL.V.7	<p>Write about school and academic topics.</p> <ul style="list-style-type: none"> <li>• Write a summary about something learned.</li> <li>• Write a series of steps needed to complete a task, such as an experiment.</li> <li>• Prepare notes for someone who was absent from class or school.</li> <li>• Write the content for a multi-media presentation, a handout, a synopsis, etc.</li> </ul>
WL.V.8	<p>Write about work and career topics.</p> <ul style="list-style-type: none"> <li>• Write a summary about an assignment or task.</li> <li>• Document the series of steps needed to complete a task or project.</li> <li>• Prepare notes for someone who is new or has been absent from a project, team, or work meeting.</li> <li>• Draft a work plan.</li> <li>• Write the content for a multi-media presentation, a handout, a synopsis, etc.</li> </ul>
WL.V.9	<p>Write about community topics or events.</p> <ul style="list-style-type: none"> <li>• Write a summary about a topic researched.</li> <li>• Write the content for a multi-media presentation, a handout, a synopsis, etc.</li> <li>• Write the steps needed to complete a task, such as a community event or a fundraiser.</li> <li>• Summarize what has been happening in the community for someone who is new or has been away.</li> </ul>
WL.V.10	<p>Write about an entertainment or social event.</p> <ul style="list-style-type: none"> <li>• Summarize a conversation or interview.</li> <li>• Describe an event that was witnessed.</li> <li>• Write a brief summary of the plot of a movie or an episode of a television show.</li> </ul>
<b>Interpretive Listening</b>	
WL.V.11	<p>Understand straightforward information or interactions.</p> <ul style="list-style-type: none"> <li>• Understand the descriptions of avatars in a new video game.</li> <li>• Understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town.</li> <li>• Understand a tour guide's description of a city's history and attractions.</li> </ul>
WL.V.12	<p>Understand a few details in advertisements, announcements, and other simple recordings.</p> <ul style="list-style-type: none"> <li>• Understand details about a nutritional recommendation in a public service health announcement.</li> <li>• Understand the services offered in an advertisement about a car repair service.</li> <li>• Understand details from public service announcements such as severe weather warnings or safety alerts.</li> </ul>
WL.V.13	<p>Understand situations with complicating factors.</p>

	<ul style="list-style-type: none"> <li>• Understand a voice message from an exchange student telling why she will be late.</li> <li>• Understand a change in meeting time and place.</li> <li>• Understand a voice message from the airlines about changes to a flight schedule.</li> </ul>
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<b>Interpretive Reading</b>	
WL.V.14	<p>Understand accounts of personal events or experiences.</p> <ul style="list-style-type: none"> <li>• Understand information about an upcoming excursion, such as a class trip or company event.</li> <li>• Understand a friend's postcard describing a family vacation.</li> <li>• Understand a description of a Peace Corp volunteer's daily life.</li> </ul>
WL.V.15	<p>Follow short, written instructions when supported by visuals.</p> <ul style="list-style-type: none"> <li>• Follow instructions to use an ATM.</li> <li>• Follow instructions to make an online purchase.</li> <li>• Follow simple directions to do an experiment in a science class.</li> <li>• Understand basic instructions for playing a video game.</li> </ul>
WL.V.16	<p>Understand the main idea and supporting facts about famous people and historic events.</p> <ul style="list-style-type: none"> <li>• Understand a summary of a historical figure's accomplishments.</li> <li>• Understand the main idea and a few supporting facts about a scientific discovery from a summarized description.</li> </ul>

<b>Investigation of Products and Practices</b>	
WL.V.17	<p>Explain factors that influence variations in products and practices across cultures.</p> <ul style="list-style-type: none"> <li>• Explain how cultural factors influence art.</li> <li>• Explain how popular songs reflect the culture in which they were created.</li> <li>• Explain how creators of advertisements use elements of culture to market their products.</li> <li>• Describe the use of cultural elements in film-making.</li> </ul>
WL.V.18	<p>Analyze how peoples' practices and behaviors reflect their cultures.</p> <ul style="list-style-type: none"> <li>• Explain why people worship on a certain day(s) of the week.</li> <li>• Explain why practices of disciplining children differ among cultures.</li> <li>• Explain some dietary preferences between cultures.</li> <li>• Explain some voting practices between cultures.</li> <li>• Explain why some cultures prefer certain sports.</li> <li>• Tell the difference between a fashion choice that is personal vs. one that is a cultural norm.</li> </ul>
WL.V.22	<p>Explore topics of personal and professional interest.</p> <ul style="list-style-type: none"> <li>• Look up some facts about family genealogy in other countries.</li> <li>• Research study or internship opportunities abroad.</li> <li>• Gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures.</li> <li>• Research career options and job opportunities in other countries.</li> </ul>

	<ul style="list-style-type: none"> <li>• Research driving regulations in other countries.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	
WL.V.23	<p>Explain how peoples' actions reflect their cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Explain why people place importance on long vacations in some cultures.</li> <li>• Explain why families in some cultures spend more time at meals than others.</li> <li>• Explain why people hold certain professions in higher regard than others.</li> <li>• Explain why people arrange marriages in a culture.</li> </ul>
WL.V.24	<p>Explain how social, political, religious, and economic institutions reflect cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Explain why universal health care is provided in some cultures.</li> <li>• Explain why a country has a democracy instead of a monarchy.</li> <li>• Explain why certain symbols are found on/in places of worship.</li> <li>• Explain how and why business cards are presented.</li> </ul>
<b>Participation in Cultural Interaction</b>	
WL.V.25	<p>Confidently interact and converse with peers and colleagues at school, work, or play.</p> <ul style="list-style-type: none"> <li>• Collaborate on a project with peers from another culture.</li> <li>• Interact appropriately when a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.)</li> <li>• Engage in social conversations at a sporting event with peers.</li> <li>• Differentiate between appropriate and inappropriate topics and participate in conversations about these topics.</li> </ul>
WL.V.26	<p>Interact with people in some situations outside of the normal routine.</p> <ul style="list-style-type: none"> <li>• Participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview.</li> <li>• Participate in a community service learning project such as volunteering at a health fair for immigrants.</li> <li>• Interview someone for a research project or news article.</li> <li>• Carry on a conversation with someone during a job shadowing experience.</li> </ul>
WL.V.27	<p>Navigate some formal and official procedures.</p> <ul style="list-style-type: none"> <li>• Follow the steps to make an online purchase from a foreign website.</li> <li>• Help fill out forms for visas, travel and work permits, and registrations.</li> <li>• Explain a point of view in a minor legal procedure such as a traffic violation.</li> </ul>
WL.V.28	<p>Understand that a cultural misunderstanding has occurred and understand how to correct it.</p> <ul style="list-style-type: none"> <li>• Recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language.</li> </ul>

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	<ul style="list-style-type: none"><li>• Understand why a gift given was seen as inappropriate and decide what to give the next time.</li><li>• Understand why a comment was offensive and decide what to say next time.</li><li>• Understand why particular clothing was considered inappropriate and decide what to wear next time.</li><li>• Understand why the food served was not appreciated and decide what to serve next time.</li><li>• Write an apology to repair a relationship.</li></ul>
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**LEVEL VI WORLD LANGUAGE INDICATORS – MODERN LANGUAGES**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level VI are able to function in the language with ease and confidence. They are able to communicate using extended discourse across time frames and are able to handle situations with an unexpected complication.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level VI classroom should begin the course by effectively using a series of connected sentences based on familiar topics in various time frames and with complications. By the end of the Level VI course, students should be able to use the language in extended communications with ease and confidence. They are able to manipulate the language through various time frames and use a series of connected sentences based on familiar and unfamiliar topics in various time frames.

The indicators below provide a broad definition of what students who complete Level VI are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>Participate in conversations about familiar topics that go beyond everyday life. Talk in an organized way and with detail about events and experiences in various time frames. Describe people, places, and things in an organized way and with detail. Handle a familiar situation with an unexpected complication.</li> </ul>	<b>Presentational Speaking</b> <ul style="list-style-type: none"> <li>Make presentations in a generally organized way on school, work, and community topics as well as independently researched topics. Make presentations on some events and experiences in various time frames.</li> </ul>
<b>Presentational Writing</b> <ul style="list-style-type: none"> <li>Write on general interest, academic, and professional topics. Write organized paragraphs about events and experiences in various time frames.</li> </ul>	<b>Interpretive Listening</b> <ul style="list-style-type: none"> <li>Easily understand the main idea and supporting details in organized speech on a variety of topics of personal and general interest. Follow stories and descriptions of some length and in various time frames. Understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</li> </ul>
<b>Interpretive Reading</b> <ul style="list-style-type: none"> <li>Understand the main idea and supporting details on a variety of topics of personal and general interest. Follow stories and descriptions of some length and in various time frames and genres.</li> </ul>	<b>Investigation of Products and Practices</b> <ul style="list-style-type: none"> <li>Explain diversity among the products and practices across cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b> <ul style="list-style-type: none"> <li>Analyze and explain cultural perspectives of individuals and institutions within a society.</li> </ul>	<b>Participation in Cultural Interaction</b> <ul style="list-style-type: none"> <li>Interact at a competent level in familiar and unfamiliar cultural contexts.</li> </ul>

**LEVEL VI WORLD LANGUAGE STANDARDS – MODERN LANGUAGES**

Level VI standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level VI course.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WL.VI.1	Participate in conversations on a wide variety of topics that go beyond everyday life. <ul style="list-style-type: none"> <li>• Explain absentee and sick leave policies and answer questions about them.</li> <li>• Explain current issues, such as leash laws, school dress codes, or speed limits.</li> <li>• Discuss what is currently happening in another community or country.</li> </ul>
WL.VI.2	Compare and contrast life in different locations and in different time periods. <ul style="list-style-type: none"> <li>• Explain how life has changed and respond to questions on the topic.</li> <li>• Compare different jobs and study programs in a conversation with a peer.</li> <li>• Explain how technology has changed lives while discussing this topic with another.</li> </ul>
WL.VI.3	Resolve an unexpected complication that arises in a familiar situation. <ul style="list-style-type: none"> <li>• Rearrange an itinerary, such as flights, pick-up times, and appointments when there are travel delays.</li> <li>• Tell a friend how to replace an item that is borrowed and broken or lost.</li> <li>• Explain tardiness to or absenteeism from work and arrange to make up the lost time.</li> </ul>
WL.VI.4	Conduct or participate in interviews. <ul style="list-style-type: none"> <li>• Interview for a job or service opportunity related to a field of expertise.</li> <li>• Interview someone about his/her professional interests and activities.</li> </ul>

<b>Presentational Speaking</b>	
WL.VI.5	Present information on academic and work topics. <ul style="list-style-type: none"> <li>• Present ideas about something learned such as a historical event, a famous person, or a current environmental issue.</li> <li>• Explain a series of steps needed to complete a task or experiment.</li> <li>• Explain to someone who was absent what took place in class or on the job.</li> <li>• Present qualifications and goals for an academic program, training, or job.</li> </ul>
WL.VI.6	Make a presentation on events, activities, and topics of particular interest. <ul style="list-style-type: none"> <li>• Present about something learned from the media.</li> <li>• Make a presentation about an interesting person.</li> <li>• Summarize a personal, historical, or cultural event.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Give a presentation about interests, hobbies, lifestyle, or preferred activities.</li> <li>• Make a presentation about the history or current status of a school, organization, or company.</li> <li>• Make a presentation about future plans.</li> </ul>
WL.VI.7	<p>Present a point of view and provide reasons to support it.</p> <ul style="list-style-type: none"> <li>• Make a presentation about rules or policies such as cell phone use, dress code, or requirements for driving, and explain a viewpoint.</li> <li>• Share and justify an opinion about common issues such as allowances for children, curfews for teenagers, budget-related topics, etc.</li> <li>• Explain a point of view about current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc.</li> </ul>

<b>Presentational Writing</b>	
WL.VI.8	<p>Meet basic school and academic writing needs.</p> <ul style="list-style-type: none"> <li>• Revise class or meeting notes taken for distribution.</li> <li>• Draft and revise an essay or composition as part of a school assignment.</li> <li>• Write an abstract for a science fair project, research study, or conference.</li> <li>• Write summaries or annotations for a research project.</li> </ul>
WL.VI.9	<p>Meet basic work and career writing needs.</p> <ul style="list-style-type: none"> <li>• Write an informational memo about a project or event.</li> <li>• Write summaries or a multi-step work plan for a new project.</li> <li>• Write brief job descriptions or performance reports.</li> <li>• Revise meeting notes for distribution</li> <li>• Draft and revise a resume or cover letter.</li> </ul>
WL.VI.10	<p>Meet basic social and civic writing needs.</p> <ul style="list-style-type: none"> <li>• Manage and edit an online journal, blog, or discussion forum.</li> <li>• Write an article about an event or project of a club or group.</li> <li>• Write a letter of advice or letter to the editor on a social, civic, or political issue.</li> <li>• Prepare reports and online communications for a social club, community, or political group.</li> </ul>

<b>Interpretive Listening</b>	
WL.VI.11	<p>Understand descriptions and stories of events that have happened or will happen.</p> <ul style="list-style-type: none"> <li>• Understand short presentations about famous people in history.</li> <li>• Understand a voice message outlining the details of a plan for an upcoming outing.</li> <li>• Follow a video conferencing session in which the speakers recount their experience on a recent trip.</li> </ul>
WL.VI.12	<p>Understand the main idea of popular genres.</p> <ul style="list-style-type: none"> <li>• Follow televised promotions for upcoming programs.</li> <li>• Follow a comparison of two popular vacation locations.</li> </ul>

	<ul style="list-style-type: none"> <li>Follow simple oral stories, recorded books, summaries, or short excerpts from speeches.</li> <li>Understand a few details from public service announcements such as severe weather warnings or safety alerts.</li> </ul>
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<b>Interpretive Reading</b>	
WL.VI.13	<p>Find and use information for practical purposes.</p> <ul style="list-style-type: none"> <li>Read about an upcoming event to help decide whether or not to attend.</li> <li>Read a blogger's account of a trip in order to plan a trip.</li> <li>Read a message about a friend's car accident.</li> <li>Read a description about a candidate to make a voting decision.</li> <li>Understand absentee and sick leave policies.</li> </ul>
WL.VI.14	<p>Read texts that compare and contrast information.</p> <ul style="list-style-type: none"> <li>Read restaurant descriptions to guide choice.</li> <li>Read movie summaries to choose what to watch.</li> <li>Read a catalogue of course descriptions to choose classes.</li> <li>Understand the main idea and some details from a list of government job descriptions.</li> <li>Read an article about how technology has changed in the past 20 years.</li> </ul>
WL.VI.15	<p>Follow simple written instructions.</p> <ul style="list-style-type: none"> <li>Follow directions for assembling a model.</li> <li>Follow driving directions.</li> <li>Follow the steps of a recipe.</li> </ul>

<b>Investigation of Products and Practices</b>	
WL.VI.16	<p>Explain factors that contribute to why products and practices vary across cultures.</p> <ul style="list-style-type: none"> <li>Explain how cultural factors influence art.</li> <li>Explain how popular songs reflect the culture in which they were created.</li> <li>Explain how creators of advertisements use elements of culture to market their products.</li> <li>Describe the use of cultural elements in film-making.</li> </ul>
WL.VI.17	<p>Analyze how peoples' practices and behaviors reflect their cultures.</p> <ul style="list-style-type: none"> <li>Explain why people worship on a certain day(s) of the week.</li> <li>Explain why practices of disciplining children differ among cultures.</li> <li>Explain some dietary preferences between cultures.</li> <li>Explain some voting practices between cultures.</li> <li>Explain why some cultures prefer certain sports.</li> <li>Tell the difference between a fashion choice that is personal versus one that is a cultural norm.</li> </ul>
WL.VI.18	<p>Explore topics of personal and professional interest.</p> <ul style="list-style-type: none"> <li>Look up some facts about family genealogy in other countries.</li> <li>Research study or internship opportunities abroad.</li> </ul>

	<ul style="list-style-type: none"> <li>• Gather information about topics of personal interest such as hobbies, music, and entertainment from those in other cultures.</li> <li>• Research career options and job opportunities in other countries.</li> <li>• Research driving regulations in other countries.</li> </ul>
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<b>Understanding of Cultural Perspectives</b>	
WL.VI.19	<p>Explain how peoples' actions reflect their cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Explain why people place importance on long vacations in some cultures.</li> <li>• Explain why families in some cultures spend more time at meals than others.</li> <li>• Explain why people hold certain professions in higher regard than others.</li> <li>• Explain why people arrange marriages in a culture.</li> </ul>
WL.VI.20	<p>Explain how social, political, religious, and economic institutions reflect cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Explain why universal health care is provided in some cultures.</li> <li>• Explain why a country has a democracy instead of a monarchy.</li> <li>• Explain why certain symbols are found on/in places of worship.</li> <li>• Explain how and why business cards are presented.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WL.VI.21	<p>Confidently interact and converse with peers and colleagues at school, work, or play.</p> <ul style="list-style-type: none"> <li>• Collaborate on a project with peers from another culture.</li> <li>• Interact appropriately when a guest in the home of a friend from another culture (bring a proper gift, converse on non-taboo topics, use proper etiquette, etc.)</li> <li>• Engage in social conversations at a sporting event with peers.</li> <li>• Differentiate between appropriate and inappropriate topics and participate in conversations about most of them.</li> </ul>
WL.VI.22	<p>Interact with people in some situations outside of my normal routine.</p> <ul style="list-style-type: none"> <li>• Participate in a professional meeting in a somewhat unfamiliar situation, such as a job interview.</li> <li>• Participate in a community service learning project such as volunteering at a health fair for immigrants.</li> <li>• Interview someone for a research project or news article.</li> <li>• Carry on a conversation with someone during a job shadowing experience.</li> </ul>
WL.VI.23	<p>Navigate some formal and official procedures.</p> <ul style="list-style-type: none"> <li>• Follow the steps to make an online purchase from a foreign website.</li> <li>• Help fill out forms for visas, travel and work permits, and registrations.</li> <li>• Explain a point of view in a minor legal procedure such as a traffic violation.</li> </ul>
WL.VI.24	<p>Understand that a cultural misunderstanding has occurred and understand how to correct it.</p>

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	<ul style="list-style-type: none"><li>• Recognize when something is culturally inappropriate from the use of language, the tone of voice, or the body language.</li><li>• Understand why a gift given was seen as inappropriate and decide what to give the next time.</li><li>• Understand why a comment was offensive and decide what to say next time.</li><li>• Understand why particular clothing was considered inappropriate and decide what to wear next time.</li><li>• Understand why the food served was not appreciated and decide what to serve next time.</li><li>• Write an apology to repair a relationship.</li></ul>
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**WORLD LANGUAGES – CLASSIC LANGUAGES (LATIN AND GREEK)****LEVEL I WORLD LANGUAGE INDICATORS – CLASSIC LANGUAGES (LATIN AND GREEK)**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level I are able to function with simple and basic language. They rely on individual words but have a variety of vocabulary on familiar topics available for use. When using phrases, they tend to rely on those that have been practiced and memorized.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level I classroom should begin the course with letter and/or word recognition, but by the end of the course, they will be able to effectively use words and practiced and memorized phrases. In the study of Classic languages, there is less focus on interpersonal communication than in modern languages.

