

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W.Va. Code §18-2-5

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

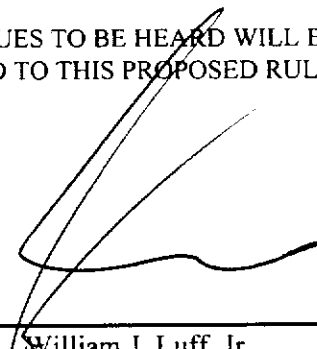
IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44

TITLE OF RULE BEING PROPOSED: Instructional Goals and Objectives for West Virginia Schools (2520)

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON October 13, 2000 AT 4:45 p.m.. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Ms. Deborah Brown, Executive Director
Office of Instructional Services
West Virginia Department of Education
1900 Kanawha Boulevard East, Bldg. 6, Room 330
Charleston, West Virginia 25305-0330

THE ISSUES TO BE HEARD WILL BE LIMITED TO THIS PROPOSED RULE.



William J. Luff, Jr.
Associate State Superintendent of Schools

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

\$12.20

EXECUTIVE SUMMARY

POLICY 2520 INSTRUCTIONAL GOALS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS

Background:

Policy 2520 defines the instructional goals and objectives for the programs of study required by Policy 2520 and establishes a standardized format for such. The original effective date of policy was July 1, 1997; the most recent revision was effective June 16, 2000.

Purpose:

The purpose of this Board item is to seek the approval of the West Virginia Board of Education to place the attached instructional goals and objectives on public comment for 60 days.

Speech I and Journalism:

Speech I and Journalism are two elective courses in the adolescent education program of study in English Language Arts. These two courses are the most commonly offered electives in this discipline. In addition, Speech and Journalism are included in the statewide textbook adoption cycle. If adopted, the Speech and Journalism objectives will provide the basis for designing instructional materials selection criteria in these two areas.

A committee of teachers in the field of Speech was chosen to write instructional goals and objectives for a Speech I course. A second teacher committee was chosen to write instructional goals and objectives for Journalism. The committees were designed to draw master teachers from various areas of West Virginia. Teachers from the ninth grade level of junior high school were represented as well as those from the high school grades.

Foreign Language Exploratory and Foreign Languages I-IV:

Foreign Language Exploratory is a common elective at the middle school level. Exploratory courses in foreign languages are acceptable options at the seventh grade (and prior to seventh grade) for the middle school foreign language requirement that will become fully implemented in the fall of 2002. In addition, instructional materials for foreign language exploratory classes will be on the statewide textbook adoption.

Foreign language courses, both modern and classical, have been an important part of the high school curriculum for decades. While once thought to be a course for the academically elite or the college bound student, foreign language courses and second language acquisition are becoming increasingly critical as workplace skills for students who plan to work at all career levels. Instructional materials for foreign languages I-II will also be part of the statewide textbook adoption. All approved instructional goals and objectives

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will provide the basis for development of the instructional materials selection criteria.

A committee of foreign language teachers who instruct exploratory foreign language courses at the middle school level was chosen to write instructional goals and objectives for Foreign Language Exploratory. A second teacher committee was chosen to revise instructional goals and objectives for Foreign Languages I-IV. The committees were designed to draw master teachers from various areas of West Virginia. Teachers were chosen to represent modern as well as classical languages.

Impact:

The instructional goals and objectives for Speech I and for Journalism will provide state teachers with a quality curricular framework for these elective courses. By providing the standard against which individual schools can compare their course content in Speech I and Journalism, these instructional goals and objectives will encourage a consistency of rigor and high expectations in these elective courses in classrooms across West Virginia.

The new instructional goals and objectives for Exploratory Foreign Language will provide teachers with a general framework for this elective course. Because this course is often offered as a Related Arts class in the middle schools, the course length may vary from six weeks to a semester. The instructional goals and objectives provide a basis that can be expanded through greater depth of material and /or use of the Level I IGOs for a longer length course.

The revisions for Foreign Languages Levels I-IV provide a more detailed explanation of the intent of the document as well as the optimum learning sequence for attaining second language proficiency. Revisions to the IGOs were generally made for purposes of clarification, amplification by examples, and the addition of terminology unique to the discipline.

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TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

AUG 29 3 00 PM '00

OFFICE OF THE SECRETARY OF STATE
WEST VIRGINIA

SERIES 44
INSTRUCTIONAL GOALS AND OBJECTIVES FOR
WEST VIRGINIA SCHOOLS (2520)

§126.44.1. General.

1.1. Scope. – West Virginia Board of Education 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 defines the instructional goals and objectives for the programs of study required by Policy 2510.

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

1.3. Filing Date. – ~~May 16, 2000.~~

1.4. Effective Date - ~~June 16, 2000.~~

1.5. Repeal of former rule - This legislative rule amends WV 126CSR44 (Policy 2520).

§126-44-2. Purpose

2.1. This policy defines the instructional goals and objectives for the programs of study required by Policy 2510 in English language arts, mathematics, science, social studies, health, dance, music, theatre, visual art, geography, foreign languages, driver education, and physical education.

§126-44-3. Incorporation by Reference.

3.1. A copy of 126CSR44, Instructional Goals and Objectives for West Virginia Schools (Policy 2520), is attached. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

§126-44-4. Summary of the Instructional Goals 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 instructional goals 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:

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instructional goals for English language arts, mathematics, social studies, science, health, dance, music, theatre, visual art, geography, foreign languages, driver education, and physical education. Also included are program charts for K-2, 3-4, 5-8, and 9-12; instructional practices for K-12; a document guide; instructional objectives that reflect a rigorous and challenging curriculum, the objectives assessed on the state standardized test, process/workplace objectives and computer/technology objectives for each grade level in each program of study. Process/workplace skills are noted for grades 7-12 with the \diamond symbol.

Speech I

As an elective course, Speech I, taught by a certified speech instructor, enhances the English Language Arts curriculum. Oral communication is fundamental to all other learning and all students benefit from speech instruction. A student who communicates well succeeds in social, economic, and academic environments. Listening, an essential element of oral communication, is necessary for success in life and learning. Oral communication is a learned process that enhances educational, occupational, and personal endeavors, and students who actively participate in a variety of speaking activities will gain confidence and skills to overcome communication anxiety. Effective oral communication provides readiness for the workplace and/or post-secondary education and, as such, should be considered as a *recommended elective* or *required course* in all career majors. As the global community becomes more connected, incorporation of technology in communication becomes more vital. In order to ensure literacy and life-long learning, all students must understand and practice the communicative process.

Speech I fulfills and exceeds the minimum requirements for both of the following courses:

Advanced Communications and
Applied Communication

The following Instructional Goals and Objectives are **minimum** requirements for a **Speech I** course.

