Virginia World Language

Standards with Proficiency Levels

INTERPRETIVE COMMUNICATION WLL.1

1 Investigate Intercultural Products, Practices and Perspectives WLL.1.1

- a NL: Recognize a few typical products and practices related to familiar, everyday life in native and other cultures. WLL.1.1.A
- b NM: Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. WLL.1.1.B
- c NH: Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives. WLL.1.1.C
- d IL: Compare products and practices related to everyday life or personal interests to help understand perspectives in native and other cultures. WLL.1.1.D
- e IM: Compare products and practices from concrete researched topics or personal studies to understand perspectives in native and other cultures. WLL.1.1.E
- f IH: Relate products and practices from concrete researched topics or personal studies to perspectives in native and other cultures. WLL.1.1.F
- g AL: Analyze how products and practices of public and personal interest are related to perspectives in native and other cultures. WLL.1.1.G
- h AM: Analyze how global products and practices are related to perspectives in native and other cultures. WLL.1.1.H

2 Compare Intercultural Behaviors WLL.1.2

- a NL: Recognize a few very simple behaviors in other cultures. WLL.1.2.A
- b NM: Identify familiar or everyday behaviors in other cultures. WLL.1.2.B
- c NH: Identify and compare familiar or everyday behaviors in native and other cultures. WLL.1.2.C
- d IL: Identify appropriate and inappropriate everyday behaviors in native and other cultures. WLL.1.2.D
- e IM: Compare appropriate and inappropriate behaviors in native and other cultures. WLL.1.2.E
- f IH: Relate significant differences in behavior to cultural norms in native and other cultures. WLL.1.2.F
- g AL: Analyze how to adjust behavior according to cultural norms in familiar situations in native and other cultures. WLL.1.2.G

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h AM: Analyze how to adjust behavior according to cultural norms in familiar and some unfamiliar situations in native and other cultures. WLL.1.2.H

3 Comprehend Authentic Texts* that are Spoken, Written or Signed WLL.1.3

a NL: Understand a few familiar words or phrases in: Authentic informational texts; Authentic fictional texts; Overheard or observed conversations. WLL.1.3.A

b NM: Understand very basic information in: Authentic informational texts; Authentic fictional texts; Overheard or observed conversations. WLL.1.3.B

c NH: Understand the topic and some isolated facts in: Authentic informational texts; Authentic fictional texts; Overheard or observed conversations. WLL.1.3.C

d IL: Understand the topic and relevant information in: Complex authentic informational texts; complex authentic fictional texts; Complex overheard or observed conversations. WLL.1.3.D

e IM: Understand the main idea and supporting information in: Complex authentic informational texts; Complex authentic fictional texts; Complex overheard or observed conversations. WLL.1.3.E

f IH: Relate components of: Complex authentic informational texts; Complex authentic fictional texts; Complex overheard or observed conversations. WLL.1.3.F

g Analyze components of: Complex authentic informational texts; Complex authentic fictional texts; Complex overheard or observed conversations WLL.1.3.G

h Analyze the diversity of components of: Complex authentic informational texts; Complex authentic fictional texts; Complex overheard or observed conversations. WLL.1.3.H

COMMUNICATIVE LITERACY - INTERPRETIVE MODE WLL.2

14.1 Infer Meaning and Nuances of Texts WLL.2.14.1

a NL: Recognize cognates and familiar or practiced words, as well as nonalphabetic characters, accents, or tone marks. WLL.2.14.1.A

b NM: Recognize cognates and words from context, as well as non-alphabetic characters, accents, or tone marks. WLL.2.14.1.B

c NH: Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge. WLL.2.14.1.C

d IL: I Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families. WLL.2.14.1.D

e IM: Infer meaning of unfamiliar phrases using context clues, background knowledge and related word families. WLL.2.14.1.E

f IH: Infer underlying message of text via literary devices used, such as anecdotes, satire or suspense. WLL.2.14.1.F

g AL: Infer nuances of text via literary devices used, such as alliteration, juxtaposition or symbolism. WLL.2.14.1.G

h AM: Infer nuances of complex texts via a variety of literary devices used. WLL.2.14.1.H