The indicators below provide a broad definition of what students who complete Level I are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate on familiar topics using single words and phrases that have been practiced and memorized.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information about self and other familiar topics using single words or memorized phrases.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write lists and memorized phrases on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a few memorized words and phrases when heard.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Understand familiar words, phrases and sentences within short and simple adapted-authentic texts related to everyday life. Understand the main idea of what is read.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of common products and practices of other cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participation in Cultural Interaction</b>
<ul style="list-style-type: none"> <li>Identify common cultural beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of elements of Roman or Greek culture that influenced other cultures.</li> </ul>

**LEVEL I WORLD LANGUAGE STANDARDS – CLASSIC LANGUAGES (GREEK AND LATIN)**

Level I standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level I course.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WLC.I.1	Greet peers. <ul style="list-style-type: none"> <li>• Say hello and goodbye.</li> <li>• Ask how someone is doing.</li> <li>• Say how someone is feeling.</li> </ul>
WLC.I.2	Introduce self to someone. <ul style="list-style-type: none"> <li>• Give one's name.</li> <li>• Give one's age.</li> </ul>
WLC.I.3	Answer simple questions. <ul style="list-style-type: none"> <li>• Respond to yes/no questions</li> <li>• Answer either/or questions.</li> <li>• Respond to <i>who, what, when, where</i> questions.</li> </ul>

<b>Presentational Speaking</b>	
WLC.I.4	Recite previously learned words and phrases. <ul style="list-style-type: none"> <li>• Count from 1 – 100.</li> <li>• List months and seasons.</li> </ul>
WLC.I.5	State the names of familiar people, places, and objects in pictures and posters using words or memorized phrases. <ul style="list-style-type: none"> <li>• Name famous landmarks and people.</li> <li>• Name countries on a map.</li> <li>• List everyday Roman or Greek items.</li> </ul>
WLC.I.6	Introduce self or others to a group. <ul style="list-style-type: none"> <li>• State name and age.</li> <li>• Describe self with simple adjectives.</li> </ul>
WLC.I.7	Recite short memorized phrases and parts of literary works. <ul style="list-style-type: none"> <li>• Sing a short song.</li> <li>• Recite a short passage from a literary work.</li> </ul>

<b>Presentational Writing</b>	
WLC.I.8	Write about aspects of Roman or Greek family life using learned phrases and memorized expressions. <ul style="list-style-type: none"> <li>• List a Greek or Roman family's members, their ages, their relationship to each other, and what they do.</li> <li>• List Roman or Greek likes and dislikes such as favorite sports or free-time activities.</li> <li>• Write simple statements about where Romans or Greeks lived.</li> </ul>
WLC.I.9	List daily activities and write lists that help to understand the day-to-day life of Romans and Greeks. <ul style="list-style-type: none"> <li>• Label Roman or Greek activities and their times in a daily schedule.</li> <li>• Write about what Romans or Greeks did during their free time.</li> <li>• Write a to-do list for a Roman or Greek activity.</li> <li>• Write a shopping list.</li> </ul>

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WLC.I.10	<p>Write simple information about previously learned material using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• Label the main Roman or Greek cities on a map.</li> <li>• Write about holiday celebrations.</li> <li>• Write phrases and memorized expressions connected with Roman or Greek holiday wishes and celebrations.</li> <li>• Create a list of topics or categories using previously learned vocabulary.</li> <li>• Write about animals, colors, historical figures, or sports based on pictures or photos.</li> </ul>
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<b>Interpretive Listening</b>	
WLC.I.11	<p>Understand isolated words that have been memorized, particularly when accompanied by gestures or pictures.</p> <ul style="list-style-type: none"> <li>• Recognize the names of colors.</li> <li>• Identify a few simple numbers.</li> <li>• Identify a few food item.</li> </ul>
WLC.I.12	<p>Connect previously learned words or phrases to their meanings.</p> <ul style="list-style-type: none"> <li>• Identify the main Roman or Greek cities on a map.</li> <li>• Identify Roman or Greek names.</li> </ul>

<b>Interpretive Reading</b>	
WLC.I.13	<p>Understand short simple messages on familiar topics.</p> <ul style="list-style-type: none"> <li>• Understand basic information from a text about a Roman or Greek family.</li> <li>• Identify the purpose of a Roman or Greek text.</li> <li>• Identify the topic of a written dialogue between individuals.</li> </ul>
WLC.I.14	<p>Understand short, simple descriptions with the help of pictures or graphs.</p> <ul style="list-style-type: none"> <li>• Understand simple mottoes on buildings.</li> <li>• Understand basic war plans such as those of Caesar.</li> </ul>
WLC.I.15	<p>Understand the main idea of authentic Roman or Greek text.</p> <ul style="list-style-type: none"> <li>• Distinguish proclamations from edicts and orations.</li> <li>• Identify destinations and major locations as described in authentic texts.</li> <li>• Locate places on maps.</li> </ul>
WLC.I.16	<p>Understand simple Latin or Greek texts by recognizing grammatical structures.</p> <ul style="list-style-type: none"> <li>• Recognize that word endings indicate word functions and help understanding of the text.</li> </ul>

<b>Investigation of Products and Practices</b>	
WLC.I.17	<p>Identify and discuss basic Roman or Greek products designed for communication.</p> <ul style="list-style-type: none"> <li>• Identify and discuss the messages on Roman or Greek coins.</li> <li>• Identify and discuss written documents such as inscriptions and letters.</li> <li>• Identify and discuss the role of Roman roads in the imperial post system.</li> </ul>
WLC.I.18	<p>Identify and discuss basic Roman or Greek decorative arts.</p>

	<ul style="list-style-type: none"> <li>Identify and discuss what Roman or Greek pottery tells us about daily life.</li> <li>Identify and discuss various purposes of paintings, mosaics, and sculpture.</li> </ul>
WLC.I.19	<p>Identify basic elements of Roman or Greek infrastructure.</p> <ul style="list-style-type: none"> <li>Identify the uses of aqueducts, baths, and sewers in Roman daily life.</li> <li>Identify the elements of dwellings in Roman and/or Greek life.</li> <li>Identify the functions of amphitheaters, theatres, and circuses in Roman daily life.</li> <li>Identify the role of the marketplace in Roman and Greek daily life.</li> </ul>
WLC.I.20	<p>Identify and discuss basic Roman or Greek political and economic practices.</p> <ul style="list-style-type: none"> <li>Identify and discuss Roman or Greek political and legal processes such as the Twelve Tables of Roman law.</li> <li>Identify and discuss the basic practices of the Roman Senate and the various magistracies.</li> <li>Identify and discuss the major trade routes used by the Romans or Greeks.</li> <li>Identify and discuss the evolving structure of the Roman or Greek military.</li> </ul>
WLC.I.21	<p>Identify and discuss basic Roman or Greek religious practices.</p> <ul style="list-style-type: none"> <li>Identify and discuss the roles and attributes of key Roman or Greek deities.</li> <li>Identify and discuss key Roman or Greek rites and priesthoods.</li> <li>Identify and discuss major religious festivals.</li> <li>Discuss Roman or Greek funeral customs.</li> </ul>
WLC.I.22	<p>Identify and discuss basic aspects of Roman or Greek social life.</p> <ul style="list-style-type: none"> <li>Identify and discuss leisure activities, such as games or theatre.</li> <li>Identify and discuss Roman or Greek family structure and relationships.</li> <li>Identify and discuss Roman or Greek treatment of different social classes such as slaves, women, and children.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WLC.I.23	<p>Identify and discuss Roman or Greek codes of behavior.</p> <ul style="list-style-type: none"> <li>Identify and discuss key Roman or Greek virtues such as <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, <i>ἀρετή</i>, <i>φρόνησις</i>, etc.</li> <li>Name Roman or Greek people who exemplified <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, <i>ἀρετή</i>, <i>φρόνησις</i>, etc. as well as those who did not.</li> <li>Discuss the importance of codes of honor in Roman or Greek military life.</li> </ul>
WLC.I.24	<p>Identify and discuss Roman or Greek attitudes toward various members of society.</p> <ul style="list-style-type: none"> <li>Identify and discuss how the <i>paterfamilias</i> affected all aspects of family life.</li> <li>Identify and discuss Roman or Greek attitudes toward slavery.</li> <li>Identify and discuss Roman or Greek attitudes towards women.</li> </ul>
WLC.I.25	<p>Identify and discuss Roman or Greek attitudes toward politics and law.</p> <ul style="list-style-type: none"> <li>Identify and discuss how and why the Romans developed their political system.</li> <li>Identify and discuss what factors led the Romans to produce the laws of the Twelve Tables.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and discuss Roman and Greek views about different kinds of government.</li> </ul>
WLC.I.26	<p>Identify and discuss Roman or Greek religious beliefs.</p> <ul style="list-style-type: none"> <li>Identify and discuss how the Romans or Greeks developed their basic religious myths and legends.</li> <li>Identify and discuss how the Romans viewed religions of other peoples.</li> <li>Identify and discuss why the Romans developed funeral games and what this says about the culture as a whole.</li> </ul>
WLC.I.27	<p>Identify and discuss Roman or Greek attitudes toward art and literature.</p> <ul style="list-style-type: none"> <li>Identify and discuss the Romans' attitudes toward Greek literary and artistic genres.</li> <li>Identify and discuss why the Romans or Greeks developed their literary genres such as letters, epic and love poems, historical writings, etc.</li> <li>Identify and discuss how Roman or Greek use of architectural methods and styles reflected the needs of the culture at large.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WLC.I.28	<p>Identify and discuss how Roman or Greek political and legal institutions influenced other cultures.</p> <ul style="list-style-type: none"> <li>Identify and discuss how the concept of representation in political systems influenced current institutions such as the U.S. Senate and House of Representatives.</li> <li>Identify and discuss how Roman or Greek written law influenced European and American law.</li> </ul>
WLC.I.29	<p>Identify and discuss how Roman or Greek art and architecture influenced other cultures.</p> <ul style="list-style-type: none"> <li>Identify and discuss how Roman and Greek representation of the human body influenced Renaissance artists.</li> <li>Identify and discuss how elements of Roman or Greek architecture such as columns, capitals, pediments, arches, etc. influence modern buildings.</li> <li>Identify and discuss how elements of Roman or Greek funeral art such as urns, grave markers, monuments, sarcophagi, etc. influence modern customs.</li> </ul>
WLC.I.30	<p>Identify how Latin or Greek languages influenced the languages of other cultures.</p> <ul style="list-style-type: none"> <li>Identify English words are derived from Latin or Greek vocabulary.</li> <li>Identify the impact of Latin and Greek on the vocabulary of modern languages.</li> <li>Identify how Latin and Greek are used in modern Christian services and communications.</li> <li>Identify how Latin and Greek influence scientific and medical nomenclature.</li> <li>Identify how Latin and Greek influence legal terminology.</li> </ul>
WLC.I.31	<p>Identify and discuss how Roman or Greek religions influenced other cultures.</p> <ul style="list-style-type: none"> <li>Identify and discuss how Roman or Greek beliefs and religious practices influenced the development of religions throughout history.</li> </ul>

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	<ul style="list-style-type: none"><li>• Identify and discuss the use of Roman or Greek myths in literature</li><li>• Identify and discuss the use of Roman or Greek myths in musical and /or artistic works.</li></ul>
WLC.I.32	<p>Identify and discuss how Roman and Greek social customs influenced other cultures.</p> <ul style="list-style-type: none"><li>• Identify and discuss the influence of Roman or Greek games on current sporting events such as the Olympics, horseracing, and bull fights.</li><li>• Identify and discuss the influence of Roman or Greek attitudes toward slavery on other cultures.</li><li>• Identify and discuss the influence of Roman and Greek marriage customs on those of today.</li></ul>

**LEVEL II WORLD LANGUAGE INDICATORS – CLASSIC LANGUAGES (LATIN AND GREEK)**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level II are able to function with simple and basic language. They rely on words and memorized phrases and expressions but have a variety of vocabulary on familiar topics available for use. When using phrases, they tend to rely on those that are familiar to them.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level II classroom should begin the course by effectively using words and practiced/memorized phrases. By the end of the Level II course, students should be able to use a variety of words and phrases that have been learned across all modes of communication.

The indicators below provide a broad definition of what students who complete Level II are able to do. These indicators are further broken down in the standards. Real-world language skills and examples are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate on familiar topics using a variety of words and phrases that have been practiced and memorized.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information about self and other familiar topics using a variety of words, phrases and memorized expressions. .</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write short messages and notes on familiar topics related to everyday Roman or Greek life.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize familiar words and phrases when heard.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Understand the main idea of short and simple adapted-authentic texts when the topic is familiar.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of products and practices of other cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participate in Cultural Interaction</b>
<ul style="list-style-type: none"> <li>Identify the significance of cultural beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of elements of Roman or Greek culture that influenced other countries.</li> </ul>

**LEVEL II WORLD LANGUAGE STANDARDS – CLASSIC LANGUAGES (GREEK AND LATIN)**

Level II standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently while at this proficiency level.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and examples are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WLC.II.1	Greet and leave people in a polite way.

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	<ul style="list-style-type: none"> <li>• Say hello and goodbye to one or more persons.</li> </ul>
WLC.II.2	<p>Introduce self and others.</p> <ul style="list-style-type: none"> <li>• Introduce self and provide basic personal information.</li> <li>• Introduce someone else.</li> <li>• Respond to an introduction.</li> </ul>
WLC.II.3	<p>Answer a variety of simple questions.</p> <ul style="list-style-type: none"> <li>• Answer questions about likes and dislikes.</li> <li>• Answer questions about what is being done or has been done.</li> <li>• Answer questions about location (present and past).</li> <li>• Say when something was done.</li> <li>• Say who will be seen.</li> <li>• Answer questions about something learned.</li> <li>• Express a reaction such as “<i>Optime!</i>” or “<i>Mirabile!</i>”</li> </ul>
WLC.II.4	<p>Ask simple questions.</p> <ul style="list-style-type: none"> <li>• Ask <i>who</i>, <i>what</i>, <i>when</i>, and <i>where</i> questions.</li> <li>• Ask questions about something being learned.</li> </ul>

<b>Presentational Speaking</b>	
WLC.II.5	<p>Present information about self and others using words and phrases.</p> <ul style="list-style-type: none"> <li>• Tell the physical characteristics of self and others.</li> <li>• Tell the personality traits of self and others.</li> </ul>
WLC.II.6	<p>Express likes and dislikes using words, phrases and memorized expressions.</p> <ul style="list-style-type: none"> <li>• State Roman or Greek sports preferences.</li> <li>• Say which free-time activities are preferred.</li> <li>• Say which Roman or Greek foods and drinks are preferred.</li> </ul>
WLC.II.7	<p>Present information about familiar items in the immediate environment.</p> <ul style="list-style-type: none"> <li>• Talk about a Roman or Greek house and what is in it.</li> <li>• Talk about a Roman or Greek school.</li> <li>• Present basic information about a Roman or Greek town or city.</li> </ul>

<b>Presentational Writing</b>	
WLC.II.8	<p>Write about aspects of Roman and Greek family life.</p> <ul style="list-style-type: none"> <li>• Write about a Roman or Greek family and their friends.</li> <li>• Write about a Roman or Greek school.</li> <li>• Write about where a Roman or Greek person worked and what they did.</li> </ul>
WLC.II.9	<p>Write short notes using phrases and simple sentences.</p> <ul style="list-style-type: none"> <li>• Write a postcard message.</li> <li>• Write a special occasion message such as a birthday or congratulatory note.</li> <li>• Write a short announcement, invitation, or thank-you note.</li> </ul>
WLC.II.10	<p>Write basic information about previously learned content.</p> <ul style="list-style-type: none"> <li>• Label a photo of Roman baths and describe bathing practices and customs.</li> <li>• List buildings in the Roman Forum and the function for each building.</li> </ul>

WLC.II.11	Write about previously learned material using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Give a simple summary of a Latin or Greek passage.</li> <li>• Label pictures of Roman family members with their names such as <i>pater</i>, <i>mater</i>, <i>servus</i>, etc. , and functions such as <i>argentarius</i>, <i>coquuus</i>, etc.</li> </ul>
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<b>Interpretive Listening</b>	
WLC.II.12	Understand simple questions or statements on familiar topics. <ul style="list-style-type: none"> <li>• Recognize the difference between a question and a statement.</li> <li>• Understand questions about how someone is, where they live, what they do in their free time, etc.</li> <li>• Understand questions or statements about a Roman or Greek family.</li> <li>• Understand questions or statements about characters in context.</li> </ul>
WLC.II.13	Understand simple information when presented with pictures and graphs. <ul style="list-style-type: none"> <li>• Understand facts about the weather when weather symbols are used.</li> <li>• Understand when someone gives physical descriptions from a photo or an art work.</li> <li>• Understand dates.</li> <li>• Understand a short conversation about people's appearances.</li> </ul>
WLC.II.14	Understand the main topic of conversations. <ul style="list-style-type: none"> <li>• Understand if people are talking about a specific character in a text.</li> <li>• Understand if people are talking about a war strategy or a political maneuver.</li> <li>• Understand a simple conversation between a superior and a subject.</li> </ul>
WLC.II.15	Understand simple everyday notices in public places on topics that are familiar. <ul style="list-style-type: none"> <li>• Understand public edicts.</li> <li>• Understand proclamations.</li> <li>• Understand inscriptions on sepulchers.</li> </ul>

<b>Interpretive Reading</b>	
WLC.II.16	Understand messages in which the writer tells or asks about topics of personal interest. <ul style="list-style-type: none"> <li>• Read and give a brief summary of the events of Caesar's <i>Commentarii De Bello Gallico</i> 3.1.</li> <li>• Read and understand the humor in Martial's <i>Epigrammata</i>, book 1, poem 19.</li> <li>• Read and give the main idea in the Biblical book of John 1:1-3.</li> </ul>
WLC.II.17	Understand how the details in a Latin or Greek text relate to the main idea. <ul style="list-style-type: none"> <li>• Understand where and for what purpose Caesar sent Galba in <i>Commentarii De Bello Gallico</i> 3.1.</li> <li>• Identify how the behavior of Catullus' girlfriend may have influenced why he wrote a poem about her.</li> </ul>
WLC.II.18	Infer the meaning of unfamiliar Latin or Greek vocabulary based on knowledge of the language.