COMMUNICATION PROCESS

- SP.1 define speech communication process including the following terms: source, encode, message, channel, decode, receiver, and feedback
- SP.2 explain the importance of speech communication in everyday life
- SP.3 list and give examples of types of speech communication (e.g., informal vs. formal)
- SP.4 describe the characteristics of an effective speech
- SP.5 define and demonstrate non-verbal communication
- SP.6 explain the importance of non-verbal communication
- SP.7 explain the difference between hearing and listening
- SP.8 identify and demonstrate the vocalization process including the following terms: generators, resonators, and articulators of sound
- SP.9 identify and demonstrate the four characteristics of the vocalization process: rate, volume, pitch, quality

INTERPERSONAL COMMUNICATION

- SP.10 recognize situations where the use of colloquialisms, dialects, and slang are appropriate (e.g., peer conversations vs. formal discussion)◇
- SP.11 recognize situations and demonstrate the use of appropriate formal standard English (e.g., public speeches, interviews, workplace)◇
- SP.12 ask questions in the proper form and tone at the appropriate time (e.g., classroom, conversation, panel discussion)◇
- SP.13 recognize types of one-to-one communication (e.g., family, friends, educational and business environments, telephone etiquette, asking and receiving directions)◇
- SP.14 use appropriate and effective nonverbal communication skills
- SP.15 demonstrate the ability to mediate and resolve personal conflict
- SP.16 identify and practice principles and techniques for various types of interview situations
- SP.17 use interviewing skills of questioning, note taking, and summarizing
- SP.18 compare and contrast shared personal cultural experiences
- SP.19 demonstrate an understanding of cultural diversity◇

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LISTENING

- SP.20 compare and contrast the hearing and listening process
- SP.21 identify the relationship between effective listening skills and success
- SP.22 identify the barriers to listening and generate methods to overcome them
- SP.23 identify the common errors in standard American speech usage (e.g., articulation, dialect)
- SP.24 identify the factors that influence the listening process in a variety of communication settings
- SP.25 identify the skills and behaviors for critical and active listening
- SP.26 judge the reliability of sources for bias, credibility, and expertise
- SP.27 identify the various speaking techniques used to influence an audience (e.g., propaganda, card stacking, distortion, and bandwagon)
- SP.28 identify the purpose, make predictions, distinguish fact from opinions, and construct meaning in and beyond the text (e.g, lecture, speech, and media)
- SP.29 understand the value of critical listening in evaluating speeches
- SP.30 understand and demonstrate the importance of listening for the purpose of asking questions to foster comprehension (e.g., lecture, discussion, conversation, directions)
- SP.31 practice various ways to improve listening skills◊

RESEARCH

- SP.32 use technology to research materials for presentation◊
- SP.33 use library resources to research material needed to prepare presentations, identify and record main ideas, link details, and summarize (e.g., lecture, speeches, media)
- SP.34 use note taking skills to gather information
- SP.35 define and identify types of faulty reasoning
- SP.36 define and identify a variety of propaganda devices

WRITING

- SP.37 collect and organize information through systematic note taking and outlining◊
- SP.38 recognize and choose organizational patterns appropriate to the purpose of the presentation (e.g., chronological, problem-solution, spatial, logical)◊
- SP.39 develop a thesis statement
- SP.40 recognize and use effective strategies to develop introductions and conclusions (e.g., quotations, startling statements, rhetorical questions, anecdote, interesting facts)
- SP.41 recognize and use an effective variety of transitional devices
- SP.42 use outlining to organize speech material by selecting and identifying main points and supporting details
- SP.43 demonstrate the use of standard American English usage in written work◊
- SP.44 recognize differences between written and spoken language (e.g., spoken is concrete, repetitious, and simply structured)

PUBLIC SPEAKING

- SP.45 practice a variety of informal speaking experiences (e.g., giving and receiving directions, making business calls, introducing people)
- SP.46 discuss and identify the steps for preparing a formal speech
- SP.47 explore and demonstrate an understanding of the different purposes of speaking (e.g., inform, persuade, entertain)
- SP.48 demonstrate an understanding of audience analysis as a component of preparing a speech
- SP.49 demonstrate the use of good diction, vocal control, articulation, and pronunciation◊
- SP.50 explore the various criteria for topic selection (e.g., audience analysis, purpose, occasion, and

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- personal interest)
- SP.51 use a speaking prompt to develop an oral presentation that has a beginning, a middle, and an end
 - SP.52 develop an oral presentation with clearly worded and well-placed thesis statement that addresses a selected topic
 - SP.53 recognize and use different transitional devices in an oral presentation
 - SP.54 develop a focused and coherent oral presentation that has a clear, logical progression of ideas (e.g., chronological order in a process speech)◇
 - SP.55 use a variety of methods in speech presentation (e.g., impromptu, extemporaneous, manuscript, memorization)
 - SP.56 develop and deliver oral presentations that use complete sentences and appropriate word choice that reflect standard American English usage◇
 - SP.57 present appropriate introductions, conclusions, and transitions
 - SP.58 participate in a variety of speaking activities (e.g., class discussion, interviews, speeches, group work)
 - SP.59 deliver to an audience of peers a presentation that exhibits effective verbal and non-verbal speaking skills
 - SP.60 use visual aids appropriately in an oral presentation

GROUP DISCUSSION/TEAMWORK

- SP.61 explore and demonstrate an understanding of the different types of groups, purposes, and the procedures used in each◇
- SP.62 recognize the various roles and responsibilities of members of a group◇
- SP.63 recognize the characteristics of an effective team member◇
- SP.64 participate as a responsible group member◇
- SP.65 participate in a variety of formal and informal group activities (e.g., panel, meeting, symposium, and forum)◇
- SP.66 participate in group problem-solving activities◇

TECHNOLOGY

Where appropriate technology is available, students will be given opportunities to:

- SP.67 use word processing, database, spreadsheet, and graphic presentation programs to prepare and edit text and information for written, visual and oral communication (e.g., public speaking, classroom projects)◇
- SP.68 use graphic presentation software appropriately in oral presentations◇
- SP.69 analyze advantages and disadvantages of the widespread use of and the reliance on technology in the workplace and in society as a whole◇
- SP.70 demonstrate legal and ethical behaviors regarding the use of technology and information◇
- SP.71 routinely and efficiently use online information resources to meet needs for collaboration, research, publications and communication◇
- SP.72 select and apply technology tools for research, information analysis, problem solving, and decision-making in lifelong learning◇
- SP.73 use appropriate technology to record presentations for self-assessment◇

Journalism

Journalism expands and enhances English Language Arts in the areas of reading, writing, speaking, listening, and viewing. Emphasis will be on the use of oral, written, and visual communication skills for educational, occupational, and personal endeavors. These instructional goals and objectives can be adapted for various levels of study from introductory to advanced courses, allowing students in grades 9-12 to earn multiple credits. To further enhance students' journalism skills and provide leadership opportunities, continued enrollment in the journalism program is highly recommended. Students working at two or more levels may be accommodated in a single class. Students at different course levels should demonstrate improvement in work quality and increase in complexity of skill.

Courses that encompass a thorough study of the field of journalism and mass communication cover a broad spectrum of important skills that reach across the curriculum. These curriculum areas include: language arts (interviewing, writing and editing stories); fine arts (page design, photography, advertising design); social studies (First Amendment, press laws and Supreme Court cases, censorship, journalism history); math and business (preparing a budget, advertising sales, billing and invoicing, record keeping); and workplace skills (planning, teamwork, leadership, meeting deadlines).

Electives can include courses such as basic journalism, newspaper, yearbook, broadcasting, public relations, photojournalism, and desktop publishing. Other related electives may be developed and approved at the county level by selecting applicable instructional goals and objectives presented here as well as creating additional ones to address the focus of the class. Courses in journalism should be included as recommended electives for all of the following career clusters: Business and Marketing, Fine Arts and Humanities, Human Resources, Engineering and Technical, Health Services, and Science and Natural Resources.

<p style="text-align: center;">Journalism Electives:</p> <p style="text-align: center;">Basic Journalism Newspaper Yearbook Broadcasting Public Relations Photojournalism Desktop Publishing</p>
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Course descriptions for these electives must include the Journalism IGOs (JN.1-JN.60) along with specific IGOs applicable to each speciality.