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14.2 Recognize and Use Organizational Features of Texts WLL.2.14.2

a NL: Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, headlines or titles. WLL.2.14.2.A

b NM: Recognize visual, aural and organizational features to identify the purpose of simple texts, such as infographics, song refrains, simple poems or schedules. WLL.2.14.2.B

c NH: Use visual, aural and organizational features to identify the purpose of simple texts, such as fables, graphics, announcements or instructions. WLL.2.14.2.C

d IL: Use visual, aural and organizational features to identify the author's purpose and point of view in straightforward texts, such as poetry, short stories, charts, or pros and cons infographics. WLL.2.14.2.D

e IM: Use visual, aural and organizational features to compare the points of view of various authors on similar topics in straightforward texts, such as short novels, survey results, recommendations or cause and effect articles. WLL.2.14.2.E

f IH: Use visual, aural and organizational features to compare and relate the points of view of various authors on similar topics in complex texts, such as novels, descriptions, song lyrics, or problem and solution data reports. WLL.2.14.2.F

g AL: Use visual, aural and organizational features to analyze the points of view of various authors in complex texts, such as novels, reports, rationales or editorials. WLL.2.14.2.G

h AM: Use visual, aural and organizational features to evaluate the points of view or information in a variety of complex texts. WLL.2.14.2.H

14.3 Apply Self Questioning Skills WLL.2.14.3

a NL: Use literal or factual self questioning before, during and after engaging with texts, such as "Who, where, when, what or how many?" WLL.2.14.3.A

b NM: Use literal or factual self questioning before, during and after engaging with texts, such as "What time, who is, why or how?" WLL.2.14.3.B

c NH: Use a mixture of literal and inferential self questioning before, during and after engaging with texts, such as "What happened or what might happen next?" WLL.2.14.3.C

d IL: Use inferential selfquestioning before, during and after engaging with texts, such as "Why did the character do this or what can I conclude about the actions of a character?" WLL.2.14.3.D

e IM: Use analytical selfquestioning before, during and after engaging with texts, such as "What evidence is provided or what is confusing?" WLL.2.14.3.E

f IH: Use evaluative selfquestioning before, during and after engaging with texts, such as "What would I change or do I agree with the author?" WLL.2.14.3.F

g AL: Use critical selfquestioning before, during and after engaging with texts, such as "Who is affected by this or how is this similar to a certain group of people?" WLL.2.14.3.G

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h AM: Use critical selfquestioning before, during and after engaging with a variety of complex texts. WLL.2.14.3.H

14.4 Make Text Connections WLL.2.14.4

a NL: Make personal connections to a text using prior knowledge or experiences. WLL.2.14.4.A

b NM: Make personal connections to a text using prior knowledge or experiences. WLL.2.14.4.B

c NH: Make simple text-to-text connections using information from previous texts. WLL.2.14.4.C

d IL: Make text-to-text connections using information from previous texts. WLL.2.14.4.D

e IM: Make text-to-world connections using information from previous texts, research and diverse sources. WLL.2.14.4.E

f IH: Make in-depth connections among various texts using researched information from diverse sources. WLL.2.14.4.F

g AL: Make in-depth connections among various texts using researched information from diverse sources. WLL.2.14.4.G

h AM: Integrate information from a variety of complex texts and sources. WLL.2.14.4.H

14.5 Select, Use and Cite Resources WLL.2.14.5

a NL: Use digital and cultural resources appropriately. WLL.2.14.5.A

b NM: Use digital and cultural resources appropriately. WLL.2.14.5.B

c NH: Select relevant digital and cultural resources and use them appropriately WLL.2.14.5.C

d IL: Select relevant digital and cultural resources, use appropriately and cite accurately. WLL.2.14.5.D

e IM: Select relevant digital and cultural resources, use appropriately and cite accurately WLL.2.14.5.E

f IH: Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. WLL.2.14.5.F

g AL: Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. WLL.2.14.5.G

h AM: Select a variety of relevant digital and cultural resources, use appropriately and cite accurately WLL.2.14.5.H