	<ul style="list-style-type: none"> <li>• Infer the meaning of compound verbs such as <i>confero</i>, <i>aufero</i>, <i>offero</i>, <i>transfero</i>, based on knowledge of the root (fero) and the context of the text.</li> <li>• Recognize the relationship between different parts of speech that have the same root, such as <i>amor</i>, <i>amans</i>, and <i>amatus</i>.</li> </ul>
<b>Investigation of Products and Practices</b>	
WLC.II.19	<p>Identify and discuss basic Roman or Greek products designed for communication.</p> <ul style="list-style-type: none"> <li>• Identify and discuss the messages on Roman or Greek coins.</li> <li>• Identify and discuss written documents such as inscriptions and letters.</li> <li>• Identify and discuss the role of Roman roads in the imperial post system.</li> </ul>
WLC.II.20	<p>Identify and discuss basic Roman or Greek decorative products.</p> <ul style="list-style-type: none"> <li>• Identify and discuss what Roman or Greek pottery tells about daily life.</li> <li>• Identify and discuss various purposes of painting, mosaics, and sculpture.</li> </ul>
WLC.II.21	<p>Discuss basic elements of Roman or Greek infrastructure.</p> <ul style="list-style-type: none"> <li>• Identify and discuss the uses of aqueducts, baths, and sewers in Roman daily life.</li> <li>• Identify and discuss the elements of dwellings in Roman and/or Greek life.</li> <li>• Identify and discuss the functions of amphitheaters, theatres, and circuses in Roman daily life.</li> <li>• Identify and discuss the role of the marketplace in Roman and/or Greek daily life.</li> </ul>
WLC.II.22	<p>Identify and discuss basic Roman or Greek political and economic practices.</p> <ul style="list-style-type: none"> <li>• Identify and discuss Roman or Greek political and legal processes such as the Twelve Tables of Roman law.</li> <li>• Identify and discuss the basic practices of the Roman Senate and the various magistracies.</li> <li>• Identify and discuss the major trade routes used by the Romans or Greeks.</li> <li>• Identify and discuss the evolving structure of the Roman or Greek military.</li> </ul>
WLC.II.23	<p>Identify and discuss basic Roman or Greek religious practices.</p> <ul style="list-style-type: none"> <li>• Identify and discuss the roles and attributes of key Roman or Greek deities.</li> <li>• Identify and discuss key Roman or Greek rites and priesthods.</li> <li>• Identify and discuss major religious festivals.</li> <li>• Discuss Roman or Greek funeral customs.</li> </ul>
WLC.II.24	<p>Identify and discuss basic aspects of Roman or Greek social life.</p> <ul style="list-style-type: none"> <li>• Identify and discuss leisure activities, such as games or theatre.</li> <li>• Identify and discuss Roman or Greek family structure and relationships.</li> <li>• Identify and discuss Roman or Greek treatment of different social classes such as slaves, women, and children.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WLC.II.25	<p>Identify and discuss Roman or Greek codes of behavior.</p> <ul style="list-style-type: none"> <li>Identify and discuss key Roman or Greek virtues such as <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, <i>ἀρετή</i>, <i>φρόνησις</i>, etc.</li> <li>Name Roman or Greek people who exemplified <i>dignitas</i>, <i>pietas</i>, <i>gravitas</i>, <i>ἀρετή</i>, <i>φρόνησις</i>, etc. as well as those who did not.</li> <li>Discuss the importance of codes of honor in Roman or Greek military life.</li> </ul>
WLC.II.26	<p>Identify and discuss Roman or Greek attitudes toward various members of society.</p> <ul style="list-style-type: none"> <li>Identify and discuss how the <i>paterfamilias</i> affected all aspects of family life.</li> <li>Identify and discuss Roman or Greek attitudes toward slavery.</li> <li>Identify and discuss Roman or Greek attitudes towards women.</li> </ul>
WLC.II.27	<p>Identify and discuss Roman or Greek attitudes toward politics and law.</p> <ul style="list-style-type: none"> <li>Identify and discuss how and why the Romans developed their political system.</li> <li>Identify and discuss what factors led the Romans to produce the laws of the Twelve Tables.</li> <li>Identify and discuss Roman or Greek views about different kinds of government.</li> </ul>
WLC.II.28	<p>Identify and discuss Roman or Greek religious beliefs.</p> <ul style="list-style-type: none"> <li>Identify and discuss how the Roman or Greeks developed their basic religious myths and legends.</li> <li>Identify and discuss how the Romans viewed religions of other peoples.</li> <li>Identify and discuss why the Romans developed funeral games and what this says about the culture as a whole.</li> </ul>
WLC.II.29	<p>Identify and discuss Roman or Greek attitudes toward art and literature.</p> <ul style="list-style-type: none"> <li>Identify and discuss the Romans' attitudes toward Greek literary and artistic genres.</li> <li>Identify and discuss why the Romans or Greeks developed their literary genres such as letters, epic and love poems, historical writing, etc.</li> <li>Identify and discuss how Roman or Greek use of architectural methods and styles reflected the needs of the culture at large.</li> </ul>
<b>Participation in Cultural Interaction</b>	
WLC.II.30	<p>Identify and discuss how Roman or Greek political and legal institutions influenced other cultures.</p> <ul style="list-style-type: none"> <li>Identify and discuss how the concept of representation in political systems influenced current institutions such as the U.S. Senate and House of Representatives.</li> <li>Identify and discuss how Roman or Greek written law influenced European and American law.</li> </ul>

WLC.II.31	<p>Identify and discuss how Roman or Greek art and architecture influenced other cultures.</p> <ul style="list-style-type: none"> <li>• Identify and discuss how Roman or Greek representation of the human body influenced Renaissance artists.</li> <li>• Identify and discuss how elements of Roman or Greek such as columns, capitals, pediments, arches, etc. influence modern buildings.</li> <li>• Identify and discuss how elements of Roman or Greek funeral art such as urns, grave markers, monuments, sarcophagi, etc. influence modern customs.</li> </ul>
WLC.II.32	<p>Identify and discuss how Latin or Greek language influenced the languages of other cultures.</p> <ul style="list-style-type: none"> <li>• Understand that many English words are derived from Latin or Greek vocabulary.</li> <li>• Understand the impact of Latin or Greek on the vocabulary of modern languages.</li> <li>• Identify and discuss how Latin or Greek are used in modern Christian services and communications.</li> <li>• Identify and discuss how Latin or Greek influence scientific and medical nomenclature.</li> <li>• Identify and discuss how Latin or Greek influence legal terminology.</li> </ul>
WLC.II.33	<p>Identify and discuss how Roman or Greek religions influenced other cultures.</p> <ul style="list-style-type: none"> <li>• Identify and discuss how Roman and Greek beliefs and religious practices influenced the development of Christianity to the modern day.</li> <li>• Identify and discuss how Roman and/or Greek myths appear in literature through the ages.</li> <li>• Identify and discuss how Roman and/or Greek myths appear in musical works and artistic works.</li> </ul>
WLC.II.34	<p>Identify and discuss how Roman and Greek social customs influence other cultures.</p> <ul style="list-style-type: none"> <li>• Identify and discuss the influence of Roman and Greek games on current sporting events such as the Olympics, horseracing, and bull fights.</li> <li>• Identify and discuss the influence of Roman and Greek attitudes toward slavery on practices in other cultures.</li> <li>• Identify and discuss the influence of Roman and Greek marriage customs on those of today.</li> </ul>

**LEVEL III WORLD LANGUAGE INDICATORS – CLASSIC LANGUAGES (Latin and Greek)**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level III are able to function with sentence-length language. They communicate on familiar topics using simple and practiced words, phrases and sentences.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level III classroom should begin the course by effectively using a variety of words and phrases that have been practiced and memorized. By the end of the Level III course, students should be able to use and understand simple sentences.

The indicators below provide a broad definition of what students who complete Level III are able to do. These indicators are further broken down in the standards. Real-world language skills and sample learning tasks are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>Communicate and exchange information about familiar topics using phrases and simple sentences, supported by memorized language. Handle short social interactions in everyday situations by asking and answering simple questions.</li> </ul>	<b>Presentational Speaking</b> <ul style="list-style-type: none"> <li>Provide basic information on familiar topics using language that has been practiced, with phrases and simple sentences.</li> </ul>
<b>Presentation Writing</b> <ul style="list-style-type: none"> <li>Write briefly about most familiar topics and provide information using a series of simple sentences.</li> </ul>	<b>Interpretive Listening</b> <ul style="list-style-type: none"> <li>Understand the main idea in short, simple messages and presentations on familiar topics. Understand the main idea of simple conversations that are overheard.</li> </ul>
<b>Interpretive Reading</b> <ul style="list-style-type: none"> <li>Infer many details in un-adapted Latin or Greek texts that contain unfamiliar vocabulary. Understand the main idea of un-adapted Latin or Greek texts related to everyday life and personal interests or studies. Infer many details in the un-adapted Latin or Greek texts that contain unfamiliar vocabulary.</li> </ul>	<b>Investigation of Products and Practices</b> <ul style="list-style-type: none"> <li>Explain the significance of products and practices of other cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b> <ul style="list-style-type: none"> <li>Explain the significance of cultural beliefs and values.</li> </ul>	<b>Participate in Cultural Interaction</b> <ul style="list-style-type: none"> <li>Identify the significance of elements of Roman and Greek culture that influenced other countries.</li> </ul>

**LEVEL III WORLD LANGUAGE STANDARDS – CLASSIC LANGUAGES (GREEK AND LATIN)**

The Level III Standards outline language skills and provide bulleted **examples** of what the learner should be able to perform consistently by the conclusion of the Level III course. These skills and tasks are examples of the indicators under each mode of communication described in the above chart.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and tasks are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WLC.III.1	Exchange personal information. <ul style="list-style-type: none"> <li>• Ask and tell where someone lives.</li> <li>• Ask and say someone's nationality.</li> <li>• Ask and talk about family members and their characteristics.</li> <li>• Ask and talk about friends, classmates and teachers.</li> </ul>
WLC.III.2	Exchange information using texts, graphs or pictures. <ul style="list-style-type: none"> <li>• Ask about and answer questions about Roman or Greek family members based on a picture.</li> <li>• Ask and answer questions about what someone is doing in a picture.</li> <li>• Answer questions about how someone feels based on a picture.</li> </ul>
WLC.III.3	Ask for and give simple directions. <ul style="list-style-type: none"> <li>• Ask for directions to a place.</li> <li>• Tell someone how to get from one place to another, such as go straight, turn left or turn right.</li> <li>• Tell someone where something is located, such as next to, across from or in the middle of.</li> </ul>
WLC.III.4	Exchange information about something learned. <ul style="list-style-type: none"> <li>• Talk about the main idea of a story read.</li> <li>• Tell someone simple things about the characters in a story.</li> </ul>

<b>Presentational Speaking</b>	
WLC.III.5	Present information about Roman or Greek life using rehearsed phrases and simple sentences. <ul style="list-style-type: none"> <li>• Describe a Roman or Greek family and their friends.</li> <li>• Describe a Roman or Greek school.</li> <li>• Describe where a Roman or Greek works and what they do.</li> </ul>
WLC.III.6	Express simple facts about Roman daily life. <ul style="list-style-type: none"> <li>• Talk about members of a Roman family by name such as <i>pater, mater, filius, filia</i>, etc. using a prop.</li> <li>• Describe buildings in the Roman world using visual aids, such as <i>forum, balnea, templum</i>, and <i>amphitheatrum</i>.</li> </ul>
WLC.III.7	Present information about a familiar person, place, or thing using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Construct simple sentences about food, such as <i>servus cibum parat</i> and <i>servus vinum portat</i>.</li> <li>• Describe some members of Roman society and state their occupations, such as <i>coquus est servus quis in culina laborat</i>.</li> </ul>
WLC.III.8	Present simple information about learned material.

	<ul style="list-style-type: none"> <li>• Create a presentation including vocabulary connected with Roman or Greek daily life based on pictures.</li> <li>• Identify family members, foods, and places based on pictures or photos.</li> </ul>
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<b>Presentational Writing</b>	
WLC.III.9	<p>Write about people, activities, events and experiences.</p> <ul style="list-style-type: none"> <li>• Write a description of a Roman or Greek family and their friends.</li> <li>• Describe the physical appearance and personality of a Roman or Greek family member or friend.</li> <li>• Write about a Roman or Greek school, workplace, famous place, or place read about.</li> <li>• Write about a Roman or Greek holiday, vacation, or celebration.</li> <li>• Write about something previously learned.</li> </ul>
WLC.III.10	<p>Prepare materials for a presentation.</p> <ul style="list-style-type: none"> <li>• Write a hypothetical letter from the Roman or Greek viewpoint.</li> <li>• Write a draft of a presentation to present orally.</li> <li>• Write an outline of a project or presentation.</li> <li>• Write notes for a speech.</li> <li>• Write a short amusing poem.</li> </ul>
WLC.III.11	<p>Write simply about topics of interest.</p> <ul style="list-style-type: none"> <li>• Write about an authentic text.</li> <li>• Write about a famous person or historical figure.</li> <li>• Write a brief explanation of a proverb or poem.</li> <li>• Write a simple poem.</li> </ul>
WLC.III.12	<p>Write about something previously learned.</p> <ul style="list-style-type: none"> <li>• Write about cultural information based on pictures or photos.</li> <li>• Write simple sentences about a historical event dealing with Rome or Greece.</li> </ul>

<b>Interpretive Listening</b>	
WLC.III.13	<p>Understand the basic purpose of a message.</p> <ul style="list-style-type: none"> <li>• Understand why Roman or Greek characters are talking about specific issues.</li> <li>• Understand complaints expressed through conversations related to Roman or Greek daily life and culture.</li> <li>• Understand when short descriptions of Romans or Greeks are meant to praise or mock.</li> </ul>
WLC.III.14	<p>Understand questions and simple statements or instructions on everyday topics.</p> <ul style="list-style-type: none"> <li>• Follow instructions, such as <i>sta, ambula advertisement ianuam, scribe in tabulam</i>, etc.</li> <li>• Answer simple questions such as <i>Quomodo te habes? Quo ambulas</i>, etc.</li> </ul>
WLC.III.15	<p>Understand short, simple stories that are read aloud.</p> <ul style="list-style-type: none"> <li>• Understand familiar stories that follow a logical order.</li> <li>• Understand a simple story acted out with props and gestures.</li> </ul>

<b>Interpretive Reading</b>	
WLC.III.17	<p>Understand and articulate the main idea and details when reading un-adapted Latin or Greek speeches and propaganda.</p> <ul style="list-style-type: none"> <li>Summarize the main argument of Cicero's <i>Oratio in L. Catilinam Prima</i>.</li> <li>Summarize the main points of Augustus' <i>Res Gestae</i>.</li> </ul>
WLC.III.18	<p>Understand and articulate the main idea of poetry.</p> <ul style="list-style-type: none"> <li>Explain how Aeneas supports his reasons for leaving Dido in Vergil's <i>Aeneid</i> 4.331-361.2.</li> <li>Chart the course of Propertius' relationship with Cynthia as expressed in his poems.</li> </ul>
WLC.III.19	<p>Understand the main idea of personal letters.</p> <ul style="list-style-type: none"> <li>Understand the main idea in the letters of Pliny the Younger to the emperor Trajan.</li> <li>Understand the main idea in the political letters of Cicero to Atticus.</li> </ul>
WLC.III.20	<p>Infer the meaning of unfamiliar Latin or Greek vocabulary.</p> <ul style="list-style-type: none"> <li>Identify the component parts of compound words and recognize the roots of these words.</li> <li>Use the context of a Latin or Greek passage to accurately infer the meaning of unfamiliar words.</li> </ul>

<b>Investigation of Products and Practices</b>	
WLC.III.21	<p>Explain the significance of Roman or Greek products designed for communication.</p> <ul style="list-style-type: none"> <li>Analyze the inscriptions on Roman coins and monuments and relate them to historical events.</li> <li>Evaluate how Rome communicated with its subjects using edicts, sculpture, and inscriptions.</li> <li>Contrast the purposes of different types of documents produced by Romans or Greeks such as imperial edicts and personal letters.</li> <li>Analyze the ways in which poetry was used to communicate messages from propaganda to passion.</li> </ul>
WLC.III.22	<p>Explain the significance of Roman or Greek decorative products.</p> <ul style="list-style-type: none"> <li>Describe how Roman products such as sculpted portraits reflect social and political customs.</li> <li>Explain conventions of Roman funeral monuments including materials and methods of construction as well as elements of inscriptions.</li> </ul>
WLC.III.23	<p>Explain the significance of elements of Roman or Greek infrastructure.</p> <ul style="list-style-type: none"> <li>Analyze the functional and decorative architectural elements of a Roman or Greek building.</li> <li>Explain the Romanization of the provinces as reflected in common structures such as amphitheaters, fora, aqueducts, dwellings, etc.</li> <li>Discuss how the form of a building reflects its function.</li> </ul>
WLC.III.24	<p>Explain the significance of Roman or Greek political and economic practices.</p>

	<ul style="list-style-type: none"> <li>• Discuss the Roman Senate and how it conducted its meetings.</li> <li>• Discuss how the Romans or Greeks used their military to further their political agenda.</li> <li>• Explain how the Romans or the Greeks interacted with foreign peoples in terms of trade, conquest, and diplomacy.</li> </ul>
WLC.III.25	<p>Explain the significance of Roman or Greek religious practices.</p> <ul style="list-style-type: none"> <li>• Explain how the Romans adopted religions of other peoples and allowed the practice of some religions.</li> <li>• Explain the ways in which Roman officials used and abused religious offices for political gain.</li> <li>• Explain stories relating to Roman or Greek deities as explained by Homer, Ovid, and Virgil.</li> </ul>
WLC.III.26	<p>Explain the significance of various aspects of Roman or Greek social life.</p> <ul style="list-style-type: none"> <li>• Explain the relationships between various social groups as expressed in Roman or Greek law.</li> <li>• Explain the customs of Roman parties such as dinners, recitations, , wedding feasts, etc.</li> <li>• Explain various types of Roman or Greek entertainment such as theatre, festivals, animal hunts, gladiatorial combats, etc.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WLC.III.27	<p>Explain the significance of Roman or Greek codes of behavior.</p> <ul style="list-style-type: none"> <li>• Tell the difference between idealized cultural values and actual behavior of individuals such as Virgil's Roman virtues vs. those of Caligula.</li> <li>• Describe the virtues of the ideal Roman or Greek woman and give examples of those who did or did not live up to them.</li> <li>• Describe how the behavior of Roman or Greek soldiers reflected the attitudes of the culture.</li> </ul>
WLC.III.28	<p>Explain the significance of Roman or Greek attitudes toward various members of society.</p> <ul style="list-style-type: none"> <li>• Explain ways in which the depictions of women in the works of Roman or Greek authors such as Juvenal, Martial, Catullus, Homer, and Ovid reflected the attitudes of the culture.</li> <li>• Discuss Roman or Greek marriage practices and how they reflect attitudes towards women and inheritance.</li> <li>• Explain who had access to education in Roman or Greek society and why.</li> <li>• Explain the laws and attitudes governing treatment of slaves in Roman or Greek society.</li> </ul>
WLC.III.29	<p>Explain the significance of Roman or Greek attitudes toward politics and law.</p> <ul style="list-style-type: none"> <li>• Explain the significance of the development of Roman law as a reflection of the changing needs of Roman society.</li> <li>• Explain the Roman or Greek attitudes toward tyrants and how those views changed across time and circumstance.</li> <li>• Explain changes in the use of the army by leaders of the late Republic which led to changing views of rule in Rome.</li> </ul>

WLC.III.30	<p>Explain the significance of Roman or Greek religious and philosophical beliefs.</p> <ul style="list-style-type: none"> <li>• Explain how Roman or Greek festivals and holidays reflected their views on life, death, and their relationship to the gods.</li> <li>• Explain how the growth of private religions in Rome reflected the needs of various members of the population.</li> <li>• Explain the significance of Roman or Greek attitudes toward various philosophical schools.</li> </ul>
WLC.III.31	<p>Explain the significance of Roman or Greek attitudes toward art and literature.</p> <ul style="list-style-type: none"> <li>• Use pictures of authentic inscriptions or graffiti to explain Romans' social and political values.</li> <li>• Explain how the Romans' need for a past that rivaled the Greeks' led to the creation of historical and mythological literature.</li> <li>• Explain how the Romans and/or Greeks used poetry to express views of others.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WLC.III.32	<p>Explain how Roman and Greek political and legal institutions influenced other cultures.</p> <ul style="list-style-type: none"> <li>• Compare and contrast Roman and Greek philosophies of government.</li> <li>• Compare and contrast Roman or Greek legislators to their modern equivalents.</li> <li>• Compare and contrast the Roman or Greek judicial processes to those in place in other cultures.</li> </ul>
WLC.III.33	<p>Explain how Roman and Greek art and architecture influence other cultures.</p> <ul style="list-style-type: none"> <li>• Explain the influence of Roman imperial architecture on later empires.</li> <li>• Explain how Roman portrait sculpture influenced idealized or naturalistic representation of individuals in other cultures and periods.</li> <li>• Explain the influence of construction materials and the layout of the Roman road system on the infrastructure of other cultures.</li> </ul>
WLC.III.34	<p>Explain how Roman and Greek literature and language influenced those of other cultures.</p> <ul style="list-style-type: none"> <li>• Explain how Roman or Greek poetic genres and meter influenced those of later cultures.</li> <li>• Explain how the art of Roman or Greek story telling such as myths, legends, parables, etc. influenced literature of other cultures.</li> <li>• Explain the influences of Roman or Greek oratory on speechmaking in other cultures and periods.</li> <li>• Explain the relationship between Roman poetry recitations and modern standup comedy and rap.</li> </ul>
WLC.III.35	<p>Explain the influence of Roman or Greek religions on other cultures.</p> <ul style="list-style-type: none"> <li>• Explain the significance of such Roman festivals as the Lupercalia and Saturnalia and discuss their influence on modern festivals or holidays.</li> <li>• Explain how Roman and Greek myths influenced painting, music, and sculpture in other cultures.</li> </ul>
WLC.III.36	<p>Discuss how Roman and Greek social customs influenced other cultures.</p>

	<ul style="list-style-type: none"><li>• Discuss the Roman practices of marriage and how they affected other cultures' attitudes toward women and inheritance.</li><li>• Discuss the influence of Roman or Greek modes of entertainment on other cultures.</li></ul>
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**LEVEL IV WORLD LANGUAGE INDICATORS – CLASSIC LANGUAGES (GREEK AND LATIN)**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level IV are able to function with a series of simple sentences. They communicate on familiar topics using a series of simple sentences. They begin to recombine the language that they have in order to ask questions and create statements.