ORAL COMMUNICATION

- JN.1 review appropriate speaking and listening skills (e.g., ask and answer questions; follow directions; adapt to speaker's purpose; make eye contact, speak clearly and correctly, use telephone skills and etiquette, and engage in group discussion)
- JN.2 take proper steps to prepare and conduct an interview (e.g., identify self and publication/affiliation, state purpose of interview, ask open-ended questions and structured questions)◇
- JN.3 listen for bias and/or authority to evaluate the reliability of sources
- JN.4 listen to, identify, and interpret a source's message and intent◇
- JN.5 listen to sources and accurately record direct and indirect quotations◇

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WRITTEN COMMUNICATION

Writing Skills and Language Usage

- JN.6 understand and utilize various methods of news gathering (e.g., interviewing, polls, surveys, archives, questionnaires)
- JN.7 use the writing process (prewriting, drafting, revising, editing, and publishing) to address specific writing purposes (e.g., news, editorial, feature, sports, column, advertising and multiple audiences (e.g., peers, teachers, parents, the community)◊
- JN.8 understand and demonstrate news judgement (e.g., prioritizing, gate keeping)
- JN.9 use the five Ws and the H (who, what, when, where, why and how) concept to organize information
- JN.10 use an appropriate journalistic writing model to draft writing that is focused and coherent (e.g., the inverted pyramid to write a news story, the hourglass and lead-quote-transition formula to write a sports and/or feature story, various audio and video scripting formats)
- JN.11 identify and write the various types of leads (e.g., narrative, direct quotation, question, summary)
- JN.12 use resources such as a style book, a dictionary, and a thesaurus to select vocabulary that is vivid, precise, and economical◊
- JN.13 identify and use various transitional devices◊
- JN.14 produce writing in which facts, quotations, attributions, paraphrases and interpretations are accurate (e.g., names, titles, proper nouns)◊
- JN.15 vary syntax and sentence structure
- JN.16 write creative and accurate headlines and captions
- JN.17 use editing strategies and journalistic style rules to recognize and correct grammatical spelling and style errors (e.g., punctuation, capitalization, sentence structure)

Reading and Research

- JN.18 read professional and scholastic publications for models and research
- JN.19 develop news judgment through the study of the elements of news (e.g., timeliness, proximity, accuracy, human interest, balance, objectivity, consequence, conflict, prominence)
- JN.20 learn, apply and utilize specialized vocabulary (e.g., ladder diagram, colophon, captions, pica, masthead and sound bite)
- JN.21 read and comprehend professional and student writing to edit, critique, and utilize information
- JN.22 identify and evaluate various kinds (types) of writing (e.g., broadcast, scripts, editorials, news, sports)
- JN.23 identify and evaluate the parts of a story (lead, body, conclusion, quotes)
- JN.24 use graphic organizers to analyze printed or broadcast material using standard models of journalistic writing (e.g., the inverted pyramid, the hourglass model, the Lead-Quote-Transition formula, the five Ws and the H)
- JN.25 recognize persuasive language and techniques (e.g., identify authority of speaker, special interest bias, propaganda in advertising, distinguish between fact and opinion)
- JN.26 recognize and understand specialized jargon (e.g., sports, technology)
- JN.27 follow written directions to accomplish a task◊
- JN.28 discover how the history of journalism parallels the social and political history of the country

VISUAL COMMUNICATION

- JN.29 know and understand the principles of layout and design (e.g., harmony, balance, contrast, proportion)
- JN.30 know and understand specialized vocabulary related to layout and design (e.g., blue screen, story board, framing, column format, grid design)

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- JN.31 properly prepare a rough layout for newspaper, yearbook, magazine, broadcast story board, and/or advertisement
- JN.32 identify and use contemporary graphic elements in design (e.g., spot color, four color, rule lines, initials, quotes, typography)
- JN.33 learn terminology associated with photojournalism (e.g., aperture, F-stop, depth of field, shutter speed, film speed)
- JN.34 understand and use the elements of photo composition (e.g., dominance, texture, angle of view, contrast, rule of thirds, leading lines, framing devices)
- JN.35 understand and explain the storytelling ability of photography (photo editing)
- JN.36 learn how to crop and size photographs (manually or digitally)

TECHNOLOGY

- JN.37 use word processing programs to prepare and edit written text for publication, broadcast and/or classroom assignments◇
- JN.38 retrieve information from electronic media for research (e.g., stories, reports, career exploration)◇
- JN.39 use desktop publishing software for page design◇
- JN.40 learn how technology is changing mass communications (e.g., digital photography, desktop publishing, scanners, online publishing, e-mail, electronic transfer, videography)◇
- JN.41 use technology to prepare classroom projects (e.g., multi media presentation, data bases, spread sheets, school publications)◇
- JN.42 analyze advantages and disadvantages of widespread use and reliance on technology in journalism and society as a whole◇
- JN.43 demonstrate and advocate legal and ethical behaviors in the use of technology◇
- JN.44 collaborate with peers, experts, and others to contribute to a journalism knowledge base by using technology to compile, synthesize, produce, and disseminate information◇

BUSINESS ASPECTS

- JN.45 understand the role of business and advertising in journalism
- JN.46 recognize the importance of market research
- JN.47 write and design effective advertisements
- JN.48 understand and demonstrate how an ad is prepared
- JN.49 understand various circulation and record keeping methods
- JN.50 learn the proper way to sell advertising (e.g., dress and act professionally, develop a plan of action, role play selling advertising and/or actually sell advertising)◇

LEGAL AND ETHICAL ASPECTS

- JN.51 understand the role of journalism and its impact on society
- JN.52 understand key press law issues (e.g., censorship, prior restraint, freedom of the press, libel, slander, privacy, major court cases)
- JN.53 understand the rights and responsibilities of journalists (e.g., fair and balanced reporting, accuracy)
- JN.54 define ethics and its role in professional and scholastic journalism (e.g., The Society of Professional Journalists Code of Ethics, school and publication policies, AP Style book)
- JN.55 understand the concept of intellectual property (e.g., copyright, plagiarism)
- JN.56 recognize and understand various propaganda devices

PROFESSIONAL SKILLS

- JN.57 act responsibly and professionally in the performance of all duties (e.g., dress professionally, check

sources, show objectivity, report fairly and accurately, complete assignments, meet deadlines)◇

- JN.58 work collaboratively and cooperatively (e.g., teamwork, problem solving, brain storming, editorial boards, staff meetings)
- JN.59 develop organizational skills (individual and group)◇
- JN.60 develop leadership and management skills (e.g., editors, section editors, business managers, photo editors, production managers, news directors)◇
- JN.61 explore career opportunities and the required training in the field of journalism◇

SPECIALITY COURSES IN JOURNALISM

NEWSPAPER

The newspaper curriculum will focus on the hands-on approach to planning and publishing a school newspaper. The major principles of newspaper production and the higher level thinking skills necessary to go from concept to publication will be a central part of the curriculum and must include applicable instructional goals and objectives listed for basic journalism along with these specific goals and objectives

- NP.1 collaborate as a staff to determine audience and plan publication content, policy, size, design, budget, and circulation◇
- NP.2 understand and perform duties of assigned staff positions (refer to JN.60)◇
- NP.3 establish and cover beats
- NP.4 make photo and story assignments and set deadlines
- NP.5 collect and edit assigned material
- NP.6 plan and design page layouts
- NP.7 prepare and proof camera-ready material for submission to printer (e.g., paste-up, electronic desk submission)
- NP.8 develop, promote, and conduct fund-raising campaign (e.g., advertising, subscriptions)
- NP.9 distribute publication to audience
- NP.10 evaluate finished publication through feedback from staff and audience

YEARBOOK

The yearbook curriculum will focus on the hands-on approach to planing and publishing a school yearbook. The major principles of the yearbook production and the higher level thinking skills necessary to go from concept to publication will be a central part of the curriculum and must include applicable instructional goals and objectives listed for basic journalism along with the specific goals and objectives

- YB.1 collaborate as a staff to determine audience and plan publication content, policy, size, design, budget, and circulation◇
- YB.2 understand and perform duties of assigned staff positions (refer to JN.60)◇
- YB.3 make photo and copy assignments and set deadlines
- YB.4 collect and edit assigned material
- YB.5 plan and design page layouts
- YB.6 prepare and proof material for submission to printer (e.g., paste-up, electronic disk submission, etc.)
- YB.7 correct page proofs from printer for re-submission
- YB.8 develop, promote, and conduct fund-raising campaign (e.g., advertising, subscriptions)

BROADCASTING

The broadcasting curriculum will provide a study which addresses the applicable basic journalism instructional goals and objectives as well as ones specific to electronic media. These courses will engage students in productions of various formats and provide opportunities for skill development, advancement, and career exploration

- BC.1 engage in pre-production meetings to plan content, production schedules, staff positions, etc.
- BC.2 perform duties of various staff positions (e.g., director, anchor, technical director, floor manager), in productions of both leadership and non-leadership roles◇
- BC.3 follow various script and log formats to produce projects
- BC.4 explain and practice safety rules for operating broadcasting equipment and studio fixtures◇
- BC.5 use available video and audio equipment properly to create desired product or program
- BC.6 explain and practice proper care of video and audio equipment◇
- BC.7 understand and demonstrate various shooting techniques (e.g., angles, shots, focus, movement, framing)
- BC.8 develop and apply skills related to the role of talent in a production (e.g., camera and microphone consciousness, script use, dress, make-up, speaking skills)
- BC.9 understand and apply proper staging principles for both studio and location shoots
- BC.10 understand the effect of light on video and design basic lighting plans for shoots.