INTERPRETIVE LISTENING AND VIE[illegible]

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1.1 Investigate Intercultural Products, Practices and Perspectives WLL.3.1.1

a NL: Identify a few very familiar products and practices in native and other cultures, such as: Holidays, celebrations; School supplies, school schedules. WLL.3.1.1.A

b NM: Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as: Food, mealtimes, importance of dining together; Clothing, leisure activities, appropriate dress. WLL.3.1.1.B

c NH: Identify and make simple comparisons between typical products and practices to help understand perspectives in native and other cultures, such as: Video and cell phone school life, importance of extracurricular activities; Currency, shopping, saving vs spending. WLL.3.1.1.C

d IL Compare and contrast everyday products, practices and perspectives in native and other cultures, such as: Professions, work hours, attitudes toward vacation time; TV channels, prime time programming, popularity of various shows. WLL.3.1.1.D

e IM: Compare and contrast the relationships among everyday products, practices and perspectives in native and other cultures, such as: Arts, dancing, ideas of beauty; Literature, cultural events, importance of traditions. WLL.3.1.1.E

f IH: Compare and contrast the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as: Green products, recycling, earth friendly beliefs; Historical events, social norms, value of demonstrations. WLL.3.1.1.F

g AL: Analyze the relationships among products, practices and perspectives of public and personal interest in native and other cultures, such as: Pharmaceuticals, use of antibiotics, attitudes toward vaccinations; National identity, globalized practices, perspectives on use of foreign words. WLL.3.1.1.G

h AM: Analyze the relationships among global products, practices and perspectives in native and other cultures, such as: Housing, gentrification, accessibility of social services; Minimum wage, unemployment, accessibility of leave of absence. WLL.3.1.1.H

3.1.a Comprehend Informational Media or Content WLL.3.3.1.A

a NL: Recognize a few individual words in a recorded media or public announcement. WLL.3.3.1.A.A

b NM: Recognize repeated words, taglines or short quotes from sources such as commercials, travel ads or movie trailers. WLL.3.3.1.A.B

c NH: Identify individual facts from radio or video ads, such as product name, cost and where to buy it. WLL.3.3.1.A.C

d IL: Identify the general topic and basic facts or information from a cultural product such as a documentary or vlog. WLL.3.3.1.A.D

e IM: Determine the targeted age group and demographics from publicity for newly released or recorded media, such as social media feed, film, or commercials. WLL.3.3.1.A.E

f IH: Determine and break down the elements of two products, such as marketing strategies in video ads or bias in election coverage. WLL.3.3.1.A.F

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g AL: Analyze the elements of a modern-day product, service, or global issue and compare them to prior strategies used to promote or inform about it. WLL.3.3.1.A.G

h AM: Analyze the effects of different types of marketing on demographic groups. WLL.3.3.1.A.H

3.2.a Comprehend Fictional Media or Content WLL.3.3.2.A

a NL: Recognize common opening and closing words in oral or video storytelling WLL.3.3.2.A.A

b NM: Identify simple phrases describing physical or personality traits, such as of a cartoon or movie character. WLL.3.3.2.B

c NH: Identify individual story elements in an episode of a video series, such as characters, setting or theme. WLL.3.3.2.C

d IL: Compare events in a fictional video series, such as connections, sequencing or importance to the story line. WLL.3.3.2.D

e IM: Compare two short literary or fictional films, such as characters or genre. WLL.3.3.2.E

f IH: Analyze a fictional film to determine abstract story elements, such as the moral of the story or relationships among characters. WLL.3.3.2.F

g AL: Connect elements such as causes, outcomes or impact of an event in a fictional film to a similar historical or current event. WLL.3.3.2.G

h AM: Analyze the differences in a fictional film from the facts of the historical event upon which it is based. WLL.3.3.2.H