Students in any class and content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level IV Classics classroom will begin the course by effectively using simple and practiced words, phrases, and sentences. As they complete the Level IV course, they should be combining the words, phrases, and sentences into a lengthy discourse.

The indicators below provide a broad definition of what students who complete Level IV are able to do. These indicators are further broken down in the standards. Real-world language skills and sample learning tasks are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Participate in conversations on a number of familiar topics using simple sentences. Handle short social interactions in everyday situations by asking and answering simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide basic information on familiar topics using practiced language, with phrases and simple sentences.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write on a variety of familiar topics using connected sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the main idea in messages and presentations on a variety of topics. Understand the main idea of conversations that are overheard.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Easily understand the main idea of texts related to Roman and Greek everyday life and personal interests or studies. Sometimes follow stories and descriptions about events and experiences in various time frames.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the significance of products and practices of other cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participate in Cultural Interaction</b>
<ul style="list-style-type: none"> <li>Explain the significance of cultural beliefs and values.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the significance of elements of Roman and Greek culture that influence other countries.</li> </ul>

**LEVEL IV WORLD LANGUAGE STANDARDS – CLASSIC LANGUAGES (GREEK AND LATIN)**

The Level IV Standards outline language skills and provide bulleted **examples** of what the learner should be able to perform consistently by the conclusion of the Level IV course. These skills and tasks are examples of the indicators under each mode of communication described in the above chart.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and tasks are not isolated to a

particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WLC.IV.1	Have a simple conversation on a limited number of everyday topics. <ul style="list-style-type: none"> <li>• Talk with someone about family or household tasks.</li> <li>• Talk with someone about hobbies and interests.</li> <li>• Talk with someone about school or work.</li> </ul>
WLC.IV.2	Ask and answer questions on factual information that is familiar. <ul style="list-style-type: none"> <li>• Ask and identify familiar things in a picture from a story.</li> <li>• Ask and respond to simple questions about Roman and Greek culture.</li> </ul>
WLC.IV.3	Use the language to meet basic needs in familiar situations. <ul style="list-style-type: none"> <li>• Borrow various school items such as <i>tabulam, da mihi chartam, stylum, librum</i> that are needed for class.</li> <li>• Follow classroom commands such as <i>sta, ambula, sede, sta in pede uno</i>, etc.</li> </ul>

<b>Presentational Speaking</b>	
WLC.IV.4	Present information about Roman and Greek life using rehearsed phrases and simple sentences. <ul style="list-style-type: none"> <li>• Describe a Roman or Greek family and their friends.</li> <li>• Describe a Roman or Greek school.</li> <li>• Describe where a Roman or Greek works and what they do.</li> </ul>
WLC.IV.5	Express simple facts about Roman daily life. <ul style="list-style-type: none"> <li>• Talk about members of a Roman family by name such as <i>pater, mater, filius, filia</i>, etc. using a prop.</li> <li>• Describe buildings in the Roman world using visual aids, such as <i>forum, balnea, templum</i> and <i>amphitheatrum</i>.</li> </ul>
WLC.IV.6	Present information about a familiar person, place or thing using phrases and simple sentences. <ul style="list-style-type: none"> <li>• Construct simple sentences about food such as <i>servus cibum parat</i> and <i>servus vinum portat</i>.</li> <li>• Describe some members of Roman society and state their occupations such as <i>servus in culina laborat</i>.</li> </ul>
WLC.IV.7	Present simple information about learned material. <ul style="list-style-type: none"> <li>• Create a presentation including vocabulary connected with Roman daily life based on pictures.</li> <li>• Identify family members, foods, and places based on pictures or photos.</li> </ul>

<b>Presentational Writing</b>	
WLC.IV.8	Write short reports about a topic that has been learned or researched. <ul style="list-style-type: none"> <li>• Write a description with some details of the physical appearance of a Roman family member or friend.</li> <li>• Write a description of a typical Roman provincial town.</li> </ul>
WLC.IV.9	Compose communications for public distribution.

	<ul style="list-style-type: none"> <li>• Create a flyer for an upcoming event of the Latin Club at school.</li> <li>• Compose a simple letter, response, or article for a publication.</li> </ul>
WLC.IV.10	<p>Express an opinion on familiar topics using a series of sentences with some details.</p> <ul style="list-style-type: none"> <li>• Express a written opinion about one of Martial's poems.</li> <li>• Express feelings in writing about a historical event or cultural topic in a passage read.</li> </ul>
WLC.IV.11	<p>Compare issues or people using a series of sentences.</p> <ul style="list-style-type: none"> <li>• Write a paragraph comparing the rights of various social classes in the world of the Romans and Greeks.</li> <li>• Write a comparison of two historical figures from Roman or Greek society.</li> <li>• Write a short comparison of two characters in a story.</li> </ul>

<b>Interpretive Listening</b>	
WLC.IV.12	<p>Understand the main idea and some details in conversations and oral presentations.</p> <ul style="list-style-type: none"> <li>• Understand conversations about Roman or Greek families.</li> <li>• Identify the main idea and details when listening to an oral presentation about a topic being studied.</li> </ul>
WLC.IV.13	<p>Understand and articulate the main idea of recited poetry.</p> <ul style="list-style-type: none"> <li>• Interpret the reasons why Catullus no longer respects his girlfriend in poem 72.</li> <li>• Follow and summarize the narrative of Daedalus in Ovid's <i>Metamorphoses VII</i>.</li> </ul>
WLC.IV.14	<p>Understand oral directions and instructions in familiar settings.</p> <ul style="list-style-type: none"> <li>• Follow oral directions to a location.</li> <li>• Follow oral instructions to complete a task.</li> </ul>
WLC.IV.15	<p>Identify the main idea in authentic Latin texts that are read aloud.</p> <ul style="list-style-type: none"> <li>• Understand the purpose of an oration of Cicero.</li> <li>• Understand the circumstances that led to the outcome of a battle in Caesar's <i>Gallic Wars</i>.</li> </ul>

<b>Interpretive Reading</b>	
WLC.IV.16	<p>Understand accounts of events or experiences.</p> <ul style="list-style-type: none"> <li>• Summarize the main argument and supporting evidence of Cicero's <i>Philippics</i>.</li> <li>• Compare and contrast the views of Caesar and Tacitus on Germanic culture.</li> <li>• Explain how Seneca or Aristotle supports his contentions about the social status of slaves.</li> <li>• Summarize the main questions Pliny poses to the emperor Trajan about the prosecution of Christians under imperial law.</li> </ul>
WLC.IV.17	<p>Identify and explain author bias in Latin or Greek texts.</p>

	<ul style="list-style-type: none"> <li>Analyze the ethnocentric views of Roman or Greek authors such as Tacitus, Herodotus, Caesar and Virgil.</li> <li>Explain how Roman preferences for certain philosophical schools reflected the Roman viewpoints.</li> <li>Identify and discuss the misogynistic views espoused by ancient authors such as Aristotle and in legal documents such as the Twelve Tables of Roman law.</li> </ul>
WCL.IV.18	<p>Use prior knowledge of Latin or Greek vocabulary to determine the meaning of unfamiliar words in complex authentic texts.</p> <ul style="list-style-type: none"> <li>Identify the component parts of compound words and recognize the roots of these words.</li> <li>Use the context of a Latin or Greek passage to accurately infer the meaning of unfamiliar words.</li> </ul>
WCL.IV.19	<p>Understand how advanced Latin or Greek grammatical and syntactical structures help to understand a text.</p> <ul style="list-style-type: none"> <li>Understand how Caesar uses sequence of tenses in indirect discourse to paraphrase the speech of others.</li> <li>Understand how Pliny uses indirect questions to Trajan to express his uncertainty about governing.</li> </ul>

<b>Investigation of Products and Practices</b>	
WCL.IV.20	<p>Explain the significance of Roman or Greek products designed for communication.</p> <ul style="list-style-type: none"> <li>Analyze the inscriptions on Roman coins and monuments and relate them to historical events.</li> <li>Evaluate how Rome communicated with its subjects using edicts, sculpture, and inscriptions.</li> <li>Contrast the purposes of different types of documents produced by Romans or Greeks such as imperial edicts and personal letters.</li> <li>Analyze the ways in which poetry was used to communicate messages from propaganda to passion.</li> </ul>
WCL.IV.21	<p>Explain the significance of Roman or Greek decorative products.</p> <ul style="list-style-type: none"> <li>Describe how Roman products such as sculpted portraits reflect social and political customs.</li> <li>Explain conventions of Roman funeral monuments including materials and methods of construction as well as elements of inscriptions.</li> </ul>
WCL.IV.22	<p>Explain the significance of elements of Roman or Greek infrastructure.</p> <ul style="list-style-type: none"> <li>Analyze the functional and decorative architectural elements of a Roman or Greek building.</li> <li>Explain the Romanization of the provinces as reflected in common structures such as amphitheaters, fora, aqueducts, dwellings, etc.</li> <li>Discuss how the form of a building reflects its function.</li> </ul>
WCL.IV.23	<p>Explain the significance of Roman or Greek political and economic practices.</p> <ul style="list-style-type: none"> <li>Discuss the Roman senate and how it conducted its meetings.</li> <li>Discuss how the Romans or Greeks used their military to further their political agenda.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how the Romans or Greeks interacted with foreign peoples in terms of trade, conquest, and diplomacy.</li> </ul>
WLC.IV.24	<p>Explain the significance of Roman or Greek religious practices.</p> <ul style="list-style-type: none"> <li>• Explain how the Romans adopted religions of other peoples and allowed the practice of some local religions.</li> <li>• Explain the ways in which Roman officials used and abused religious offices for political gain.</li> <li>• Explain stories relating to Roman and Greek deities as explained by Homer, Ovid, and Virgil.</li> </ul>
WLC.IV.25	<p>Explain the significance of various aspects of Roman or Greek social life.</p> <ul style="list-style-type: none"> <li>• Explain the relationships between various social groups as expressed in Roman or Greek law.</li> <li>• Explain the customs of Roman parties such as dinners, recitations, wedding feasts, etc.</li> <li>• Explain various types of Roman or Greek entertainment such as theatre, festivals, animal hunts, gladiatorial combats, etc.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WLC.IV.26	<p>Explain the significance of Roman or Greek codes of behavior.</p> <ul style="list-style-type: none"> <li>• Tell the difference between idealized cultural values and actual behavior of individuals such as Virgil's Roman virtues vs. those of Caligula.</li> <li>• Describe the virtues of the ideal Roman or Greek woman and give examples of those who did or did not live up to them.</li> <li>• Describe how the behavior of Roman or Greek soldiers reflected the attitudes of the culture.</li> </ul>
WLC.IV.27	<p>Explain the significance of Roman or Greek attitudes toward various members of society.</p> <ul style="list-style-type: none"> <li>• Explain ways in which the depictions of women in the works of Roman and Greek authors such as Juvenal, Martial, Catullus, Homer, and Ovid reflected the attitudes of the culture.</li> <li>• Discuss Roman or Greek marriage practices and how they reflect attitudes towards women and inheritance.</li> <li>• Explain who had access to education in Roman or Greek society and why.</li> <li>• Explain the laws and attitudes governing treatment of slaves in Roman or Greek society.</li> </ul>
WLC.IV.28	<p>Explain the significance of Roman or Greek attitudes toward politics and law.</p> <ul style="list-style-type: none"> <li>• Explain the significance of the development of Roman law as a reflection of the changing needs of Roman society.</li> <li>• Explain the Roman or Greek attitudes toward tyrants and how those views changed across time and circumstance.</li> <li>• Explain changes in the use of the army by leaders of the late Republic which led to changing views of rule in Rome.</li> </ul>
WLC.IV.29	<p>Explain the significance of Roman or Greek religious and philosophical beliefs.</p> <ul style="list-style-type: none"> <li>• Explain how Roman or Greek festivals and holidays reflected their views on life, death, and their relationship to the gods.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how the growth of private religions in Rome reflected the needs of various members of the population.</li> <li>• Explain the significance of Roman and Greek attitudes toward various philosophical schools.</li> </ul>
WLC.IV.30	<p>Explain the significance of Roman or Greek attitudes toward art and literature.</p> <ul style="list-style-type: none"> <li>• Use pictures of authentic inscriptions or graffiti to explain Romans' social and political values.</li> <li>• Explain how the Romans' need for a past that rivaled the Greeks' led to the creation of historical and mythological literature.</li> <li>• Explain how the Romans or Greeks used poetry to express views of others.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WLC.IV.31	<p>Explain how Roman and Greek political and legal institutions influenced other cultures.</p> <ul style="list-style-type: none"> <li>• Compare and contrast Roman and Greek philosophies of government.</li> <li>• Compare and contrast Roman or Greek legislators to their modern equivalents.</li> <li>• Compare and contrast the Roman or Greek judicial processes to those in place in other cultures.</li> </ul>
WLC.IV.32	<p>Explain how Roman or Greek art and architecture influence other cultures.</p> <ul style="list-style-type: none"> <li>• Explain the influence of Roman imperial architecture on later empires.</li> <li>• Explain how Roman portrait sculpture influenced idealized or naturalistic representation of individuals in other cultures and periods.</li> <li>• Explain the influence of construction materials and the layout of the Roman road system on the infrastructure of other cultures.</li> </ul>
WLC.IV.33	<p>Explain how Roman and Greek literature and language influenced those of other cultures.</p> <ul style="list-style-type: none"> <li>• Explain how Roman or Greek poetic genres and meter influenced those of later cultures.</li> <li>• Explain how the art of Roman or Greek story telling such as myths, legends, parables, etc. influenced literature of other cultures.</li> <li>• Explain the influences of Roman or Greek oratory on speechmaking in other cultures and periods.</li> <li>• Explain the relationship between Roman poetry recitations and modern standup comedy and rap.</li> </ul>
WLC.IV.34	<p>Explain the influence of Roman or Greek religions on other cultures.</p> <ul style="list-style-type: none"> <li>• Explain the significance of such Roman festivals as the Lupercalia and Saturnalia and discuss their influence on modern festivals or holidays.</li> <li>• Explain how Roman and Greek myths influenced painting, music, and sculpture in other cultures.</li> </ul>
WLC.IV.35	<p>Discuss how Roman and Greek social customs influenced other cultures.</p> <ul style="list-style-type: none"> <li>• Discuss the Roman practices of marriage and how they affect other cultures' attitudes toward women and inheritance.</li> <li>• Discuss the influence of Roman or Greek modes of entertainment on other cultures.</li> </ul>

**LOGOGRAPHIC LANGUAGES – CHINESE AND JAPANESE****LEVEL I WORLD LANGUAGE INDICATORS – LOGOGRAPHIC LANGUAGES (CHINESE AND JAPANESE)**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level I are able to function with simple and basic language. They rely on individual words but have a variety of vocabulary on familiar topics available for use. When using phrases, they tend to rely on those that have been practiced and memorized.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level I classroom should begin the course with character and/or word recognition, basic writing strokes and simple understanding. By the end of the course, they will be able to effectively use words and practiced and/or memorized phrases. The Presentational Speaking and Writing skills tend to develop more slowly and students may remain at the word or simple phrase level for this particular skill.