PHOTOJOURNALISM

Photojournalism is designed to help students study the art and techniques of reporting timely events through the use of pictures and words. It exposes students to the world of the photojournalist and to what it takes to become an effective media photographer and designer. Major emphasis is placed on visually communicating with the audience. This course must include applicable instructional goals and objectives listed for basic journalism along with the specific goals and objectives

- PJ.1 understand and demonstrate the processing of black and white film
- PJ.2 understand and demonstrate the printing of black and white pictures and negative contact sheets
- PJ.3 understand the purposes of a contact sheet (e.g., composition, negative damage, cropping, and density)
- PJ.4 understand and demonstrate the use of different focal lenses (e.g., telephoto, wide angle, normal, and zoom)
- PJ.5 analyze and select photographs for their storytelling value and visual quality
- PJ.6 demonstrate a working knowledge of available equipment and software (e.g., digital camera, scanner)
- PJ.7 gather and write information to complete the storytelling effect of the picture

DESKTOP PUBLISHING

Desktop Publishing curriculum will introduce students to a variety of ways people use technology to publish information. Students will explore various applications in desktop publishing through hands-on activities and experiences which may include newspapers, yearbooks, magazines, brochures, pamphlets, newsletters, memo forms, advertisements, banners, business cards, web pages, etc. This course must include applicable instructional goals and objectives listed for basis journalism along with the specific goals and objectives

- DP.1 define and use desktop publishing terminology
- DP.2 identify desktop publishing concepts (e.g., marketing, advertising, audience)
- DP.3 identify and analyze desktop publishing career opportunities
- DP.4 identify publication software, start the program, view the publication software window, open and save a publication, enter text into a frame, view and print a publication and exit the program
- DP.5 understand and use software tools to create a publication (e.g., import and manipulate text and graphics; use guides; define and apply styles; add and delete pages)
- DP.6 insert and resize clip art; copy and move an object; align and group images, layer objects, and rotate objects
- DP.7 use available technology to work with images (e.g., digital cameras, scanners, image manipulation software)◇
- DP.8 identify copyright and patent laws pertaining to scanned images and documents, electronic clip art, scanned photography, trademarks and information◇
- DP.9 identify licensing agreements associated with desktop publishing software◇

PUBLIC RELATIONS

The Public Relations curriculum will address developing and maintaining positive working relationships within the school and extending into the community. Students will create promotional pieces such as press releases, brochures and newsletters, and serve as sources for disseminating school information. This hands-on course must include applicable instructional goals and objectives listed for basic journalism, along with these specific goals and objectives

- PR.1 use local media to gain experience and promote the school
- PR.2 find the publicity angle in school events, and prepare pieces accordingly
- PR.3 write the school's press releases for the local print and broadcast media
- PR.4 write, design, produce, and disseminate the school's newsletter and/or web page
- PR.5 compile site information for distribution as needed (e.g., event planning, media requests)
- PR.6 function as information source (e.g., file photos, archives)
- PR.7 serve as a liaison between the school and community◇
- PR.8 assist with internal communications (e.g., brochures, calendars, event publicity)

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2520: Instructional Goals and Objectives in Speech I and Journalism FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

NO COST

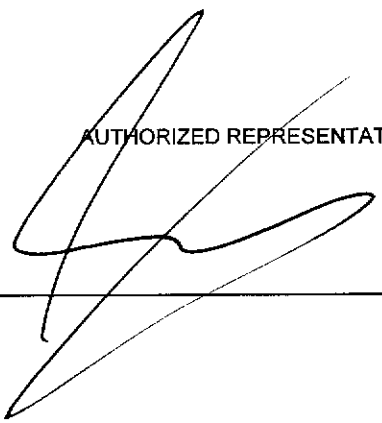
DATE

August 10, 2000

AGENCY

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE



**Policy 2520: Instructional Goals and Objectives
For West Virginia Schools**

Comment Response Form

Please use this form when commenting on proposed Policy 2520. You may attach additional sheets if necessary.

Individual/Organization: _____

Title: _____

Street Address: _____ City, State, Zip: _____

Comments/Suggestions

SPEECH I:
Communication Process
Interpersonal Communication
Listening
Research
Public Speaking
Group Discussion/Teamwork

Technology

*Return comments by **October 13, 2000**, to:*

Deborah Harki

West Virginia Department of Education

1900 Kanawha Blvd., East

Building 6 - Room 330

Charleston, WV 25305

Phone: (304) 558-7805

Fax: (304) 558-0459

E-mail: dharki@access.k12.wv.us

**Policy 2520: Instructional Goals and Objectives
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Comments/Suggestions

JOURNALISM:
Oral Communication
Written Communication
Visual Communication
Technology
Business Aspects
Legal and Ethical Aspects

Professional Skills

SPECIALITY COURSES IN JOURNALISM:

Newspaper

Yearbook

Broadcasting

Photojournalism

Desktop Publishing

Public Relations

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Middle Childhood and Adolescent Foreign Language Education

This section presents requirements set forth in Policy 2510 for foreign language study in grades 5-12 as well as discussion of some curricular issues.

Required elective program of study: Grades 5-8

- Beginning in Fall 1998, all counties are encouraged to offer two years of foreign language in grades seven and eight.
- Beginning in Fall 2002, all counties will be required to offer two years of foreign language for students in grades seven and eight.

The intent of the middle school requirement is to encourage students to take longer sequences of foreign language study. “The best way to learn a foreign language in school is to start early and to study it intensively over many years.” (From *What Works: Research About Teaching and Learning*). ~~Just as, if native English speakers are constantly refining English communication skills, students studying another language must study for several years to develop communicative proficiency. must study their own language in grades kindergarten through twelve, then, second language study must be of comparable duration in order to develop optimum proficiency.~~

~~In light of that intent~~ Therefore, it is highly recommended that the two years of foreign language study offered in the middle or junior high school be two full years of study (equal equivalent to one or two years of high school study), ~~and that students have an opportunity to continue study in that language (and/or to add another language) in grade nine. Some junior high and middle schools offer exploratory courses which afford brief introductions to one or more foreign languages. These exploratory courses are not equivalent to level 4 high school courses and often are not part of a sequential skill building foreign language program. This learning sequence would deliver level IA of the language at the seventh grade level and level IB at the eighth. This will provide students with a sound base to continue study in that language in grades nine through twelve.~~

Some junior high or middle schools offer exploratory courses that afford brief introductions to one or more foreign languages. These exploratory courses are **not** equivalent to level I high school sources, and should be taught only in sixth and/or seventh grades at the middle school level. **High school credit is not awarded for exploratory study.**

Any student who successfully completes a high school level foreign language course prior to grade nine shall receive full credit for that course toward graduation requirements, provided that course fulfills state-adopted foreign language instructional goals and objectives and is scheduled for no less than 8100 minutes.