3.3.a Follow Instructions WLL.3.3.3.A

a NL: Follow simple directions for classroom tasks or routines. WLL.3.3.3.A.A

b NM: Follow two step directions, such as to pack a suitcase or fill in a graphic organizer. WLL.3.3.3.A.B

c NH: Follow simple steps in an online video, such as to make food or draw an image. WLL.3.3.3.A.C

d IL: Follow multi step instructions, such as to create a craft or take medication. WLL.3.3.3.A.D

e IM: Follow a series of directions, such as to a destination or to build a model from a kit. WLL.3.3.3.A.E

f IH: Follow an online video tutorial, such as to change a tire or redecorate a bedroom. WLL.3.3.3.A.F

g AL: Follow how-to videos for gamers or job interviews. WLL.3.3.3.A.G

h AM: Follow procedural changes introduced at the beginning of a board or council meeting WLL.3.3.3.A.H

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.a Comprehend Overheard or Observed Conversations WLL.3.3.4.A

a NL: Recognize very basic information or questions from overheard or observed conversations, such as greetings, introductions, name, title or age. WLL.3.3.4.A.A

b NM: Recognize basic information and questions from overheard or observed conversations, such as phone number, residence, family members and occupation. WLL.3.3.4.A.B

c NH: Identify simple information and questions from a conversation among peers about topics such as weekend plans or preferences. WLL.3.3.4.A.C

d IL: Identify details from a planning session, such as what people should wear to a dance or a server's questions about someone's food order. WLL.3.3.4.A.D

e IM: Identify storyline and details from a conversation, such as events from a bad date or questions between team members about a collaborative project. WLL.3.3.4.A.E

f IH: Determine the cause of an argument or dialog, such as a conversation between people in a public place or an interview of a celebrity. WLL.3.3.4.A.F

g AL: Determine points of view from a discussion about such topics as room remodeling between designer and customer or debates on candidates' platform and record. WLL.3.3.4.A.G

h AM: Analyze the results of a celebrity's personal and professional choices during their rise to fame. WLL.3.3.4.A.H

INTERPRETIVE READING WLL.4

1.2 Investigate Intercultural Products, Practices and Perspectives WLL.4.1.2

a NL: identify a few very familiar products and practices in native and other cultures, such as: Greetings, how people greet others; Clothing, how people dress. WLL.4.1.2.A

b NM: identify similarities and differences between typical products and practices to understand perspectives in native and other cultures, such as: Decorations, how people celebrate, reasons for celebrations; Types of houses, dining habits, size of rooms. WLL.4.1.2.B

c NH: Identify and make simple comparisons between typical products and practices to help understand perspectives in native and other cultures, such as: Meals, grocery shopping , food trends; Rooms in a house, use of space, size of appliances. WLL.4.1.2.C

d IL: Compare and contrast everyday products, practices and perspectives in native and other cultures, such as: Graphic novels, reading, the role of literacy in learning and life; Landmarks, behavior at landmarks, how landmarks represent national identity. WLL.4.1.2.D

e IM: Compare and contrast the relationships among everyday products, practices and perspectives in native and other cultures, such as: Invitations, special occasions, cultural value of celebrations; Ancient architecture, religious ceremonies, impact of mythology. WLL.4.1.2.E

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f IH: Compare and contrast the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as: Family structures, weddings, treatment of elders; Obituaries, funerals, attitudes toward death. WLL.4.1.2.F

g AL: Analyze the relationships among products, practices and perspectives in native and other cultures, such as: Love poems, marriage, discrimination; Political groups, public speaking, social class nuances. WLL.4.1.2.G

h AM: Analyze the relationships among global products, practices and perspectives in native and other cultures, such as: Educational testing, ceremonies, value of entrance exams; Stereotypes, immigration policies, attitudes toward ethnic diversity. WLL.4.1.2.H

3.1.b Comprehend Informational Media or Content WLL.4.3.1.B

a NL: Recognize a few individual words in texts, such as school schedules, menus or headlines. WLL.4.3.1.B.A

b NM: Recognize items in texts such as a shopping list, food label categories or information from a weather forecast with symbols. WLL.4.3.1.B.B

c NH: Recognize the topic and a few details in texts, such as a family tree or historical account. WLL.4.3.1.B.C

d IL: Identify the position and key components in more complex texts, such as a job posting or product review. WLL.4.3.1.B.D

e IM: Understand the differences and nuances from full texts, such as job descriptions and product reviews in order to choose the best option. WLL.4.3.1.B.E

f IH: Determine and break down information from complex texts, such as articles or organizational websites. WLL.4.3.1.B.F

g AL: Connect the effects of influential articles on organized or spontaneous events. WLL.4.3.1.B.G

h AM: Analyze the impact of sequential historical events on modern-day happenings. WLL.4.3.1.B.H