The indicators below provide a broad definition of what students who complete Level I are able to do. These indicators are further broken down in the standards. Real-world language skills and sample learning tasks are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate on familiar topics using a variety of words and phrases that have been practiced and memorized.</li> </ul>	<ul style="list-style-type: none"> <li>Present information about self and some other familiar topics using words or memorized phrases.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write familiar words, characters, or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize memorized words and phrases when heard.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Recognize letters or characters. Identify memorized words and phrases when read.</li> </ul>	<ul style="list-style-type: none"> <li>Identify products and practices of cultures.</li> </ul>
<b>Understand of Cultural Perspectives</b>	<b>Participation in Cultural Interaction</b>
<ul style="list-style-type: none"> <li>Identify basic cultural beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Function at a survival level in an authentic cultural context.</li> </ul>

**LEVEL I WORLD LANGUAGE STANDARDS – LOGOGRAPHIC LANGUAGES (CHINESE AND JAPANESE)**

The Level I Standards outline language skills and provide bulleted **examples** of what the learner should be able to perform consistently by the conclusion of the Level I course. These skills and tasks are examples of the indicators under each mode of communication described in the above chart.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and tasks are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WLL.I.1	Greet and leave people in a polite way. <ul style="list-style-type: none"> <li>• Say hello and goodbye to a peer.</li> <li>• Say hello and goodbye to a teacher, supervisor, or adult.</li> <li>• Say hello and goodbye to someone of higher social standing.</li> </ul>
WLL.I.2	Introduce self and others. <ul style="list-style-type: none"> <li>• Introduce self and provide basic personal information (name, age, address, phone number, e-mail address).</li> <li>• Introduce someone else.</li> <li>• Respond to an introduction.</li> </ul>
WLL.I.3	Answer a variety of simple questions. <ul style="list-style-type: none"> <li>• Respond to yes/no questions</li> <li>• Answer either/or questions.</li> <li>• Respond to <i>who, what, when, and where</i> questions.</li> <li>• Answer questions about likes and dislikes.</li> <li>• Answer questions about personal actions (past or present).</li> <li>• Answer questions about personal location or locations visited (past or present).</li> <li>• Answer questions about topics of information being learned.</li> </ul>
WLL.I.4	Make simple statements in a conversation. <ul style="list-style-type: none"> <li>• State personal actions.</li> <li>• State location.</li> <li>• State person being visited.</li> <li>• Express a reaction, such as "Great!"</li> </ul>
WLL.I.5	Ask simple questions. <ul style="list-style-type: none"> <li>• Ask <i>who, what, when, and where</i> questions.</li> <li>• Ask questions about information being learned.</li> </ul>
WLL.I.6	Communicate basic information about self and familiar people <ul style="list-style-type: none"> <li>• Give my name and ask someone's name.</li> <li>• Tell or write about family members and ask about someone's family.</li> <li>• Tell or write about friends, classmates, or co-workers.</li> </ul>
WLL.I.7	Communicate basic information about everyday life. <ul style="list-style-type: none"> <li>• Give times, dates, and weather information.</li> <li>• Talk about food eaten, information learned, and actions completed.</li> <li>• Talk about familiar places.</li> <li>• Ask and understand how much something costs.</li> <li>• Convey the time and location of an event.</li> </ul>
WLL.I.8	Ask and respond to questions using classroom vocabulary. <ul style="list-style-type: none"> <li>• Ask for permission to go to the restroom, get a drink, go to the office, etc.</li> <li>• Ask for someone to repeat.</li> <li>• Ask to borrow an item.</li> </ul>
<b>Presentational Speaking</b>	
WLL.I.9	Recite previously learned words and phrases.

	<ul style="list-style-type: none"> <li>• Count from 1-100.</li> <li>• Say the date and day of the week.</li> <li>• List the months and seasons.</li> </ul>
WLL.I.10	<p>State the names of familiar people, places, and objects in pictures using words or memorized phrases.</p> <ul style="list-style-type: none"> <li>• Name famous landmarks and people.</li> <li>• Name countries on a map.</li> <li>• List items seen every day.</li> </ul>
WLL.I.11	<p>Introduce self to a group.</p> <ul style="list-style-type: none"> <li>• State name, age and location of home (e.g., town, region, state).</li> <li>• Give phone number, home address, and e-mail address.</li> </ul>
WLL.I.12	<p>Recite short memorized phrases, parts of poems and rhymes.</p> <ul style="list-style-type: none"> <li>• Sing a short song.</li> <li>• Recite a nursery rhyme.</li> <li>• Recite a simple poem.</li> </ul>
WLL.I.13	<p>Use simple counters to express plural nouns.</p> <ul style="list-style-type: none"> <li>• Count everyday items.</li> <li>• Sing a short song incorporating counting words.</li> </ul>

<b>Presentational Writing</b>	
WLL.I.14	<p>Copy characters or letters and words from the wall or board, in a book, or on the computer.</p> <ul style="list-style-type: none"> <li>• Copy the letters and sounds of the alphabet.</li> <li>• Copy the characters being learned.</li> <li>• Copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.</li> </ul>
WLL.I.15	<p>Fill out a simple form with basic personal information.</p> <ul style="list-style-type: none"> <li>• Fill out a form with name, address, phone number, birth date, and nationality.</li> <li>• Complete a simple online form.</li> <li>• Fill out a simple schedule.</li> </ul>
WLL.I.16	<p>Write about self using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> <li>• Write name, home address, and e-mail address.</li> <li>• Write numbers such as a phone number.</li> <li>• Write the date and the day of the week.</li> <li>• Write the months and the seasons.</li> </ul>
WLL.I.17	<p>List daily activities and write lists that help in day-to-day life.</p> <ul style="list-style-type: none"> <li>• Label activities and their times in a daily schedule.</li> <li>• Write about typical weekend activities.</li> <li>• Write a to-do list.</li> <li>• Write a shopping list.</li> </ul>
WLL.I.18	<p>Write notes about something learned using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• List the main cities of the target country.</li> <li>• Write the phrases and memorized expressions connected with holiday wishes and celebrations in the target culture.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Create a list of topics or categories using previously learned vocabulary.</li> <li>• Summarize a phone message or a classroom activity.</li> </ul>
WLL.I.19	<p>Apply writing systems used with the target language.</p> <ul style="list-style-type: none"> <li>• Use the writing systems to express personal information.</li> <li>• Write a letter to a pen pal from the target culture.</li> <li>• Write a brief journal entry about daily activities.</li> </ul>
WLL.I.20	<p>Demonstrate correct stroke order.</p> <ul style="list-style-type: none"> <li>• Identify the different parts of each character.</li> <li>• Copy each character using the correct number of strokes.</li> </ul>

<b>Interpretive Listening</b>	
WLL.I.21	<p>Identify the sounds of characters or words.</p> <ul style="list-style-type: none"> <li>• Recognize the sound of letters when they are spoken or spelled out.</li> </ul>
WLL.I.22	<p>Understand isolated words that have been memorized, particularly when accompanied by gestures or pictures.</p> <ul style="list-style-type: none"> <li>• Understand greetings.</li> <li>• Recognize some color words.</li> <li>• Understand basic numbers.</li> <li>• Understand common food items.</li> </ul>
WLL.I.23	<p>Identify cognates in the target language.</p> <ul style="list-style-type: none"> <li>• Use cognates to help understand a simple song, video, or commercial in the target language.</li> </ul>

<b>Interpretive Reading</b>	
WLL.I.24	<p>Recognize all phonetic writing systems.</p> <ul style="list-style-type: none"> <li>• Alphabetize names or words.</li> <li>• Match a character to a supporting visual.</li> <li>• Recite the sound associate with each character.</li> </ul>
WLL.I.25	<p>Connect words, phrases, or characters to their meanings.</p> <ul style="list-style-type: none"> <li>• Recognize cities on a map.</li> <li>• Identify menu items.</li> </ul>
WLL.I.26	<p>Recognize the relationship between phonetic and logographic writing systems.</p> <ul style="list-style-type: none"> <li>• Recognize the relationship between the logographic characters and the phonetic writing system. (kanji and hiragana/katakana and hanzi and pinyin).</li> <li>• Match pictures to their corresponding logographic character.</li> </ul>

<b>Investigation of Products and Practices</b>	
WLL.I.27	<p>Identify common products related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>• Identify geographical features of other countries.</li> <li>• Identify familiar landmarks.</li> <li>• Recognize traditional and popular songs.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize similarities and differences between the designs of houses, buildings, or towns.</li> <li>Identify specific locations to have a meal, purchase a ticket, or buy necessary items.</li> <li>Recognize similarities and differences between a student's schedule and that of a peer in another culture.</li> </ul>
WLL.I.28	<p>Identify common practices related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>Identify common eating habits in the target culture.</li> <li>Identify habits of dress in the target culture.</li> <li>Express the time and date in the format of the target culture</li> <li>Use appropriate holiday greetings.</li> </ul>

<b>Understanding of Cultural Perspectives</b>	
WLL.I.29	<p>Identify beliefs and values related to age, gender, social class, and ethnicity.</p> <ul style="list-style-type: none"> <li>Express how people address each other differently based on age and social standing.</li> <li>Recognize that appropriate dress is determined by cultural traditions.</li> <li>Recognize that gender and age can determine one's role in a family, school, and the workplace.</li> </ul>
WLL.I.20	<p>Identify characteristics of national identity.</p> <ul style="list-style-type: none"> <li>Identify elements of geography that define a nation.</li> <li>Identify symbols that represent a nation.</li> <li>Identify the importance of some historical events through their celebration on national holidays and monuments.</li> <li>Identify major religions of a nation.</li> </ul>
WLL.I.21	<p>Identify ways in which cultures are globalized.</p> <ul style="list-style-type: none"> <li>Identify similar leisure activities across cultures.</li> <li>Identify familiar forms of dress across cultures.</li> <li>Identify common dining establishments across cultures.</li> <li>Identify examples of common technology use across cultures.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WLL.I.22	<p>Function at a survival level in an authentic cultural context.</p> <ul style="list-style-type: none"> <li>Imitate appropriate greetings.</li> <li>Recognize and imitate table manners.</li> <li>Identify what is culturally appropriate to say when gift-giving in different situations, such as a birthday party, New Year's, a wedding, etc.</li> <li>Recognize and imitate culturally appropriate behavior in a restaurant or other public place.</li> </ul>
WLL.I.23	<p>Use memorized language and basic cultural knowledge to interact with others.</p> <ul style="list-style-type: none"> <li>Ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.</li> </ul>

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	<ul style="list-style-type: none"><li>• Understand and mention a general cultural reference such as a song or movie title, author, or composer in a conversation. Play a simple board or card game with friends.</li></ul>
WLL.I.24	<p>Use memorized language and basic cultural knowledge to accomplish simple, routine tasks.</p> <ul style="list-style-type: none"><li>• Use a city map, GPS, or signs to help navigate.</li><li>• Recognize and imitate how people count and use money to make a purchase.</li><li>• Follow a team's win-loss record from a website.</li></ul>

**LEVEL II WORLD LANGUAGE INDICATORS – LOGOGRAPHIC LANGUAGES (CHINESE AND JAPANESE)**

All West Virginia teachers are responsible for classroom instruction that allows students to advance through a developmentally appropriate progression of standards. Students who complete Level II are able to function with simple and basic language. They rely on individual words but have a variety of vocabulary on familiar topics available for use. When using phrases, they tend to rely on those that have been practiced and memorized.

Students in any class and any content area progress through the standards at varying rates. The world language classroom is no different. Learners in a Level II classroom should begin the course with character and/or word recognition, more advanced writing strokes and understanding of basic characters. By the end of the course, they will be able to effectively use words and practiced/memorized phrases. Students should be able to begin expanding their writing and reading skills which are a bit more difficult due to the writing systems of the languages. By then end of the Level II course, students should be able to use a variety of words and phrases that have been learned across all modes of communication.

The indicators below provide a broad definition of what students who complete Level II are able to do. These indicators are further broken down in the standards. Real-world language skills and sample learning tasks are provided to illustrate what the indicator would look like in a proficiency-based classroom.

<b>Interpersonal Communication</b>	<b>Presentational Speaking</b>
<ul style="list-style-type: none"> <li>Communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Usually handle short social interactions in everyday situations by asking and answering simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>Present information about self and some other very familiar topics using a variety of words, phrases and memorized expressions.</li> </ul>
<b>Presentational Writing</b>	<b>Interpretive Listening</b>
<ul style="list-style-type: none"> <li>Write lists and memorized phrases on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize some familiar words and phrases when heard.</li> </ul>
<b>Interpretive Reading</b>	<b>Investigation of Products and Practices</b>
<ul style="list-style-type: none"> <li>Recognize some letters or characters. Understand some learned or memorized words and phrases when read.</li> </ul>	<ul style="list-style-type: none"> <li>Identify products and practices of cultures.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	<b>Participation in Cultural Interaction</b>
<ul style="list-style-type: none"> <li>Identify basic cultural beliefs and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Function at a survival level in an authentic cultural context.</li> </ul>

**LEVEL II WORLD LANGUAGE STANDARDS – LOGOGRAPHIC LANGUAGES (CHINESE AND JAPANESE)**

The Level II Standards outline language skills and provide bulleted **examples** of what learners should be able to perform consistently by the conclusion of the Level II course. These skills and tasks are examples of the indicators under each mode of communication described in the above chart.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and tasks are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interpersonal Communication</b>	
WLL.II.1	Exchange some personal information. <ul style="list-style-type: none"> <li>• Ask and say a home address and e-mail address.</li> <li>• Ask and say someone's nationality.</li> <li>• Ask and talk about family members and their characteristics.</li> </ul>
WLL.II.2	Exchange information using texts, graphs, or pictures. <ul style="list-style-type: none"> <li>• Ask about and identify familiar things in a picture from a story.</li> <li>• Ask about and identify important information about the weather using a map.</li> <li>• Ask and respond to simple questions about dates, times, places, and events on schedules, posters and tickets.</li> <li>• Ask about and discuss friends, classmates, teachers, or co-workers.</li> </ul>
WLL.II.3	Ask for and give simple directions. <ul style="list-style-type: none"> <li>• Ask for directions to a place.</li> <li>• Give basic directions such as go straight, turn left, or turn right.</li> <li>• Tell someone where something is located such as next to, across from, or in the middle of.</li> </ul>
WLL.II.4	Make plans with others. <ul style="list-style-type: none"> <li>• Accept or reject an invitation to do something or go somewhere.</li> <li>• Invite and make plans with someone to do something or go somewhere.</li> <li>• Exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.</li> </ul>
WLL.II.5	Interact with others in everyday situations. <ul style="list-style-type: none"> <li>• Order a meal.</li> <li>• Make a purchase.</li> <li>• Buy a ticket.</li> </ul>

<b>Presentational Speaking</b>	
WLL.II.6	Present information about self and others using words and phrases. <ul style="list-style-type: none"> <li>• Describe physical characteristics of self or others.</li> <li>• Describe personality traits of self or others.</li> <li>•</li> </ul>
WLL.II.7	Express likes and dislikes using words, phrases, and memorized expressions. <ul style="list-style-type: none"> <li>• State sports preferences.</li> <li>• List free-time activity preferences.</li> <li>• State food and drink preferences.</li> </ul>
WLL.II.8	Present information about familiar items in the immediate environment. <ul style="list-style-type: none"> <li>• Talk about own home.</li> <li>• Talk about own school or workplace.</li> <li>• Talk about own room or office and the possessions in it.</li> <li>• Present basic information about own community, town/city, state, or country.</li> </ul>
WLL.II.9	Talk about daily activities using words, phrases, and memorized expressions.

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	<ul style="list-style-type: none"> <li>List classes and tell what time they start and end.</li> <li>Name activities and the times they occur in a daily schedule.</li> <li>Talk about weekend activities.</li> </ul>
WLL.II.10	<p>Present simple information about something learned using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>Talk about holiday celebrations based on pictures or photos.</li> <li>Name the main cities on a map.</li> <li>Talk about past, present, and future weekend activities.</li> </ul>

<b>Presentational Writing</b>	
WLL.II.11	<p>Fill out a simple form with some basic personal information.</p> <ul style="list-style-type: none"> <li>Fill out a form with name, address, phone number, birth date, and nationality.</li> <li>Complete a simple online form.</li> <li>Fill out a simple schedule.</li> </ul>
WLL.II.12	<p>Write about self using learned phrases and memorized expressions.</p> <ul style="list-style-type: none"> <li>Write name, home address, and e-mail address.</li> <li>Write numbers such as a phone number.</li> <li>Write the date and the day of the week.</li> <li>Write the months and the seasons.</li> </ul>
WLL.II.13	<p>List daily activities and write lists that help in day-to-day life.</p> <ul style="list-style-type: none"> <li>Label activities and their times in a daily schedule.</li> <li>Write about weekend activities.</li> <li>Write a to-do list.</li> <li>Write a shopping list.</li> </ul>
WLL.II.14	<p>Write notes using lists, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>List the main cities of a specific country.</li> <li>Write the phrases and memorized expressions connected with holiday wishes and celebrations in a specific country.</li> <li>Create a list of topics or categories using previously learned vocabulary.</li> <li>Summarize a phone message or a classroom activity.</li> </ul>

<b>Interpretive Listening</b>	
WLL.II.15	<p>Understand a few courtesy phrases.</p> <ul style="list-style-type: none"> <li>Understand greetings.</li> <li>Understand when people express thanks.</li> <li>Understand when people introduce themselves.</li> <li>Understand when someone asks for a name.</li> </ul>
WLL.II.16	<p>Recognize and understand basic information in memorized words and phrases.</p> <ul style="list-style-type: none"> <li>Understand days of the week and the time.</li> <li>Recognize a date.</li> <li>Recognize some common weather expressions.</li> </ul>
WLL.II.17	<p>Recognize and understand words and phrases learned for specific purposes.</p> <ul style="list-style-type: none"> <li>Recognize the names of the planets in a science class.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize the names of parts of the body in a health or fitness class.</li> </ul>
<b>Interpretive Reading</b>	
WLL.II.18	<p>Recognize words, phrases, and characters with the help of visuals.</p> <ul style="list-style-type: none"> <li>Recognize entrance and exit signs.</li> <li>Identify family member words on a family tree.</li> <li>Identify healthy nutritional categories.</li> <li>Identify the simple labels on a science-related graph.</li> </ul>
WLL.II.19	<p>Recognize words, phrases, and characters when associated with things already known.</p> <ul style="list-style-type: none"> <li>Check off words or phrases on a to-do list, grocery list, or scavenger hunt list.</li> <li>Identify labeled aisles in a supermarket.</li> <li>Choose a restaurant from an online list of local eateries.</li> <li>Identify scores from sports teams based on recognition of team names and logos.</li> <li>Identify artists, titles, and music genres.</li> <li>Identify the names of classes and instructors in a school schedule.</li> </ul>
<b>Investigation of Products and Practices</b>	
WLL.II.20	<p>Identify common products related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>Identify geographical features of other countries.</li> <li>Identify familiar landmarks.</li> <li>Recognize traditional and popular songs.</li> <li>Recognize similarities and differences between the designs of houses, buildings or towns.</li> <li>Identify specific locations to have a meal, purchase a ticket, or buy something needed.</li> <li>Compare and contrast similarities and differences between a student's daily schedule and that of a peer in another culture.</li> </ul>
WLL.II.21	<p>Identify common practices related to home and community life across cultures.</p> <ul style="list-style-type: none"> <li>Identify common eating habits in the target culture.</li> <li>Identify habits of dress in the target culture.</li> <li>Express the time and date in the format of the target culture. Use the appropriate holiday greetings.</li> </ul>
<b>Understanding of Cultural Perspectives</b>	
WLL.II.22	<p>Identify beliefs and values related to age, gender, social class and ethnicity.</p> <ul style="list-style-type: none"> <li>Tell the way people address each other differently based on age and social standing.</li> <li>Recognize that appropriate dress is determined by cultural traditions.</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognize that gender and age can determine one's role in a family, school and the workplace.</li> </ul>
WLL.II.23	<p>Identify characteristics of national identity.</p> <ul style="list-style-type: none"> <li>Identify elements of geography that define a nation.</li> <li>Identify symbols that represent a nation.</li> <li>Identify the importance of historical events through the celebration of national holidays and the monuments.</li> <li>Identify major religions of a nation.</li> </ul>
WLL.II.24	<p>Identify ways in which cultures are globalized.</p> <ul style="list-style-type: none"> <li>Identify similar leisure activities across cultures.</li> <li>Identify familiar forms of dress across cultures.</li> <li>Identify common dining establishments across cultures.</li> <li>Identify examples of common technology use across cultures.</li> </ul>

<b>Participation in Cultural Interaction</b>	
WLL.II.25	<p>Function at a survival level in an authentic cultural context.</p> <ul style="list-style-type: none"> <li>Imitate appropriate greetings.</li> <li>Recognize and imitate table manners.</li> <li>Use culturally appropriate phrases for gift giving in different situations, such as a birthday party, New Year's, a wedding, etc.</li> <li>Recognize and imitate culturally appropriate behavior in a restaurant or other public place.</li> </ul>
WLL.II.26	<p>Use memorized language and cultural knowledge to interact with others.</p> <ul style="list-style-type: none"> <li>Ask and answer questions or make simple comments in a familiar cultural context such as a family event or a social event with peers.</li> <li>Understand and mention a general cultural reference such as a song or movie title, author, or composer in a conversation.</li> <li>Play a simple board or card game with friends.</li> </ul>
WLL.II.27	<p>Use memorized language and basic cultural knowledge to accomplish simple, routine tasks.</p> <ul style="list-style-type: none"> <li>Use a city map, GPS, or signs to navigate</li> <li>Recognize and imitate how people count and use money in order to make a purchase.</li> <li>Follow a team's win-loss record from a website .</li> </ul>

**AMERICAN SIGN LANGUAGE****Level I Standards for American Sign Language**

The American Sign Language Level I Standards primarily focus on the acquisition and development of communication skills. Students will likely enter this course from various signing backgrounds. Students who are deaf, have a deaf parent, or have a close association with members of the Deaf community may enter the course with some proficiency in signing. Other students, particularly those with little association with deaf individuals, may enter with no prior knowledge or skills in ASL. Therefore, knowledge and skill acquisition may differ greatly between these two groups.