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Required elective program of study: Grades 9-12

- A **minimum** of two levels of one foreign language will be required to be offered.
- All students are strongly encouraged to complete two courses in a foreign language.

The choice of languages(s) to be offered is a county decision. ~~The sequence of courses, how early foreign language study will start and which languages will be offered at what grades also are to be coordinated on the county level. Whether or not foreign language study will be required for some (or all) students at the high school level is an issue which each county and school personnel will discuss as they design programs of study which reflect Jobs Through Education requirements.~~ However, foreign language programs currently in place should be preserved with articulation being built in to provide seamless second language instruction middle school through high school. **In order to prepare students for life in an increasingly diverse world, schools should offer students a choice of languages for long-term study.**

The minimum requirement of two years is not the optimum educational program for second language acquisition. High school students should be strongly encouraged to study several years of the same language to prepare them to use second language skills in the workplace. As with other programs of study, students who demonstrate mastery of instructional objectives at one level of foreign language study are to be provided with the opportunity to advance to the next level objectives.

Foreign Language Program of Study: Overview

The West Virginia Foreign Language Program of Study sets forth the expectations for foreign language study for all West Virginia students in middle, junior high and high schools. The revised curriculum is designed to address the needs of all students engaged in the study of a second language, regardless of the language they study or the grade level at which they begin that study.

The Foreign Language Instructional Goals and Objectives provide leadership for the local establishment of standards for optimal learning experiences in foreign language for students in West Virginia schools. They are designed to provide guidance for the development of district foreign language curricula, the selection of instructional materials, and inservice and preservice professional development programs. Teachers at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of language proficiency. It is imperative, therefore, that all teachers select learning activities which are appropriate for students of differing ages, interests and experiences. Since teachers are the architects of the instruction which occurs in the classroom and instruction is the vital force in the whole curriculum process, instructional decision making is best left in the hands of classroom teachers.

The instructional objectives are organized around three goals of foreign language learning. The ~~recently released~~ national *Standards for Foreign Language Learning: Preparing for the 21st Century* and the ~~draft~~ *Standards for Classical Language Learning* provide inspiration for the choice of goals. Both national documents present five goals: communication, cultures, connections, comparisons and communities. The foreign language educators who developed and revised West Virginia curriculum felt that three goals, as opposed to five, provide a more manageable framework for organizing the teaching and learning of foreign languages. The three goals of foreign language education in West Virginia are communication, cultures and connections. The third goal also incorporates items contained in the national goals of comparisons and communities.

The state foreign language goals are based on the following beliefs:

- Foreign language study is for all students at all levels and provides a foundation for life-long language learning and for personal enjoyment and enrichment.
- **As stated in Goals 2000, foreign language study belongs in the core curriculum with English Language Arts, Mathematics, Science, Social Studies and Fine Arts.**
- Foreign language study should start at an early age. Because there is a direct correlation between the amount of time devoted to the study of a language and the level of proficiency attained, **the sequence of study of one language should span several years.**
- Foreign language study ~~can~~ leads to an awareness of and an appreciation for cultural diversity.
- Foreign language study ~~can~~ enhances other areas of study through development of higher order thinking skills and a clearer understanding of one's native language.
- Foreign language ~~skills can~~ serve as a complement to specialized training, leading to global communication skills in a technological world.
- Foreign languages can also be used as a means of communication to teach other content areas.

Foreign Language Instructional Goals

❖ **Communication: Communicate in languages other than English**

Communication—using the language—is at the core of foreign language study. The ability to communicate appropriately in at least one language in addition to English is becoming increasingly important in an interdependent world. Language learners use both spoken and written forms to communicate ideas for a variety of purposes and with a variety of audiences.

More specific skills include:

- **Interactive Language Use (Interpersonal)** : Students engage in conversations, provide and obtain information, express feelings and exchange opinions.
- **Non-interactive Language Comprehension (Interpretive)** : Students understand and interpret written and spoken language on a variety of topics.
- **Non-interactive Language Production (Presentational)**: Students convey information to listeners and readers for a variety of purposes.

Because of the unique nature of classical language study, the communication goal for Latin will emphasize the formation of different skills than the communication goal for modern foreign languages.

Specific skills under the Latin communication goal include:

- **Reading Comprehension**: Students will read, understand and interpret Latin.
- **Oral Skills, Listening and Writing**: Students use orally, listen to and write Latin as part of the language learning process.

Separate Latin communication objectives are noted following the modern foreign language communication objectives for all levels. Objectives listed under Cultures and Connections have been renumbered for Latin since the number of communication objectives is less for Latin than for modern languages.

❖ **Cultures: Gain knowledge and understanding of other cultures** Language and culture cannot be separated. Students cannot truly master a language without understanding the authentic cultural contexts which dictate(d) what behaviors and language are (were) appropriate and acceptable. Foreign language study develops an awareness that the viewpoints, practices and contributions of a society, both from historical as well as modern day perspectives, work together to reflect the culture of that society, and that the culture is then reflected in the language. More specific skills include:

- **Daily Life**: Students demonstrate an understanding of the contemporary and historical daily life of the target cultures by examining practices, viewpoints and everyday objects.
- **Contributions**: Students identify significant contributions in the arts, sciences and history that the target cultures have made to the world community.
- **Sociolinguistic Applications**: Students perceive the relationships among language(s), behaviors and viewpoints of the target culture(s) and use this knowledge to interact effectively in cultural contexts.
- **Culture Comparisons**: Students grasp the concept of culture through comparison of the target culture(s) and their native culture.

❖ **Connections: Observe connections between native and target languages, between the target language and other disciplines, and between target language skills and their use beyond the classroom setting**

In addition to developing communication skills and cultural knowledge, students benefit from foreign language study by strengthening skills in their native language, by broadening sources of information available to them, and by enhancing their personal and future professional lives. More specific skills include:

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- **Linguistic Connections:** Students demonstrate understanding of the nature of language through comparisons of the target language and their native language.
- **Interdisciplinary Connections:** Students further their knowledge of other disciplines through foreign language study.
- **Global Connections:** Students apply target language skills and cultural knowledge within and beyond the classroom setting.

Process/Workplace Skills in the Foreign Language Instructional Objectives

In Policy 2520, six key areas of process/workplace skills have been identified. These are essential skills students need for successful entry into work or post-secondary education. The ability to solve problems, communicate effectively, work successfully with others, develop sound personal habits, utilize technology, and establish clear objectives for advancing career interests are the six goal areas which have been identified.

Throughout the foreign language curriculum, the \diamond symbol marks those academic learning objectives that particularly lend themselves to the development of process/workplace skills.

Foreign Languages Level I

The level I course in modern foreign languages allows students to comprehend and produce simple, short sentences and ideas using memorized words and phrases in the target language. Topics of reading and conversation center around immediate concerns and interests. Comprehension is generally more developed than language production. Basic communicative tasks are facilitated by memorized patterns, resulting in fewer errors.

Since the key to communicating with the ancient world is reading, students in a level I classical language course are oriented to the language through simple primary sources and passages which use appropriate levels of vocabulary and structure. Reading comprehension is enhanced by repeating, reading aloud, reciting and writing simple sentences.

During level I study, in both modern and classical languages, students also learn to recognize people, products and viewpoints of the target culture and begin to compare native and target cultures. Students are introduced to ways in which the target language is connected to the native language, to other disciplines and to resources beyond the classroom.

COMMUNICATION

Interactive Language Use (Interpersonal)

- I.1 Request and exchange basic information on personal needs, courtesies, feelings, likes and dislikes and other familiar topics, relying heavily on memorized vocabulary and structures.◇
- I.2 Describe people and things in the immediate environment.
- I.3 Give and follow instructions in order to participate in classroom and cultural activities.◇
- I.4 Make requests in public places, (e.g., stores, ~~post office,~~ restaurant, etc.)
- I.5 Greet and make introductions to classmates, family members and friends.