3.2.b Comprehend Fictional Media or Content WLL.4.3.2.B

a NL: Recognize characters' names or a few words in texts, such as a fairy tale or movie poster. WLL.4.3.2.B.A

b NM: Recognize simple facts or phrases from captions in texts, such as an illustrated book or a character description. WLL.4.3.2.B.B

c NH: Identify individual story elements from texts such as a scene in a play, including characters, setting or theme. WLL.4.3.2.B.C

d IL: Compare events in two fictional short stories or poems, such as theme, connections, sequencing or importance to the story line. WLL.4.3.2.B.D

e IM: Compare short literary works from different genres, determining key components such as plot points, points of view, or conflicts. WLL.4.3.2.B.E

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f IH: Determine and break down the tone, moral, and sequence of events in texts such as a folktale, play, or poem. WLL.4.3.2.B.F

g AL: Compare fictional texts to determine culturally ingrained messages and perspectives such as folktales, plays, or poems. WLL.4.3.2.B.G

h AM: Analyze the effects of literary movements on societal cultural shifts and vice versa. WLL.4.3.2.B.H

3.3.b Follow Instructions WLL.4.3.3.B

a NL: Follow familiar instructions for routines, such as posted directions in the classroom. WLL.4.3.3.B.A

b NM: Follow simple familiar guides, such as a printed schedule or simple website recipe. WLL.4.3.3.B.B

c NH: Follow simple directions, such as to set up a new phone or complete a scavenger hunt. WLL.4.3.3.B.C

d IL: Follow multi-step directions, such as how to create an outfit for a cultural event. WLL.4.3.3.B.D

e IM: Follow complex multistep instructions to complete a task, such as getting to a destination. WLL.4.3.3.B.E

f IH: Follow multi-step instructions to complete a task, such as to submit an online job application. WLL.4.3.3.B.F

g AL: Follow a multi-step guide to complete a task such as writing an argumentative essay. WLL.4.3.3.B.G

h AM: Follow complex instructions, such as the logistics for renting a place through a homesharing website. WLL.4.3.3.B.H

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3.4.b Comprehend Overheard or Observed Conversations WLL.4.3.4.B

a NL: Recognize question words in texts such as a text message or email. WLL.4.3.4.B.A

b NM: Recognize common abbreviations in texts such as a social media thread WLL.4.3.4.B.B

c NH: Identify basic facts such as in a group text or social media thread. WLL.4.3.4.B.C

d IL: Understand the main idea or opinions expressed in written texts, such as a social media thread. WLL.4.3.4.B.D

e IM: Compare opinions and perspectives, such as of individuals participating in an online discussion or social media thread. WLL.4.3.4.B.E

f IH: Determine the main points of a debate between people in a blog post or article comments. WLL.4.3.4.B.F

g AL: Compare cultural perspectives that influence the opinions of participants in an online thread, such as the definition of family. WLL.4.3.4.B.G

h AM: Analyze the role of emotions in social media threads or online editorials. WLL.4.3.4.B.H

INTERPERSONAL COMMUNICATION WLL.5

4 Investigate Intercultural Products, Practices and Perspectives WLL.5.4

a NL: Identify a few typical products and practices related to familiar, everyday life in native and other cultures. WLL.5.4.A

b NM: Identify typical products and practices related to familiar, everyday life to help understand perspectives of native and other cultures. WLL.5.4.B

c NH: Identify products and practices related to everyday life to help understand perspectives of native and other cultures. WLL.5.4.C

d IL: Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures. WLL.5.4.D

e IM: Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. WLL.5.4.E

f IH: Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. WLL.5.4.F

g AL: Share how products and practices of public and personal interest are related to perspectives of native and other cultures. WLL.5.4.G

h AM: Share how global products and practices are related to perspectives of native and other cultures. WLL.5.4.H