These language skills are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and tasks are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interactive (Interpersonal) Communication</b>	
ASL.I.1	Greet and leave people in a polite way. <ul style="list-style-type: none"> <li>• Sign hello and goodbye to a peer.</li> <li>• Sign hello and goodbye to a teacher, supervisor, or stranger.</li> </ul>
ASL.I.2	Make and respond to introductions using appropriate spatial agreement. <ul style="list-style-type: none"> <li>• Introduce self.</li> <li>• Introduce someone else.</li> <li>• Respond to an introduction.</li> </ul>
ASL.I.3	Ask and answer a variety of simple questions. <ul style="list-style-type: none"> <li>• Respond to yes/no questions.</li> <li>• Answer either/or questions.</li> <li>• Respond to <i>who, what, when, and where</i> questions.</li> <li>• Answer questions about likes and dislikes.</li> <li>• Answer questions about personal needs.</li> <li>• Respond to courtesies.</li> </ul>
ASL.I.4	Make simple requests. <ul style="list-style-type: none"> <li>• Ask someone to repeat.</li> <li>• Ask someone for help.</li> </ul>
ASL.I.5	Communicate basic information about self and familiar people. <ul style="list-style-type: none"> <li>• Sign name and ask someone's name.</li> <li>• Sign something about family members and ask about someone's family.</li> <li>• Sign something about friends, classmates, or co-workers.</li> </ul>
ASL.I.6	Communicate basic information about everyday life. <ul style="list-style-type: none"> <li>• Give times, dates and weather information.</li> <li>• Sign about foods eaten, topics learned, and actions taken.</li> <li>• Sign about familiar places.</li> <li>• Ask and understand how much something costs.</li> <li>• Tell someone the time and location of an event.</li> </ul>
ASL.1.7	Communicate need for clarification of signed or written information on familiar

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	<p>topics.</p> <ul style="list-style-type: none"> <li>• Ask for further details on a lecture.</li> <li>• Ask the meaning of unfamiliar words.</li> </ul>
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<b>Expressive (Presentational) Communication</b>	
ASL.I.8	<p>Recite learned signs and phrases.</p> <ul style="list-style-type: none"> <li>• Recite numbers from 1-100.</li> <li>• Sign the date and day of the week.</li> <li>• List the months and seasons.</li> </ul>
ASL.I.9	<p>State the names of familiar people, places, and objects in pictures using words or memorized phrases.</p> <ul style="list-style-type: none"> <li>• Name famous landmarks and people.</li> <li>• Name countries on a map.</li> <li>• List items seen every day.</li> </ul>
ASL.I.10	<p>Introduce self to a group.</p> <ul style="list-style-type: none"> <li>• State name, age and location of home (e.g., town, region, state).</li> <li>• Give phone number, home address, and e-mail address.</li> </ul>

<b>Receptive (Interpretive) Communication</b>	
ASL.I.11	<p>Identify the parameters of a sign.</p> <ul style="list-style-type: none"> <li>• Recognize the handshape of some signs.</li> <li>• Recognize the palm orientation of some signs.</li> <li>• Recognize the movement of some signs.</li> <li>• Recognize the location of some signs.</li> </ul>
ASL.I.12	<p>Understand isolated, memorized signs in authentic language samples.</p> <ul style="list-style-type: none"> <li>• Understand greetings.</li> <li>• Recognize colors.</li> <li>• Understand numbers.</li> <li>• Understand food items.</li> </ul>
ASL.I.13	<p>Understand courtesy phrases.</p> <ul style="list-style-type: none"> <li>• Understand when people express thanks.</li> <li>• Understand when people introduce themselves.</li> <li>• Understand when people ask for someone's name.</li> </ul>
ASL.I.14	<p>Comprehend main ideas using basic vocabulary on familiar topics.</p> <ul style="list-style-type: none"> <li>• Understand descriptions of people, places, and things.</li> <li>• Identify characters in an authentic language narrative.</li> </ul>
ASL.I.15	<p>Follow short simple directions, commands, and instructions.</p> <ul style="list-style-type: none"> <li>• Follow classroom commands to complete a task.</li> <li>• Follow directions to go to the school office, library, cafeteria, etc.</li> </ul>
ASL.I.16	<p>Read, listen to, and comprehend simple texts on familiar topics.</p> <ul style="list-style-type: none"> <li>• Understand short stories.</li> <li>• Understand short poems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand short informational texts.</li> </ul>
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<b>Investigation of Products and Practices</b>	
ASL.I.17	Identify beliefs, values, and customs of the Deaf community.
ASL.I.18	Demonstrate an awareness of Deaf heritage and identify major historical events and persons from the Deaf culture.
ASL.I.19	Identify and discuss the contributions of linguists and pioneers of the language and culture.
ASL.I.20	Explore the artistic, scientific, and philosophical contributions of ASL users to society (e.g., Alexander Graham Bell, Edward Minor Gallaudet, Laurent Clerc, National Theatre of the Deaf, Deaf Way).
ASL.I.21	Identify and understand the significance of ASL, objects, images, products, and symbols of the Deaf culture.

<b>Understanding of Cultural Perspectives</b>	
ASL.I.22	Recognize themes, ideas, and/or perspectives of the Deaf culture (e.g., folklore, Deaf humor, ABC stories).
ASL.I.23	Give examples of the various commonly held historical beliefs about the Deaf culture (e.g., location and types of educational opportunities, impact of the various methodologies, listening devices).
ASL.I.24	Recognize behaviors that are unique to the Deaf culture (e.g., hugs, eye contact, personal space).

<b>Participation in Cultural Interaction</b>	
ASL.I.25	Locate resources for the Deaf and recognize the potential of ASL (e.g., ASL clubs and organizations, Deaf education, deaf-related careers).
ASL.I.26	Present information to people locally and around the world (e.g., Deaf Awareness, Deaf Heritage).
ASL.I.27	Identify opportunities to use ASL for enjoyment (e.g., fingerspelling games, no-voice allowed class period, cultural/social activities, and interpreted performances).
ASL.I.28	Locate and participate in activities in which the ability to communicate in ASL may be beneficial to schools and communities.

**LEVEL II Standards for American Sign Language**

American Sign Language Level II Standards primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive and interactive communication. ASL Level II continues to introduce students to aspects of the American Deaf culture.

The language skills listed below are designed to provide real-world communication to the daily class and to aid the learner's progression to higher proficiency levels. Many of these skills and tasks are not isolated to a particular lesson, but will be incorporated throughout the course of study.

<b>Interactive (Interpersonal) Communication</b>	
ASL.II.1	Exchange some personal information. <ul style="list-style-type: none"> <li>• Ask and give home address and e-mail address.</li> <li>• Ask and give someone's nationality.</li> <li>• Ask and give characteristics of family members.</li> <li>• Ask and give descriptions of friends, classmates, teachers, or co-workers.</li> </ul>
ASL.II.2	Discuss opinions about personal experiences and other familiar topics. <ul style="list-style-type: none"> <li>• Discuss a favorite restaurant.</li> <li>• Discuss favorite leisure activities.</li> <li>• Discuss an opinion on school uniforms.</li> </ul>
ASL.II.3	Negotiate meaning of signed information to reach an understanding. <ul style="list-style-type: none"> <li>• Determine meaning based on context.</li> <li>• Ask for clarification of a particular sign.</li> </ul>
ASL.II.4	Ask for and give simple directions. <ul style="list-style-type: none"> <li>• Ask for directions to a particular place.</li> <li>• Tell someone how to get from one place to another.</li> <li>• Tell someone where something is located.</li> </ul>
ASL.II.5	Interact with others in everyday situations. <ul style="list-style-type: none"> <li>• Order a meal.</li> <li>• Make a purchase.</li> <li>• Buy a ticket.</li> </ul>
ASL.II.6	Make plans with others. <ul style="list-style-type: none"> <li>• Accept or reject an invitation to do something or go somewhere.</li> <li>• Invite and make plans with someone to do something or go somewhere.</li> <li>• Exchange information about where to go such as the store, the movie theatre, a concert, a restaurant, the lab, or when to meet.</li> </ul>

<b>Expressive (Presentational) Communication</b>	
ASL.II.7	Present information about self and others using words and phrases. <ul style="list-style-type: none"> <li>• Sign physical descriptions of self and others.</li> <li>• Sign personality traits of self and others.</li> </ul>
ASL.II.8	Express likes and dislikes, with supporting details, using signs, phrases, and memorized expressions.

	<ul style="list-style-type: none"> <li>• Sign sports preferences</li> <li>• Sign favorite free-time activity preferences. and those not liked.</li> <li>• Sign food and drink preferences.</li> </ul>
ASL.II.9	<p>Present information about familiar items in immediate environment.</p> <ul style="list-style-type: none"> <li>• Sign about location of home.</li> <li>• Sign about school or workplace.</li> <li>• Sign about room or office and personal possessions in it.</li> <li>• Present basic information about community, town, city, state, or country.</li> </ul>
ASL.II. 10	<p>Sign about daily activities using words, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• Sign classes and tell what time they start and end.</li> <li>• Name activities and times in daily schedule.</li> <li>• Sign about what weekend activities that have been done or enjoyed.</li> </ul>
ASL.II.11	<p>Present simple information about something learned, sign signs, phrases, and memorized expressions.</p> <ul style="list-style-type: none"> <li>• Sign about holiday celebrations based on pictures or photos.</li> <li>• Name the main cities on a map.</li> <li>• Sign about animals, colors, foods, historical figures or sports based on pictures or photos.</li> </ul>

<b>Receptive (Interpretive) Communication</b>	
ASL.II.12	<p>Understand simple questions or statements on familiar topics.</p> <ul style="list-style-type: none"> <li>• Recognize the difference between questions and statements.</li> <li>• Understand questions about age, location, free time activities, etc.</li> <li>• Understand questions or statements about family.</li> <li>• Understand questions or statements about friends, classmates, or workmates.</li> </ul>
ASL.II.13	<p>Understand simple information when presented with pictures and graphs.</p> <ul style="list-style-type: none"> <li>• Understand facts about the weather when weather symbols are used.</li> <li>• Understand when someone describes physical descriptions from a photo or a work of art.</li> <li>• Follow along with arithmetic problems when figures can be seen.</li> </ul>
ASL.II.14	<p>Understand the main topic of conversations and presentations that are viewed.</p> <ul style="list-style-type: none"> <li>• Understand to whom people are referring.</li> <li>• Understand if people are signing about their homes or asking for directions.</li> <li>• Understand a simple transaction between a customer and a sales clerk.</li> </ul>
ASL.II.15	<p>Carry out multi-step directions, commands, and instructions based on familiar topics and vocabulary.</p> <ul style="list-style-type: none"> <li>• Follow classroom directions to complete a task.</li> <li>• Follow directions to go to a particular point in town.</li> </ul>
ASL.II.16	<p>Understand selected literary presentations (e.g., storytelling, folklore, poetry, drama)</p> <ul style="list-style-type: none"> <li>• Distinguish the principal characters of the literary work.</li> <li>• Distinguish the main idea of the literary work.</li> </ul>

	<ul style="list-style-type: none"> <li>Distinguish the themes of the literary work.</li> </ul>
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<b>Investigation of Products and Practices</b>	
ASL.II.17	Identify beliefs, values, and customs of the Deaf community.
ASL.II.18	Demonstrate an awareness of Deaf heritage and identify major historical events and persons from the Deaf culture.
ASL.II.19	Identify and discuss the contributions of linguists and pioneers of the language and culture.
ASL.II.20	Explore the artistic, scientific and philosophical contributions of ASL users to society (e.g., Alexander Graham Bell, Edward Minor Gallaudet, Laurent Clerc, National Theatre of the Deaf, Deaf Way).
ASL.II.21	Identify and understand the significance of ASL, objects, images, products, and symbols of the Deaf culture.

<b>Understanding of Cultural Perspectives</b>	
ASL.II.22	Recognize themes, ideas and/or perspectives of the Deaf culture (e.g., folklore, Deaf humor, ABC stories).
ASL.II.23	Give examples of the various commonly held historical beliefs about the Deaf culture (e.g., location and types of educational opportunities, impact of the various methodologies, listening devices).
ASL.II.24	Recognize behaviors that are unique to the Deaf culture (e.g., hugs, eye contact, and personal space).

<b>Participation in Cultural Interaction</b>	
ASL.II.25	Locate resources for the Deaf and recognize the potential of ASL (e.g., ASL clubs and organizations, Deaf education, deaf-related careers).
ASL.II.26	Present information to people locally and around the world (e.g., Deaf Awareness, Deaf Heritage).
ASL.II.27	Identify opportunities to use ASL for enjoyment (e.g., fingerspelling games, no-voice allowed class period, cultural/social activities, and interpreted performances).
ASL.II.28	Locate and participate in activities in which the ability to communicate in ASL may be beneficial to schools and communities.

**126CSR44S**

REPEAL of 21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools (Policy 2520.18)

126CSR44S

~~TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION~~

~~SERIES 44S  
21<sup>st</sup> CENTURY AMERICAN SIGN LANGUAGE CONTENT STANDARDS AND  
OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.18)~~

**~~§126-44S-1. General.~~**

~~1.1. Scope. — W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.18 defines the content standards and objectives for American Sign Language as required by W. Va. 126CSR42 (Policy 2510).~~

~~1.2. Authority. — W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5 and 18-9A-22.~~

~~1.3. Filing Date. — March 16, 2007.~~

~~1.4. Effective Date. — July 1, 2008.~~

~~1.5. Repeal of former rule. — Not applicable. This is a new rule.~~

**~~§126-44S-2. Purpose.~~**

~~2.1. This policy defines the content standards and objectives (or instructional goals) for the programs of study required by Policy 2510 in American Sign Language.~~

**~~126-44S-3. Incorporation by Reference.~~**

~~3.1. A copy of 21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.~~

**~~§126-44S-4. Summary of the Content Standards and Objectives.~~**

~~4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for American Sign Language; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.~~

~~West Virginia Department of Education~~

~~West Virginia Board of Education Policy 2520.18~~

~~21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools~~

~~Steven L. Paine~~

~~State Superintendent of Schools~~

### **Foreword**

~~A 21<sup>st</sup> century American Sign Language (ASL) curriculum is an increasingly important aspect of developing learners prepared for success in the 21<sup>st</sup> century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.18, 21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools. The West Virginia American Sign Language Standards for 21<sup>st</sup> Century Learning includes 21<sup>st</sup> century content standards and objectives as well as 21<sup>st</sup> century standards and objectives for learning skills and technology tools. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21<sup>st</sup> century content, 21<sup>st</sup> century learning skills and the use of 21<sup>st</sup> century technology tools.~~

~~A committee of educators from across the state convened to develop the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging American Sign Language curriculum that would prepare students for the 21<sup>st</sup> century. West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.~~

~~Policy 2520.18 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the broad descriptions of what all students must know and be able to do at the conclusion of the instructional sequence. The accompanying Level I and II objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional planning and provide a basis for determining appropriate assessments, instructional strategies and resources. The performance descriptors provide the basis for assessing overall student competence of standards at Levels I and II. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of "learning for all," these descriptors allow the teacher, students and parents to judge the level of student proficiency in each 21st century learning standard.~~

~~In combination, the use of learning standards, instructional objectives and performance descriptors becomes a comprehensive guide for delivering a rigorous and relevant American Sign Language curriculum to West Virginia students. These elements, when used to guide the~~

~~instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21<sup>st</sup> century.~~

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~~Steven L. Paine~~

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~~State Superintendent of Schools~~

### **Explanation of Terms**

~~**Content Standards** are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.~~

~~**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.~~

~~**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.~~

#### **Numbering of Standards**

~~The number for each content standard is composed of four parts, each part separated by a period:~~

~~§ the content area code is ASL for American Sign Language,~~

~~§ the letter S, for Standard,~~

~~§ the level (LI or LII), and~~

~~§ the standard number.~~

~~Illustration: ASL.S.LI.01 refers to Level I American Sign Language content standard #1.~~

#### **Numbering of Objectives**

~~The number of each objective is composed of five parts, each part separated by a period:~~

~~the content area code (ASL for American Sign Language),~~

~~§ the letter O is for Objective,~~

~~§ the level (LI or LII),~~

~~§ the number of the content standard addressed, and~~

~~§ the objective number.~~

~~Illustration: ASL.O.LII.2.03 refers to an American Sign Language Level II objective that addresses standard #2 in Culture, the third objective listed under that standard.~~

**Numbering of Performance Descriptors**

~~The number for each group of five performance descriptors is composed of four parts, each part separated by a period:~~

~~§ the content area (ASL for American Sign Language),~~

~~§ the letters PD are for Performance Descriptors,~~

~~§ the level (LI or LII), and~~

~~§ the standard number.~~

~~Illustration: ASL.PD.LI.2 refers to American Sign Language performance descriptors for Level I, content standard #2.~~

**Unique Electronic Numbers (UENs)**

~~Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.18 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.~~

~~The codes printed in Policy 2520.18 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.18 is approved by the State Board of Education. The prefix for the UENs for each content area in Policy 2520.18 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.18 are revised, UENs will be changed to reflect the new approval date.~~

~~UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21<sup>st</sup> Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.~~

~~Illustration: The UEN for Level I American Sign Language standard #2 will be "200602.ASLS.LI.2".~~

**Abbreviations and Glossary**

**~~Content Areas~~**

~~ASL American Sign Language~~

~~(ASL is implied in all objectives versus other English-based sign systems)~~

**~~Other Abbreviations~~**

~~PD Performance Descriptors~~

~~O Objective~~

~~S Standard (Content Standard)~~

**~~Glossary~~**

~~\* Indicates that the term is defined in the Glossary at the end of the document~~