Non-interactive Language Comprehension (Interpretive)

- I.6 Understand and respond to both spoken and written commands.
- I.7 Comprehend the main idea of short conversations and narratives on familiar topics.
- I.8 Recognize words and phrases in songs.
- I.9 ~~Watch culturally relevant films, videos and television shows with supporting activities. Listen and/or~~
watch culturally relevant multi-media sources with supporting activities.
- ~~I.10 Listen to radio programs and news reports in the target language.~~
- I.4410 Identify people and objects based on oral and/or written descriptions.
- I.4211 Read isolated words and phrases in a situational context, (e.g., menus, signs, schedules, advertisements, etc.)
- I.4312 Read language that the student is able to ~~use orally~~ speak.

Non-interactive Language Production (Presentational)

- I.4413 Give directions, instructions and short personal communications to listeners and readers.◇
- I.4514 Recite material and/or proverbs, short anecdotes and poetry and/or sing in the target language.
songs:
- I.4615 Write familiar words or phrases (e.g., colors, dates, simple autobiographical information, etc.);
- I.4716 Write and present simple guided texts on familiar topics.◇

LATIN COMMUNICATION

Reading Comprehension

- LAT I.1 Read words, phrases and simple sentences, and relate them to pictures and/or other words, phrases and simple sentences.
- LAT I.2 Answer simple questions in Latin or English about short passages.
- LAT I.3 Use vocabulary, basic inflectional systems and syntax appropriate to the student's reading level.

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Oral Skills, Listening and Writing

- LAT I.4 Recognize and reproduce the sounds of Latin.
LAT I.5 Respond to simple questions, statements, commands or other stimuli.
LAT I.6 ~~Sing songs or recite short passages.~~ Recite material and/or sing in Latin.
LAT I.7 Write simple phrases and sentences.

CULTURES

Daily Life

- ~~I.48/17~~ Identify objects, images, products and symbols of the target culture(s).
LAT I.8

I.49/18 Observe and begin to identify daily routines, cultural viewpoints and practices in the target
LAT I.9 culture(s).

I.20/19 Identify some common generalizations about the target culture(s).
LAT I.10

I.24/20 Identify social, geographic and historical factors that impact cultural practices.
LAT I.11

Contributions

- I.22/21 Explore artistic, scientific and philosophical contributions of the target culture(s).
LAT I.12

Sociolinguistic Applications

- I.23/22 Recognize that common words, phrases and idioms reflect the target culture(s).
LAT I.13

I.24/23 Recognize language and behaviors that are/were appropriate to the target culture(s).
LAT I.14

Culture Comparisons

- I.25/24 Recognize similarities and differences between native and target cultures, including
LAT I.15
 - contributions
 - cultural viewpoints
 - practices.◇
I.26/25 Identify differences in cultural practices among same-language cultures.◇
~~LAT I.16~~

CONNECTIONS

Linguistic Connections

- I.27/26 Recognize ~~structural~~ similarities and differences, including
LAT I.47/16
 - sound patterns
 - word formation patterns
 - connotations and denotations
 - sentence structure
 - idiomatic expressions
 - cognates
 - derivatives◇
I.28/27 Demonstrate an awareness of sociolinguistic conventions in native and target languages

123CSR44

~~LAT.1.18~~ (e.g., formal/informal, non-verbal communication, vocabulary choice)

Interdisciplinary Connections

~~I.29/28~~ Recognize information and skills common to the foreign language and other disciplines.◇
LAT 1.4917

~~I.30/29~~ Identify the general topic of print and nonprint sources intended for native speakers of the
LAT I.2018 language. (e.g., tombstones, monuments, building inscriptions -- for Latin).

Global Connections

~~I.31/30~~ Identify opportunities to use the target language outside the classroom.
LAT I.2419

~~I.32/31~~ Locate resources in the community which relate to the target culture(s) and/or language◇.
LAT.1.2220

Foreign Languages Level II

The level II course in both modern and classical foreign languages expands the students' knowledge of structure and vocabulary so they can understand and produce more complex ideas in the target language. Students become increasingly confident in working with authentic materials. Students identify the products, practices and viewpoints of the target culture and learn to discuss generalizations about that culture. Level II students are more aware of similarities and differences between target and native languages and cultures. They also become more adept at using information and skills common to the target language which could be transferred to other disciplines.

COMMUNICATION

Interactive Language Use (Interpersonal)

- II.1 Exchange information, both orally and in writing, about a variety of topics including school and personal activities.
- II.2 Interact and negotiate in variety of situations to meet personal needs, (e.g., ask permission, ask for or respond to an offer of help, ask for or give directions).◇
- II.3 Elaborate on basic ideas of likes, dislikes, feelings, agreement and disagreement.

Non-interactive Language Comprehension (Interpretive)

- II.4 Comprehend a series of spoken and/or written instructions or commands on familiar topics.
- II.5 Expand understanding of authentic oral and written language by using aural, visual and context clues to derive meaning.
- II.6 Derive the main idea and some supporting details from simple texts on familiar topics.
- II.7 Read; and listen to ~~and reenact folk tales~~; short stories, poems or songs that are written for native speakers of the target language.

Non-interactive Language Production (Presentational)

- II.8 Write short messages in response to given situations, (e.g., post cards, personal notes, phone messages, directions, etc.).◇
- II.9 Write short paragraphs on topics of personal interest. ◇
- ~~II.10 Present short plays and skits.~~
- ~~II.11 Prepare and present audio or video recorded messages. ◇~~
- II.10 Prepare brief written reports using primary sources. ◇
- II.11 Read aloud a familiar passage with appropriate intonation and comprehensible pronunciation.
- II.4412 ~~Summarize orally or in writing the plot and describe the characters in selected pieces of literature.~~ Summarize, in oral or written form, plot and characterization from selected authentic materials.
- II.4513 Relate a simple narrative about a personal experience or event. ◇

LATIN COMMUNICATION

Reading Comprehension

- LAT II.1 Read and understand passages composed for acquisition of content and language.
- LAT II.2 Read and understand passages adapted from the original authors when provided with appropriate assistance.
- LAT II.3 Read and understand short unadapted passages when provided with appropriate assistance.
- LAT II.4 Use vocabulary, inflectional systems and syntax appropriate to the student's reading level.

Oral Skills, Listening and Writing

- LAT II.5 Read aloud with accurate pronunciation and meaningful phrase grouping by ~~imitating the models presented in class~~ imitation.
- LAT II.6 Respond to questions, statements, commands and other stimuli.

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LAT II.7 Write phrases and sentences.

CULTURES

Daily Life

~~II.46~~/14 Describe objects, images, products and symbols of the target culture(s).

LAT II.8

~~II.47~~/15 Identify daily routines, cultural viewpoints and practices in the target culture(s).

LAT II.9

~~II.48~~/16 Identify and discuss generalizations about the target culture(s).

LAT II.10

~~II.49~~/17 Discuss social, geographic, and historical factors that impact cultural practices.

LAT II.11

Contributions

~~II.20~~/18 Identify the development of artistic, scientific and philosophical contributions of the target

LAT II.12 culture(s) and historical factors that impacted those contributions.

Sociolinguistic Applications

~~II.24~~/19 Identify common words, phrases and idioms within a cultural context that reflect the target

LAT II.13 culture(s).

~~II.22~~/20 React to language and behaviors that are/were appropriate to the target culture(s).

LAT II.14

Culture Comparisons

~~II.23~~/21 Discuss similarities and differences between native and target cultures including:

LAT II.15

- contributions
- cultural viewpoints
- practices

~~II.24~~/22 Explain cultural practices among same-language cultures. ◇

LAT II.16

CONNECTIONS

Linguistic Connections

~~II.25~~/23 With guidance, predict structural similarities and differences between native and target

LAT II.17 languages, including

- sound patterns
- word formation patterns
- connotations and denotations
- sentence structure
- idiomatic expressions
- cognates
- derivatives ◇

~~II.26~~/24 Recognize examples of sociolinguistic conventions in both native and target languages.

LAT II.18

Interdisciplinary Connections

~~II.27~~/25 With guidance, apply information and skills common to the target language and to other

LAT II.19 disciplines. ◇

~~II.28~~/26 Extract the main idea from print and nonprint sources intended for native speakers of the

123CSR44

LAT 11.20 language. (e.g., tombstones, monuments, building inscriptions for Latin)

Global Connections

II.29/27 Pursue opportunities to use the target language outside the classroom.

LAT II.21

~~II.36/28~~ Use resources in the community to explore aspects of the target culture and languages.◇

LAT II.22

Foreign Languages Level III

The level III course in both modern and classical languages prepares students to understand short passages and authentic texts on familiar topics and themes using learned vocabulary, grammatical structures and context clues. In modern language classes, students create short messages, letters and simple conversations from sentence through paragraph length using ~~past, present and future time~~ present time and an increasing use of past and future times. As they develop a more sophisticated understanding of the target culture, level III modern and classical language students discuss, ~~analyze and explain~~ and examine various cultural aspects. They interpret cultural connotations of common linguistic items and, in the modern languages, begin to incorporate appropriate behaviors and gestures in language use. Students transfer information, skills and resources from the target language to other disciplines and vice versa. They seek opportunities to use or apply the target language outside the school environment.

COMMUNICATION

Interactive Language Use (Interpersonal)

- III.1 Exchange information, both orally and in writing, about past, current and future events.◇
 III.2 ~~Initiate, sustain and close conversation on a variety of topics, responding to factual and interpretive questions.~~
 III.32 Support opinions using previously learned vocabulary and grammatical structures.◇

Non-interactive Language Comprehension (Interpretive)

- III.43 Understand the main idea and significant details of live and recorded discussions, narratives and presentation(s).
 III.54 Gain new information and knowledge and derive the main idea and significant details from authentic written materials ~~such as~~ (e.g., personal letter, pamphlets, newspaper and magazine articles, advertisements and selected literary texts.)

Non-interactive Language Production (Presentational)

- ~~III.6 Explain a process based on prior knowledge or experience to listeners and readers.◇~~
 III.75 Give descriptions using more complex grammatical structures.
 III.86 Give oral reports on a given topic.◇
 III.97 Produce formal and informal written communication.◇
 III.408 Complete authentic forms and documents.◇
 III.449 Take notes ~~in some detail~~ on oral presentations of familiar topics.◇
 III.4210 Write brief paraphrases ~~and summaries~~ of written material.
 III.4311 Use the language creatively in (e.g., writing and presenting poetry, prose, essays, etc.)

LATIN COMMUNICATION

Reading Comprehension

- LAT III.1 Read and understand prose and/or poetry of selected authors.
 LAT III.2 Read and understand passages containing vocabulary, inflectional systems and syntax appropriate to the student's reading level.
 LAT III.3 Recognize, explain and interpret content and stylistic features and grammatical structures of authors read.

Oral Skills, Listening and Writing

- LAT III.4 Read prose and/or poetry aloud with attention to such features as metrical structure and meaningful phrase grouping.
 LAT III.5 Respond to more complex questions, statements, commands and other stimuli.
 LAT III.6 Write short passages in Latin.

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CULTURES

Daily Life

III.44/12 Explain objects, images, products and symbols of the target culture(s).
LAT III.7

III.45/13 Explain the significance of daily routines, cultural viewpoints and practices in the target culture(s).
LAT III.8

III.46/14 Analyze some common generalizations about the target culture(s).
LAT III.9

III.47/15 Examine social, geographic and historical factors that impact cultural practices.
LAT III.10

Contributions

III.48/16 Discuss the development of artistic, scientific and philosophical contributions of the target culture(s) and the historical factors that impacted those contributions.
LAT III.11

Sociolinguistic Applications

III.49/17 Interpret the cultural connotations of common words, phrases and idioms.
LAT III.12

III.20/18 Produce language and behaviors that are appropriate to the target culture(s).

Culture Comparisons

III.24/19 With guidance, analyze similarities and differences between native and target cultures including:
LAT III.13

- contributions
- cultural viewpoints
- practices.◊

III.22/20 Compare and contrast cultural practices among same-language cultures.◊
LAT III.14

CONNECTIONS

Linguistic Connections

III.23/21 Discuss structural similarities and differences between native and target languages, including:
LAT III.45/14

- sound patterns
- word formation patterns
- connotations and denotations
- sentence structure
- idiomatic expressions
- derivatives
- cognates

III.24/22 Independently identify and produce examples of sociolinguistic conventions in both native and target languages.
LAT III.16

Interdisciplinary Connections

III.25/23 ~~Independently~~ identify and transfer information and skills which can be applied to specific other disciplines.◊
LAT III.47/15

III.26/24 Extract the main idea and some supporting details from sources intended for native speakers

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LAT III.1816 of the language.

Global Connections

III.27/25 Use the target language outside the classroom.

LAT III.1917

III.28/26 Use resources in the community to experience the target culture, and language.◊

LAT III.2018

Foreign Languages Level IV

In modern foreign languages, level IV students initiate, sustain and bring to ~~closure~~ close a wide variety of communicative tasks. They begin to solve problems using the language and acquire new knowledge from authentic sources. Students at this level demonstrate an increased ability to express chronology and abstract ideas.

Since Latin students in level III begin to use authentic materials almost exclusively, level IV students continue to use Latin texts to refine skills of comprehension, analysis, interpretation and translation.

As students in both modern and classical languages continue to expand their knowledge of various aspects of the target culture(s), they also apply, evaluate, explain and integrate this information. At the end of four ~~By the fourth~~ years of study, students are able to synthesize and apply information from target language sources to other disciplines and vice versa. They independently locate target language resources and opportunities to expand language use beyond classroom experiences.

COMMUNICATION

Interactive Language Use (Interpersonal)

- IV.1 ~~Initiate and sustain discussions and interviews which include extended descriptions and narrations about a literary or cultural topic and responses to factual as well as interpretive questions.~~◇
- IV.1 Initiate and sustain conversations which may include:
- interviews
 - extended descriptions
 - narrations and
 - responses
- IV.2 ~~Exchange opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues from the target culture(s).~~◇
- IV.3 ~~Interact in complex social situations, (e.g., expressing regret, stating complaints, etc.)~~◇
- IV.4 ~~Paraphrase what someone else has said.~~
- IV.5 ~~Substantiate opinions and persuade others, both orally and in writing.~~◇

Non-interactive Language Comprehension (Interpretive)

- IV.76 ~~Comprehend the main ideas and significant details in selected authentic texts.~~
- IV.87 ~~Read for comprehension from a variety of longer authentic materials, (e.g., short stories, newspapers, magazines, personal correspondence, etc.)~~
- IV.98 ~~Make judgments about what is read, (e.g., identify cause and effect relationships, predict outcomes).~~

Non-interactive Language Production (Presentational)

- IV.409 ~~Speak and write spontaneously about present, past and future events using learned vocabulary and grammatical structures.~~
- IV.410 ~~Convey pertinent information from authentic materials to an audience.~~ ◇
- IV.411 ~~Give oral reports on a given topic.~~◇
- IV.412 ~~Write a well-organized composition on a given topic.~~◇
- IV.413 ~~Use the language creatively (e.g., in writing and presenting poetry, prose, essays, etc.)~~
- IV.414 ~~Write a letter or an article for a student publication describing and analyzing an issue of importance to them.~~◇
- IV.415 ~~Take detailed notes on oral presentations of familiar topics.~~◇
- IV.416 ~~Write a summary of a short story, newspaper or magazine article.~~◇

LATIN COMMUNICATION

Reading Comprehension

- LAT IV.1 ~~Read and understand prose and/or poetry of selected authors.~~

123CSR44

- LAT IV.2 Read and understand passages containing vocabulary, inflectional systems and syntax appropriate to the student's reading level.
- LAT IV.3 Recognize, explain and interpret content and stylistic features and grammatical structures of authors read.