**~~AMERICAN SIGN LANGUAGE – POLICY 2520.18~~**

~~“ASL is simultaneously a store or a repository of cultural knowledge, a symbol of social identity, and a medium of interaction among Deaf people,”  
Dr. Barbara Kannapell (1991).~~

~~The essence of human interaction is language and communication. The world that our students will encounter as adults will be vastly different from the one we know today. The rapid development of technology makes the ability to communicate in more than one language a greater necessity for everyone. Therefore, it is important to prepare our students for this multilingual environment by ensuring that they are able to function using a second language.~~

~~American Sign Language (ASL) originated around the turn of the 19<sup>th</sup> century with the merging of the French Sign Language and the sign language (Old ASL) of the residents of Martha’s Vineyard. ASL, recognized and accepted as a foreign language since the 1960’s because of the work done by William Stokoe of Gallaudet (College) University, is a non-written, visual and gestural language that is widely used as the dominant sign language in the United States and Canada. It is a fully developed language, linguistically complete with a complex grammatical structure, semantics, vocabulary and syntax. Instead of relying on sounds, ASL is a combination of handshapes, body movement, hand positions, and facial expressions. Consequently, it is a unique and distinct language which differs from English and other spoken languages, from sign languages used in other countries, and from other English-based sign systems. As with all living languages, ASL continues to grow, change and evolve.~~

~~Because of the nature of ASL, a “body of literature” in the traditional sense does not exist. However, through written work about ASL and by ASL signers, the wisdom, value and pride in ASL are passed on to future generations.~~

~~Just as a common “spoken” language defines a culture, American Sign Language defines and supports a distinct community and culture: the Deaf community and Deaf culture. In this document, the uppercase letter “D” represents Deaf people, Deaf culture and Deaf Communities. The history and folklore of the American Deaf community are preserved and handed down through ASL.~~

~~The West Virginia ASL 21<sup>st</sup> Century CSOs are based on the beliefs that:~~

- ~~§ ASL facilitates genuine interaction with others, both hearing and deaf.~~
- ~~§ ASL improves communication access in communities and in schools, colleges and universities.~~
- ~~§ ASL encourages socialization among the hearing and the deaf.~~
- ~~§ ASL builds strong communities and families for public acceptance of bilingualism and cultural diversity.~~
- ~~§ ASL provides a foundation for life-long learning and enjoyment.~~
- ~~§ ASL enhances job opportunities for the deaf, hard of hearing and hearing~~
- ~~§ ASL, and all foreign languages, should start at an early age. There is a direct correlation between the amount of time devoted to the study of a language and the level of proficiency attained; therefore, the sequence of study of ASL should span several years.~~

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~~§ — ASL can be used as a means of communication to teach and enhance other content areas.~~

~~§ — ASL, as a foreign language, is considered an NCLB core academic subject along with “English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history and geography”. [No Child Left Behind, Title IX, part A, and Section 9101 (1) (D) (11)].~~

~~The West Virginia 21<sup>st</sup> Century Content Standards and Objectives in American Sign Language identify what students should know and be able to do in order to effectively communicate using American Sign Language. The rationale for the five standards for world language proficiency includes the following:~~

- ~~§ **Communication** is at the heart of the human experience. Therefore, the ability to communicate appropriately is the core of any language study.~~
- ~~§ Language and **Culture** are inseparable; thus, students can only master a language by developing an appropriate understanding of the authentic cultural contexts which define the language, behaviors and contributions of the Deaf.~~
- ~~§ The third standard of **Connections** emphasizes the interconnectedness of the ASL curriculum with other parts of the students' academic lives. This standard opens doors to information and experiences which enrich their lives.~~
- ~~§ Through **Comparisons** learners expand their view of the world, gain insight into their native language and culture, and develop critical thinking skills.~~
- ~~§ The **Communities** standard enables students to become competent and self-confident in order to work in multilingual communities at home and around the world.~~

~~The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools, Policy 2520.14. All West Virginia teachers are responsible for classroom instruction that integrated learning skills, technology tools and content standards and objectives.~~

**American Sign Language Content Standards Levels I and II**

<b>Levels I and II</b>	<b>American Sign Language</b>
<del>Standard: 1</del>	<del>Communication</del>
<del>ASL.S.1</del>	<del>Students will communicate in American Sign Language to demonstrate a wide range of skills including:                  § <del>Receptive</del>—understanding and interpreting American Sign Language on a variety of topics;                  § <del>Expressive</del>—conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and                  § <del>Interactive</del>—conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.</del>
<b>Levels I and II</b>	<b>American Sign Language</b>
<del>Standard: 2</del>	<del>Culture</del>
<del>ASL.S.2</del>	<del>Students will demonstrate knowledge and understanding of the relationships of                  § <del>perspectives,</del>                  § <del>practices</del> and                  § <del>contributions</del>                  of the American Deaf culture and the Deaf community.</del>
<b>Levels I and II</b>	<b>American Sign Language</b>
<del>Standard: 3</del>	<del>Connections</del>
<del>ASL.S.3</del>	<del>Students will                  § <del>acquire information to make connections with other disciplines and other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.</del></del>
<b>Levels I and II</b>	<b>American Sign Language</b>
<del>Standard: 4</del>	<del>Comparisons</del>
<del>ASL.S.4</del>	<del>Students will                  § <del>develop insights into the nature of language through comparisons of American Sign Language and English;</del>                  § <del>demonstrate an understanding of the concept of culture through comparisons of the American Deaf culture with other cultures.</del></del>
<b>Levels I and II</b>	<b>American Sign Language</b>
<del>Standard: 5</del>	<del>Communities</del>

ASL.S.5	<p><del>Students will</del></p> <ul style="list-style-type: none"><li><del>§ use the language both within and beyond the school setting;</del></li><li><del>§ show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment and career development.</del></li></ul>
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~~American Sign Language Content Standards and Objectives—Level I~~

~~American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills. Students will likely enter this course from various signing backgrounds. Students who are deaf, have a deaf parent, or have a close association with members of the Deaf community may enter the course with some proficiency in signing. Other students, particularly those with little association with deaf individuals, may enter with no prior knowledge or skills in ASL. Therefore, knowledge and skill acquisition may differ greatly between these two groups. The objectives and performance descriptors for ASL Level I have been developed to address those students who bring no prior knowledge or skills to this beginning ASL course. The topic of grammar always arises when educators talk about communication proficiency. Although correct grammar usage plays an important part in effective communication, direct instruction of grammatical rules should be viewed as a means of effecting accurate communication and not an end in itself. ASL Level I also introduces students to aspects of the Deaf culture, encouraging them to compare the components of ASL with those of the English language and American culture(s). Students are also encouraged to establish connections to the Deaf community and to carry their new knowledge and skills beyond the classroom and into the community at large.~~

~~The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives, 21st Century Learning Skills and Technology Tools. The integration of the learning skills and technology tools into the content standards and objectives provides students with a comprehensive learning platform in order to achieve mastery of the knowledge and skills of the ASL Level I course. All West Virginia teachers are responsible for classroom instruction that integrates learning skills and technology tools with the content standards and objectives.~~

<del>Level I</del>	<del>Level I American Sign Language</del>			
<del>Standard 1:</del>	<del>Communication</del>			
<del>ASL.S.LI.1</del>	<del>Students will communicate in American Sign Language to demonstrate a wide range of skills including:                  § <del>Receptive</del>—understanding and interpreting American Sign Language on a variety of topics;                  § <del>Expressive</del>—conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and                  § <del>Interactive</del>—conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.</del>			
<del>Performance Descriptors ASL.PD.LI.1</del>				
<del>Distinguished</del>	<del>Above Mastery</del>	<del>Mastery</del>	<del>Partial Mastery</del>	<del>Novice</del>
<del>Students performing at Distinguished level incorporate a variety of</del>	<del>Students performing at Above Mastery level use a number of handshapes,</del>	<del>Students performing at Mastery level use a limited number of handshapes,</del>	<del>Students performing at Partial Mastery level use few handshapes, palm</del>	<del>Students performing at Novice level use few handshapes, palm</del>

<p>handshapes, palm orientations, location, movement and non-manual behaviors. They comprehend signed messages on familiar topics and infer meaning from unfamiliar topics. Students produce fluent signed exchanges to convey information using basic vocabulary on familiar topics. They require fingerspelling and/or repetition of low frequency signs/vocabulary related to complex concepts.</p>	<p>palm orientations, location, movement and non-manual behaviors with some facility. They comprehend, recognize, identify and respond to signed messages on a variety of topics by using context to assist understanding. Students demonstrate a smooth flow of signed exchanges to convey information using basic vocabulary on familiar topics. They require fingerspelling and/or repetition of less common signs/vocabulary.</p>	<p>palm orientations, location, movement and non-manual behaviors with some hesitation. They comprehend, recognize, identify and respond to signed messages on familiar topics. Students convey information and make short interpersonal signed exchanges using basic vocabulary on familiar topics. They require fingerspelling for some signs and/or repetition of signing.</p>	<p>orientations, location, movement and non-manual behaviors with hesitation. They comprehend and react to simple signed messages on familiar topics. Students convey information and make short interpersonal exchanges using basic signs and gestures on familiar topics. They require frequent fingerspelling for signs and/or repetition of signing.</p>	<p>orientations, location, movement and non-manual behaviors with hesitation and inconsistent accuracy. They recognize high frequency signed messages on familiar topics. Students rely on iconic signs and gestures to convey information and make short interpersonal exchanges. They require on-going repetition of signs, gestures and fingerspelling.</p>
<p><b>Objectives</b></p>	<p>Students will</p>			
<p>ASL.O.LI.01.01</p>	<p>model handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication.</p> <p>This objective spans the three modalities of receptive, expressive and interactive language use.</p>			
<p><b>Receptive</b></p>	<p>understanding and interpreting American Sign Language on a variety of topics</p>			
<p>ASL.O.LI.1.02</p>	<p>recognize simple words, numbers and phrases in authentic language samples.</p>			
<p>ASL.O.LI.1.03</p>	<p>identify people, ideas, objects and emotions.</p>			
<p>ASL.O.LI.1.04</p>	<p>comprehend main ideas using basic vocabulary on familiar topics.</p>			
<p>ASL.O.LI.1.05</p>	<p>follow short, simple directions, commands and instructions.</p>			
<p>ASL.O.LI.1.06</p>	<p>read or listen to and comprehend simple stories, poems, and informational texts.</p>			
<p><b>Expressive</b></p>	<p>conveying information, concepts and ideas for a variety of purposes and on a variety of topics</p>			
<p>ASL.O.LI.1.07</p>	<p>present information and/or stories based on simple topics from a signed or written source.</p>			
<p>ASL.O.LI.1.08</p>	<p>give short, simple directions, commands and instructions.</p>			
<p>ASL.O.LI.1.09</p>	<p>relay information from oral or written sources.</p>			
<p>ASL.O.LI.1.10</p>	<p>make simple requests.</p>			

ASL.O.LI.1.11	communicate need for clarification of signed or written information on simple topics.
ASL.O.LI.1.12	model use of appropriate gestures, facial expressions and registers
<b>Interactive</b>	conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions
ASL.O.LI.1.13	make short exchanges of basic information about personal needs, courtesies, feelings, likes and dislikes and other familiar topics.
ASL.O.LI.1.14	make and respond to introductions and farewells using appropriate spatial agreement*.
ASL.O.LI.1.15	ask and answer questions on simple topics.
ASL.O.LI.1.16	identify and exchange information on major points of issues related to the school and/or community.

<b>Level I</b>	<b>Level I American Sign Language</b>
Standard 2:	Culture
ASL.S.LI.2	Students will demonstrate knowledge and understanding of the § <del>_____</del> perspectives, § <del>_____</del> practices and § <del>_____</del> contributions of the American Deaf culture and the Deaf community.

Performance Descriptors ASL.LI.PD.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level analyze the major components of perspectives, practices and contributions. They compare common beliefs/attitudes and major historical figures and events of Deaf culture and draw conclusions regarding their impact. They automatically incorporate common patterns of behavior (sociolinguistic*) used in the Deaf culture. They compare relationships among the subcultures within the Deaf community.	Students performing at Above Mastery level explain the major components of perspectives, practices and contributions of the Deaf culture. Students compare common beliefs/attitudes and major historical figures and events of Deaf culture. They demonstrate common patterns of behavior (sociolinguistic*) used in the Deaf culture. They examine the subcultures within the Deaf community.	Students performing at Mastery level give examples of major components of perspectives, practices and contributions of the Deaf culture. Students explain common beliefs/attitudes and major historical figures and events of Deaf culture. They use some common patterns of behavior (sociolinguistic*) used in the Deaf culture.	Students performing at Partial Mastery level identify some of the major components of perspectives, practices and contributions of Deaf culture. Students recall common beliefs/attitudes and major historical figures and events of Deaf culture. They employ few patterns of behavior (sociolinguistic*) used in the Deaf culture.	Students performing at Novice level recognize few major components of perspectives, practices and contributions. They list common beliefs/attitudes and major historical figures and events of Deaf culture. They use few patterns of behavior (sociolinguistic*) from the Deaf culture.
<b>Objectives</b>	<b>Students will</b>			
ASL.O.LI.2.01	identify beliefs, values and customs of the Deaf community.			
ASL.O.LI.2.02	recognize themes, ideas and/or perspectives of the Deaf culture (e.g., folklore, Deaf humor, ABC stories).			
ASL.O.LI.2.03	demonstrate an awareness of Deaf heritage and identify major historical events and persons from the Deaf culture.			
ASL.O.LI.2.04	give examples of the various commonly held historical beliefs about the Deaf culture (e.g., location and types of educational opportunities, impact of the various methodologies, listening devices).			
ASL.O.LI.2.05	identify and discuss the contributions of linguists and pioneers of the language and culture.			
ASL.O.LI.2.06	explore the artistic, scientific, and philosophical contributions of ASL users to society (e.g., Alexander Graham Bell, Edward Minor Gallaudet, Laurent Clerc, National Theater of the Deaf, Deaf Way).			
ASL.O.LI.2.07	identify and understand the significance of ASL, objects, images, products and symbols of the Deaf culture.			
ASL.O.LI.2.08	recognize behaviors that are unique to the Deaf culture (e.g., hugs, eye contact, personal space).			
<b>Level I</b>	<b>Level I American Sign Language</b>			
<b>Standard 3:</b>	<b>Connections</b>			

ASL.S.LI.3	Students will <del>§</del> acquire information and make connections to other disciplines and with other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.			
Performance Descriptors ASL.PD.LI.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level easily and accurately use ASL to convey information, including technology, from all other subject areas. They debate a variety of issues of cross-cultural importance. They demonstrate a high level of competence in using common technological resources.	Students performing at Above Mastery level convey most concepts from other subject areas, including technology, into ASL. They compare and contrast issues of cross-cultural importance. They utilize common technological resources with frequency and facility.	Students performing at Mastery level use ASL to report on concepts learned in other subject areas, including technology. They explain issues of cross-cultural importance. They identify appropriate technology resources to assist communication.	Students performing at Partial Mastery level identify concepts from other subject areas, including technology, which can be conveyed in ASL. They report on concepts which can be conveyed using basic signs or whose content is simple. Students identify issues of cross-cultural importance. They recognize that technology resources to assist communication are available.	Students performing at the Novice level name a limited number of concepts from other subject areas including technology, which can be conveyed in ASL. They recognize major issues of cross-cultural importance. They name commonly used technology resources that assist communication.
Objectives	Students will			
ASL.O.LI.3.01	observe and use established patterns of behavior for interacting in cross-cultural settings (e.g., greetings and introductions).			
ASL.O.LI.3.02	recall concepts learned in other subject areas using ASL.			
ASL.O.LI.3.03	identify and use technology for exchange of information in cross-cultural settings (e.g., IM, TTY/TDD*, closed captioning, text telephone, relay services).			
ASL.O.LI.3.04	identify resources related to deafness and the Deaf culture (e.g., print and non-print of ASL).			
ASL.O.LI.3.05	identify cross-cultural relevance of common issues (e.g., family dynamics in relation to communication among family members—deaf child/deaf parent compared to deaf child/hearing parent and hearing child/deaf parent).			
Level I	Level I American Sign Language			
Standard 4:	Comparisons			

ASL.S.LI.4	<p>Students will</p> <ul style="list-style-type: none"> <li><del>§ ——— develop insights into the nature of language through comparisons of American Sign Language and English;</del></li> <li><del>§ ——— demonstrate an understanding of the concept of culture through comparisons of the American Deaf culture with other cultures.</del></li> </ul>			
<b>Performance Descriptors ASL.PD.LI.4</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
<p>Students performing at Distinguished level categorize and compare linguistic and structural similarities and differences of ASL and English. They look to history to help analyze and cite examples of language’s effect on culture and vice versa. Students look for and predict patterns and associations in both ASL/English languages and Deaf/American cultures.</p>	<p>Students performing at Above Mastery level differentiate between most linguistic and structural similarities and differences of ASL and English. They discuss the inter-relatedness of language and culture generally relying on changes brought forth as a result of technical advances. Students compare and contrast certain aspects of Deaf and American cultures.</p>	<p>Students performing at Mastery level identify and describe common linguistic and structural similarities and differences between ASL and English. They explore how language affects culture and vice versa. Students examine certain aspects of Deaf and American cultures to identify commonalities and differences.</p>	<p>Students performing at Partial Mastery level give examples of readily apparent linguistic and structural similarities and differences between ASL and English. They recognize certain situations in which culture is affected by language or vice versa. Students identify common or highly visible similarities and differences in Deaf and American cultures.</p>	<p>Students performing at Novice level recognize a limited number of common linguistic and structural similarities and differences between ASL and English relying mostly on the identification of cognates. They identify few situations in which language and culture are interrelated. Students name readily apparent cultural similarities and differences.</p>
<b>Objectives</b>	<p>Students will</p>			
ASL.O.LI.4.01	<p>recognize similarities and differences between English and the visual/conceptual features of ASL (e.g., gestural*, non-manual behaviors*, spatial agreement*, syntax*, appropriate use of registers*).</p>			
ASL.O.LI.4.02	<p>compare the intonation and word order patterns used in ASL with the intonation and word order patterns used in English (e.g., questions, negatives, statements).</p>			
ASL.O.LI.4.03	<p>recognize similarities and differences between the American culture(s) and the Deaf culture including perspectives, practices, and contributions (e.g., the importance of affiliations* and status within the community).</p>			
<b>Level I</b>	<b>Level I American Sign Language</b>			
Standard 5:	Communities			

ASL.S.LI.5	<p>Students will</p> <ul style="list-style-type: none"> <li><del>§ use the language both within and beyond the school setting;</del></li> <li><del>§ show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment, and career development.</del></li> </ul>					
Performance Descriptors ASL.PD.LI.5						
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice		
<p>Students performing at Distinguished level participate in experiences related to ASL and the Deaf communities. They choose opportunities for personal interest, enjoyment and employment. Students share and present information about ASL and the Deaf in various settings beyond the school and local community.</p>	<p>Students performing at Above Mastery level seek out experiences and information from sources related to ASL and the Deaf communities. They locate opportunities for personal interest, enjoyment and employment. Students share and present information about ASL and the Deaf in various settings within the school and community.</p>	<p>Students performing at Mastery level locate and select experiences and information from sources related to ASL and the Deaf communities. They explore opportunities for personal interest, enjoyment and employment. Students share information about ASL and the Deaf in informal settings with family and friends.</p>	<p>Students performing at Partial Mastery level locate experiences and information from sources related to ASL and the Deaf communities. They recognize that the information leads to opportunities for personal interest, enjoyment and employment. Students share basic information about ASL and the Deaf in informal settings with family and friends.</p>	<p>Students performing at Novice level identify experiences and information from sources related to ASL and the Deaf communities. They collect information about opportunities for personal interest, enjoyment and employment that are associated with ASL and the Deaf. Students occasionally share information about ASL and the Deaf outside of the classroom.</p>		
Objectives	Students will					
ASL.O.LI.5.01	locate resources for the Deaf and recognize the potential of ASL (e.g., ASL clubs and organizations, Deaf education, deaf-related careers).					
ASL.O.LI.5.02	present information to people locally and around the world (e.g., Deaf Awareness, Deaf Heritage).					
ASL.O.LI.5.03	identify opportunities to use ASL for enjoyment (e.g., finger-spelling games, no-voice allowed class period, cultural/social activities, interpreted performances).					

~~American Sign Language Content Standards and Objectives—Level II~~

~~American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication. ASL Level II continues to introduce students to aspects of the American Deaf culture, encouraging them to analyze the components of ASL and to explore the role of the Deaf culture within the American culture(s). Students are encouraged to participate in the Deaf community, to refine their knowledge and skills, and to share this information within and beyond the school setting to the community at large.~~

~~The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives, 21st Century Learning Skills and Technology Tools. The integration of the learning skills and technology tools with the content standards and objectives in the ASL Level II course provides students with a vehicle to continue development of knowledge and skills in order to attain proficiency in ASL. All West Virginia teachers are responsible for classroom instruction that integrates learning skills and technology tools with the content standards and objectives.~~

<b>Level II</b>	<b>Level II American Sign Language</b>			
Standard 1:	Communication			
ASL.S.LII.1	Students will communicate in American Sign Language to demonstrate a wide range of skills including: § <del>Receptive</del> understanding and interpreting American Sign Language on a variety of topics; § <del>Expressive</del> conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and § <del>Interactive</del> conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.			
Performance Descriptors ASL.PD.LII.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

<p>Students performing at Distinguished level consistently integrate handshapes, palm orientations, location, movement and non-manual behaviors in communicative situations. They understand and respond to signed messages, anticipating and predicting meaning. Students generate fluent signed exchanges. They request fingerspelling, in rare circumstances, for clarification of vocabulary related to complex concepts.</p>	<p>Students performing at Above-Mastery level use appropriate handshapes, palm orientations, location, movement and non-manual behaviors. They understand and respond to signed messages, inferring meaning when necessary. Students produce smooth signed exchanges, with few interruptions, to convey information. They request fingerspelling for clarification of vocabulary related to complex concepts.</p>	<p>Students performing at Mastery level use handshapes, palm orientations, location, movement and non-manual behaviors with minimal hesitation. They understand and respond to level-appropriate signed messages. Students produce a smooth flow of signed exchanges to convey information using level-appropriate vocabulary. They request fingerspelling for unfamiliar signs and occasional repetition.</p>	<p>Students performing at Partial-Mastery level use a number of handshapes, palm orientations, location, movement and non-manual behaviors with hesitation. They comprehend and respond to level-appropriate signed messages. Students convey information and make short interpersonal signed exchanges using basic vocabulary on familiar topics. They request fingerspelling for some signs and/or repetition of signing.</p>	<p>Students performing at Novice level use some handshapes, palm orientations, location, movement and non-manual behaviors with hesitation. They identify and understand high-frequency signed messages on familiar topics. Students draw on iconic signs and gestures to convey information and make short interpersonal exchanges. They request frequent repetition of signs, gestures and fingerspelling.</p>
<p><b>Objectives</b></p>	<p>Students will</p>			
<p>ASL.O.LI.1.01</p>	<p>incorporate appropriate handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication. This objective spans the three modalities of receptive, expressive and interactive language use.</p>			
<p><b>Receptive</b></p>	<p>understanding and interpreting American Sign Language on a variety of topics</p>			
<p>ASL.O.LII.1.02</p>	<p>demonstrate understanding of signed communication about activities at school or in the Deaf community.</p>			
<p>ASL.O.LII.1.03</p>	<p>differentiate between similar descriptions of people, ideas, objects and emotions.</p>			
<p>ASL.O.LII.1.04</p>	<p>summarize the main themes and significant details of topics and presentations.</p>			
<p>ASL.O.LII.1.05</p>	<p>carry out multi-step directions, commands and instructions based on familiar topics and vocabulary.</p>			
<p>ASL.O.LII.1.06</p>	<p>distinguish the principle characters, main ideas, and themes in selected literary presentations (e.g., storytelling, folklore, poetry, drama).</p>			
<p><b>Expressive</b></p>	<p>conveying information, concepts and ideas for a variety of purposes and on a variety of topics</p>			
<p>ASL.O.LII.1.07</p>	<p>gather, prepare and deliver information, short plays/skits, poetry or anecdotes based on familiar topics from a signed or written source.</p>			
<p>ASL.O.LII.1.08</p>	<p>explain processes, procedures and locations of multi-step directions, commands and instructions.</p>			

ASL.O.LII.1.09	<del>interpret* information expressively from oral or written sources.</del>
ASL.O.LII.1.10	<del>express needs, likes, dislikes with supporting details based on familiar topics.</del>
ASL.O.LII.1.11	<del>seek clarification of signed information to confirm understanding.</del>
ASL.O.LII.1.12	<del>incorporate commonly used gestures, facial expressions and registers.</del>
<b>Interactive</b>	<del>conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions</del>
ASL.O.LII.1.13	<del>discuss opinions and preferences about personal experiences and other familiar topics.</del>
ASL.O.LII.1.14	<del>request and provide information on a variety of familiar topics.</del>
ASL.O.LII.1.15	<del>negotiate meaning of signed information to reach understanding.</del>
ASL.O.LII.1.16	<del>explore and discuss possible solutions to issues related to the school and/or community.</del>

<b>Level II</b>	<b>Level II American Sign Language</b>
Standard 2:	Culture
ASL.S.LII.2	Students will demonstrate knowledge and understanding of the relationships of <ul style="list-style-type: none"> <li>§ <del>_____ perspectives,</del></li> <li>§ <del>_____ practices and</del></li> <li>§ <del>_____ contributions</del></li> </ul> of the American Deaf culture and the Deaf community.

Performance Descriptors ASL.LII.PD.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level determine the degree of influence of various facets of perspectives, practices and contributions of the Deaf culture. They work to create associations in order to understand the history and evolution of the Deaf culture. Students incorporate knowledge of beliefs/attitudes, historical events and figures to trace	Students performing at Above Mastery level provide examples of and describe major and supporting facets of the perspectives, practices and contributions of the Deaf culture. They analyze beliefs/attitudes and historical figures and events in order to understand the evolution of the Deaf culture and its impact on American culture. Students	Students performing at Mastery level discuss the major and supporting facets of the perspectives, practices and contributions of the Deaf culture. They discuss beliefs/attitudes and historical figures and events. They incorporate appropriate patterns of behavior (sociolinguistic*) with little hesitation. They explore and discuss defining characteristics of	Students performing at Partial Mastery level identify some of the major and supporting facets of the perspectives, practices and contributions of the Deaf culture. They identify and explain some commonly held beliefs and attitudes. They recognize some historical figures and enumerate few events related to the Deaf culture. They use high frequency	Students performing at the Novice level identify a few of the major and supporting facets of perspectives, practices and contributions. They describe some commonly held beliefs and attitudes. Students name a few historical figures or events related to the Deaf culture. They apply a few high frequency sociolinguistic* behaviors to very specific

influences affecting the Deaf culture. They seamlessly integrate appropriate patterns of behavior (sociolinguistic*). They predict the impact of people, issues and events on the Deaf cultures.	produce appropriate patterns of behavior (sociolinguistic*). They assess the impact of the subcultures of the Deaf community on the Deaf and American cultures.	the subcultures within the Deaf culture.	sociolinguistic* behaviors. Students give examples of and define subcultures within the Deaf culture.	circumstances. Students list examples of subcultures within the Deaf culture.
<b>Objectives</b>	<b>Students will</b>			
ASL.OL.II.2.01	analyze and discuss common beliefs and attitudes among members of the Deaf community.			
ASL.OL.II.2.02	discuss literary elements of folklore, humor and ABC stories from the Deaf culture.			
ASL.OL.II.2.03	describe contributions made by people who influenced the Deaf heritage.			
ASL.OL.II.2.04	examine and compare opinions regarding ASL as a language and its influence on other languages.			
ASL.OL.II.2.05	explore the membership of the Deaf community and its hierarchy and identify roles of organizations of the Deaf (e.g., Deaf clubs, Deaf organizations, Deaf education programs).			
ASL.OL.II.2.06	discuss the significance of ASL, objects, images, products and symbols of the Deaf culture.			

<b>Level II</b>	<b>Level II American Sign Language</b>
<b>Standard 3:</b>	<b>Connections</b>
ASL.S.II.3	Students will § ——— acquire information and make connections to other disciplines and with other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.

<b>Performance Descriptors ASL.PD.II.3</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Students performing at the Distinguished level skillfully interpret concepts from all other subject areas in ASL. They look for opportunities to make connections in and with other areas of study. They analyze and critique issues of cross-cultural	Students performing at Above Mastery exchange information and establish connections between ASL and other subject areas. They analyze issues of cross-cultural importance and formulate conclusions, solutions, or hypotheses.	Students performing at Mastery level exchange information from and among other subject areas using ASL. They explore issues of cross-cultural importance referencing extenuating circumstances and implications such as	Students performing at Partial Mastery level convey most conceptual information from other subject areas in ASL. They cite major issues of cross-cultural importance and discuss salient points.	Students performing at the Novice level translate basic information from other subject areas in ASL. They recognize high-profile issues of cross-cultural importance. Students use common technological resources.

importance. Students present and defend positions, conclusions, solutions and/or hypotheses. They assess and apply technological resources with ease and accuracy.	Students skillfully incorporate and adapt technological resources.	history, geography, social attitudes, etc. Students integrate technological resources with ease and frequency.	Students apply appropriate technological resources.	
<b>Objectives</b>	<b>Students will</b>			
ASL.O.LII.3.01	describe established patterns of behavior in cross-cultural settings.			
ASL.O.LII.3.02	discuss topics from other subject areas in ASL.			
ASL.O.LII.3.03	analyze and select the appropriate technology available to the Deaf community in cross-cultural settings based on advantages and limitations of the selected technology.			
ASL.O.LII.3.04	identify issues from different perspectives of members of the Deaf culture (e.g., using topics found in deaf publications such as: <i>NAD* Broadcaster</i> , <i>WVAD Newsletter*</i> ; "Deaf President Now" movement; state and federal legislation).			

<b>Level II</b>	<b>Level II American Sign Language</b>
<b>Standard 4:</b>	<b>Comparisons</b>
ASL.S.LII.4	<p>Students will</p> <ul style="list-style-type: none"> <li>§ ——— develop insights into the nature of language through comparisons of American Sign Language and English;</li> <li>§ ——— demonstrate an understanding of the concept of culture through comparisons of the American Deaf culture with other cultures.</li> </ul>

<b>Performance Descriptors ASL.PD.LII.4</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Students performing at Distinguished level apply internalized knowledge of level-appropriate similarities and differences in linguistics and structure of ASL/English and between the Deaf and American cultures. They refer to and	Students performing at Above-Mastery level analyze, compare and contrast linguistic, structural, and cultural similarities and differences of ASL and English/ Deaf and American cultures. They look to historical and	Students performing at Mastery level explore, discuss and summarize linguistic, structural, and cultural similarities and differences between ASL and English/ Deaf and American cultures. They reference technological	Students performing at Partial-Mastery level explain a number of linguistic, structural, and cultural similarities and differences between ASL and English/ Deaf and American cultures. They identify and form	Students performing at Novice level describe a number of linguistic, structural, and cultural similarities and differences between ASL and English/ Deaf and American cultures. They identify important facts and events

<p>cite historical, societal and attitudinal changes that influence the relationship of culture and language. Students draw conclusions about the how and why of established patterns and associations. Students analyze the history of education of deaf and hearing children in the United States. Students debate current topics of interest/concern to the Deaf culture.</p>	<p>societal changes to predict additional patterns and associations of the languages and cultures. Students discuss the history of education of deaf and hearing children in the United States. Students research and explain current topics of interest/concern to the Deaf culture.</p>	<p>advances to provide examples of the interrelatedness of language and culture. They trace the history of education of deaf and hearing children in the United States. Students explore current topics of interest/concern to the Deaf culture.</p>	<p>conclusions on certain factors affecting the relationship of language and culture. They locate important facts and events about the history of education of deaf and hearing children in the United States. Students give examples of current topics of interest/concern to the Deaf culture.</p>	<p>about the history of education of deaf and hearing children in the United States. Students list current topics of interest/concern to the Deaf culture.</p>
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<b>Objectives</b>	<b>Students will</b>
ASL.O.LII.4.01	summarize the syntactical and linguistic similarities and differences between ASL and English (e.g., relationship between sign/word order and meaning, question format, verb inflections, time and tense indicators).
ASL.O.LII.4.02	analyze and debate topics pertinent to ASL and the Deaf culture (e.g., cochlear implants, ASL vs. English sign systems, deaf education philosophies).
ASL.O.LII.4.03	utilize critical elements of ASL that must be mastered to convey meaning.
ASL.O.LII.4.04	compare and contrast deaf education and its history with the education of hearing children in America.
ASL.O.LII.4.05	compare and contrast ASL and English figurative language and idioms.

<b>Level II</b>	<b>Level II American Sign Language</b>			
<b>Standard 5:</b>	<b>Communities</b>			
ASL.S.LII.5	<p>Students will</p> <ul style="list-style-type: none"> <li>§ use the language both within and beyond the school setting;</li> <li>§ show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment, and career development.</li> </ul>			
<b>Performance Descriptors ASL.PD.LII.5</b>				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

<p>Students performing at Distinguished level independently participate in Deaf communities to gain additional information about ASL and the Deaf. They assess the information to determine its benefits in terms of personal interests, enjoyment and employment. They socialize in various Deaf settings to gain understanding of ASL and the Deaf communities.</p>	<p>Students performing at Above-Mastery level independently locate opportunities to participate in experiences and gain additional information about ASL and the Deaf. They summarize the information to explore its benefits in terms of personal interests, enjoyment and employment. They look for opportunities to share information about ASL and the Deaf within various settings.</p>	<p>Students performing at Mastery level look for opportunities to gain information and participate in experiences related to ASL and the Deaf communities. They relate the information to opportunities for personal interest, enjoyment and employment. Students exchange information about ASL and the Deaf within informal settings.</p>	<p>Students performing at Partial-Mastery level locate and select experiences and information from sources related to ASL and the Deaf communities. They locate opportunities for personal interest, enrichment, and employment. Students exchange information about ASL and the Deaf with family and friends.</p>	<p>Students performing at Novice level memorize and tell experiences and information from sources related to ASL and the Deaf communities. They describe opportunities for personal interest, enrichment and employment. Students exchange information about ASL and the Deaf within the classroom.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>ASL.O.II.5.01</p>	<p>locate and participate in activities in which the ability to communicate in ASL may be beneficial to schools and communities.</p>			
<p>ASL.O.II.5.02</p>	<p>exchange information with people locally and around the world (e.g., e-mail, deaf pen pals, video relay services, TTY*).</p>			
<p>ASL.O.II.5.03</p>	<p>pursue opportunities to use ASL for enjoyment (e.g., Deaf clubs, signing for public events, displays, debates, interpreting for deaf students).</p>			

**American Sign Language Glossary**

**Abstract**—signs without resemblance to a visual representation of the actual word (e.g., the sign for “feel”).

**American Sign Language (ASL)**—a non-written, visual and gestural language that is widely used as the dominant sign language in the United States and Canada.

**Classifiers**—signs and handshapes used to describe objects, persons, category of nouns, parts of the body, specific numbers, and non-specific numbers.

**Deaf**—Deaf (with an uppercase “D”) used within the Deaf Community to reflect its pride and culture.

**deaf**—deaf (with a lowercase “d”) refers to individuals who cannot hear well enough to understand spoken language.

**Deaf community**—Deaf and hard of hearing people who share common interests including ASL, experiences, attitudes, goals and values.

**Fingerspelling (manual alphabet)**—the use of the hands to represent individual letters to spell words.

**Gestural**—refers to any movement of the body that occurs for the purpose of communication.

**Hard of Hearing**—refers to individuals with a hearing loss who primarily rely on spoken language.

**Iconic**—a visual representation for a signed word, (e.g., the sign for *elephant* moves the hand from the mouth in the shape of an elephant’s trunk).

**Interpret**—to convey a spoken communication synchronously into a visual form such as American Sign Language.

**Intonation**—the use of ASL components to differentiate degree of emotions.

**Manual babbling**—hand movements, generally used by very young children, that reflect the rhythmic patterns in sign language and demonstrate the development of visual-spatial language.

**NAD**—National Association of the Deaf.

**Non-manual behaviors**—a component of ASL involving facial expressions and/or movement of the body to help express or emphasize a thought or idea.

**Palm orientation**—the direction in which the hand/palm is turned (e.g., up, down, left, right).

**Registers**—methods to convey the degree of formality: frozen, formal, consultative, informal/casual, and informal.

**Signer**—a person who expresses his/her ideas and thoughts through sign language.

**Spatial Agreement**—using the signing space and facial expressions to convey placement, direction, and third person in order for the listener to visualize what is being described.

**Syntax**—the order in which words are used to form sentences in a language.

**TTY/TDD**—device that allows deaf individuals to use the telephone.

**WVAD Newsletter**—publication of the West Virginia Association of the Deaf.

**126CSR44G**

**POLICY 2520.7: WEST VIRGINIA COLLEGE- AND CAREER-READINESS  
STANDARDS FOR WORLD LANGUAGES**

**COMMENT PERIOD ENDS: September 11, 2017**

**COMMENT RESPONSE FORM**

**NOTICE:** Comments, as submitted, shall be filed with the West Virginia Secretary of State's Office and open for public inspection and copying for a period of not less than five years.

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The following form is provided to assist those who choose to comment on Policy 2520.7: West Virginia College- and Career-Readiness Standards for World Languages. Additional sheets may be attached, if necessary.

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Please check the box below that best describes your role.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

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<b>COMMENTS/SUGGESTIONS</b>
<b>§126-44G-1. General.</b>
<b>§126-44G-2. Purpose.</b>

**126CSR44G**

**§126-44G-3. Incorporated by Reference.**

**§126-44G-4. Summary of the Content Standards.**

**§126-44G-5. Severability.**

**West Virginia College- and Career-Readiness Standards for World Languages**  
Please identify standard prior to comment.

**Repeal of Policy 2520.18, 21<sup>st</sup> Century American Sign Language Content Standards and Objectives for West Virginia Schools**

Please direct all comments to:

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