Oral Skills, Listening and Writing

- LAT IV.4 Read prose and/or poetry aloud with attention to such features as metrical structure and meaningful phrase grouping.
- LAT IV.5 Respond to more complex questions, statements, commands and other stimuli.
- LAT IV.6 Write short passages in Latin.

CULTURES

Daily Life

- IV.18/17 Analyze the cultural significance of objects, images, products and symbols of the target culture(s).◇
- LAT IV.7
- IV.19/18 Analyze the daily routines, cultural viewpoints and practices of the target culture(s).◇
- LAT IV.8
- IV.20/19 Evaluate some common generalizations about the target culture(s).◇
- LAT IV.9
- IV.24/20 Analyze ~~the development of~~ different cultural practices.◇
- LAT IV.10

Contributions

- IV.22/21 Analyze and evaluate the development of artistic, scientific and philosophical contributions of the target culture(s) and the historical factors that impacted those contributions.
- LAT IV.11
- Sociolinguistic Applications
- IV.23/22 Integrate culturally embedded words, phrases and idioms into everyday communications.
- IV.24/23 Apply language and behaviors appropriate to the target culture in an authentic situation.

Culture Comparisons

- IV.25/24 Explain the significance of similarities and differences between native and target cultures, including
- LAT IV.12
- contributions
 - cultural viewpoints
 - practices.◇
- IV.26/25 Analyze cultural practices among same-language cultures.◇
- LAT IV.13

CONNECTIONS

Linguistic Connections

- IV.27/26 Independently predict how native and target languages are likely to be structured in the areas of:
- LAT IV.14/13
- sound patterns
 - word formation patterns
 - connotations and denotations
 - sentence structure
 - idiomatic expressions
 - derivatives
 - cognates◇

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IV.28/27 Explain similarities and differences in sociolinguistic conventions between native and
~~LAT IV.15~~ target languages.◇

Interdisciplinary Connections

IV.29/28 Continue to transfer and apply information gathered through foreign language resources
~~LAT IV.16~~ for use in other disciplines.◇

IV.30/29 Extract the main idea and most supporting details from sources in other disciplines
~~LAT IV.17~~ intended for native speakers of the language.

Global Connections

IV.31/30 Continue to use the target language outside the classroom.
~~LAT IV.18~~14

IV.32/31 Use resources in the community to internalize aspects of the target culture(s) and
~~LAT.19~~15 language.◇

Foreign Language Technology Objectives

Communication opportunities that are available through computers, the Internet and World Wide Web "can provide access to resources that are richer and far more extensive than those available in most school or community libraries." (From *Handbook on Research on Improving Student Achievement*). County boards of education should commit to meet the technology needs of foreign language classrooms, teachers, and students.

Technology based learning in foreign languages can:

- provide immediate access to authentic language
- provide meaningful access to cultural resources
- provide access to unrehearsed, spontaneous discourse in the target language
- provide venues for practice, review, re-teach, and acceleration to meet each student's individual learning pace
- enable students to take increasing responsibility for their own learning
- provide experiences for producing original student projects (e.g., Power Point, word processing programs, digital cameras, etc.)

Where appropriate technology is available, students will be given opportunities to:

- FLT1. use the computer and World Wide Web to
- acquire information
 - access libraries
 - identify job-related skills in the target language
 - explore opportunities to live and/or study in a target language country
 - communicate in the target language intra-school and inter-school, inter-city, inter-state, and internationally
 - correspond with a "key pal"◇
- FLT2. use computer software and CD-ROMs to
- retrieve information
 - select materials from other disciplines supporting special topics in the target language
 - gain access to appropriate programs in the target language to carry out tasks designed to reinforce language skills and/or to help students discern cultural practices
 - record responses for teacher or self-assessment
 - interact with other students studying the target language through games and software◇
- FLT3. use the VCR and laser discs/DVD, to
- view and listen to interactions of native speakers in both simulations and culturally authentic situations, and complete assigned tasks
 - prepare presentations on assigned topics
 - gather information to complete classroom assignments◇
- FLT4. use TV/satellite to
- retrieve specific information by watching news reports, talk shows, documentaries, soap operas, cartoons and commercials
 - glean cultural information◇

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- FLT5. use the language laboratory, tape recorder, record player or CD player to
- complete listening skills activities
 - record responses for self-assessment
 - gain cultural information◇
- FLT6. use cameras and/or camcorders to
- record role plays such as skits, newscasts and interviews for self-assessment
 - develop narratives and other descriptive activities◇
- FLT7. use various projectors (e.g., overhead, LCD, slide, opaque, filmstrip)
- give presentations on various topics◇
- FLT8. use radio/short-wave radio to
- retrieve specific information
 - communicate with and report on target language speakers◇

Foreign Language Instructional Practices

1. Identify lesson goals and objectives.
2. Inform students of lesson goals and objectives.
3. Implement activities to accomplish these goals and objectives.
 - Use the target language extensively for classroom communication.
 - Provide frequent opportunities for target language use with peers and teacher.
 - Include realistic applications of language use whenever possible.
 - Provide opportunities to hear native speakers of the target language.
 - Incorporate authentic materials as often as possible.
 - Create a culturally authentic atmosphere through use of art, literature, crafts, music, food, etc.
 - Utilize available technology.
 - Use instructional materials that are as diverse as the teaching strategies.
 - Tap into students' creative talents to enrich classroom activities.
 - Present content through reading and listening first before asking students to use content in writing and speaking.
 - Allow opportunities for students to communicate in a low risk environment.
 - Match error correction with the objective.
 - Reinforce course content through continuous review and application.
 - Assign appropriate homework, including both long and short-term projects.
 - Provide sufficient opportunities for students to demonstrate achievement so that extra credit is not necessary to compensate for unsatisfactory student performance.
 - Match assessment to the format and content of classroom instruction.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2520: Instructional Goals and Objectives in Foreign Language FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

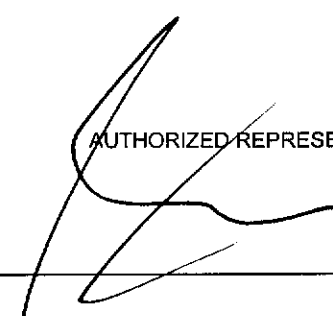
SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

NO COST

DATE August 10, 2000 AGENCY West Virginia Department of Education

AUTHORIZED REPRESENTATIVE


**Policy 2520: Instructional Goals and Objectives
For West Virginia Schools**

Comment Response Form

Please use this form when commenting on proposed Policy 2520. You may attach additional sheets if necessary.

Individual/Organization: _____

Title: _____

Street Address: _____ City, State, Zip: _____

Comments/Suggestions

FOREIGN LANGUAGE INSTRUCTIONAL GOALS AND OBJECTIVES:
Introduction
Program of Study: Overview
Foreign Language Instructional Goals
Process/Workplace Skills

EXPLORATORY FOREIGN LANGUAGES:
Introduction
Cultures
Connections

FOREIGN LANGUAGES LEVEL I:
Communication
Cultures
Connections

FOREIGN LANGUAGE LEVEL II:
Communication
Cultures
Connections

FOREIGN LANGUAGE LEVEL III:
Communication
Cultures
Connections

FOREIGN LANGUAGE LEVEL IV:
Communication
Cultures
Connections

FOREIGN LANGUAGE TECHNOLOGY OBJECTIVES:
Communication
Cultures
Connections

FOREIGN LANGUAGE INSTRUCTIONAL PRACTICES:
Cultures
Connections

Return comments by **October 13, 2000**, to:
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