5 Interact with Culturally Appropriate Language and Behaviors WLL.5.5

a NL: Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors. WLL.5.5.A

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b NM: Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. WLL.5.5.B

c NH: Interact in familiar, everyday intercultural situations using practiced language and behaviors and show cultural awareness by recognizing culturally inappropriate behaviors. WLL.5.5.C

d IL: Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders. WLL.5.5.D

e IM: Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders. WLL.5.5.E

f IH: Converse in familiar situations at school, work or play using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures. WLL.5.5.F

g AL: Converse in familiar and some unfamiliar situations showing some awareness of subtle cultural differences by adjusting behavior accordingly. WLL.5.5.G

h AM: Converse comfortably in familiar and some unfamiliar situations showing some awareness of subtle cultural differences by adjusting behavior accordingly. WLL.5.5.H

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6 Exchange Information and Ideas WLL.5.6

a NL: Provide basic information on very familiar topics. WLL.5.6.A

b NM: Request and share simple information on familiar or everyday topics. WLL.5.6.B

c NH: Request and share information on familiar and everyday topics. WLL.5.6.C

d IL: Converse on a variety of familiar topics. WLL.5.6.D

e IM: Converse on a variety of familiar topics and some concrete researched topics. WLL.5.6.E

f IH: Converse on a variety of familiar and concrete researched topics. WLL.5.6.F

g AL: Discuss a variety of familiar and some unfamiliar concrete researched topics. WLL.5.6.G

h AM: Maintain discussions on a variety of familiar and unfamiliar concrete topics and some academic, social or professional topics. WLL.5.6.H

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7 Meet Personal Needs or Address Situations WLL.5.7

a NL: Express a few basic personal needs in very familiar situations. WLL.5.7.A

b NM: Express basic needs in familiar or everyday situations. WLL.5.7.B

c NH: Interact with others to meet basic needs in familiar and everyday situations. WLL.5.7.C

d IL: Interact with others to meet needs in familiar and everyday situations. WLL.5.7.D

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e IM: Interact with others to meet needs in a variety of familiar and everyday situations. WLL.5.7.E

f IH: Meet needs in a variety of familiar and everyday situations, sometimes involving a complication. WLL.5.7.F

g AL: Resolve an unexpected complication in a familiar or everyday situation. WLL.5.7.G

h AM: Resolve an unexpected complication in some unfamiliar situations. WLL.5.7.H

8 Express, React to and Support Preferences, Opinions or Viewpoints WLL.5.8

a NL: Express a few basic preferences or feelings. WLL.5.8.A

b NM: Express basic preferences or feelings and react to those of others. WLL.5.8.B

c NH: Express, ask about and react to simple preferences, feelings or opinions on familiar topics. WLL.5.8.C

d IL: Express, ask about and react with some detail to preferences, feelings or opinions on familiar topics. WLL.5.8.D

e IM: Exchange and react to preferences, feelings, opinions and simple advice on a variety of familiar topics. WLL.5.8.E

f IH: Explain and react to viewpoints, emotions and advice on a variety of familiar topics and some concrete researched topics. WLL.5.8.F

g AL: Explain, react to and compare viewpoints, emotions and advice on a variety of familiar and unfamiliar concrete researched topics. WLL.5.8.G

h AM: Support, react to, and compare viewpoints and emotions and on a variety of familiar and unfamiliar concrete researched topics. WLL.5.8.H

COMMUNICATIVE LITERACY - INTERPERSONAL MODE WLL.6

15.1 Communicate, React and Show Interest WLL.6.15.1

a NL: Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. WLL.6.15.1.A

b NM: Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest. WLL.6.15.1.B

c NH: Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest. WLL.6.15.1.C

d IL: Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest. WLL.6.15.1.D

e IM: Use culturally appropriate and relevant language, syntax and learned behaviors to communicate, react and show interest. WLL.6.15.1.E

f IH: Use culturally appropriate and relevant content and syntax and begin to adjust language or behaviors as needed to communicate, react and show interest. WLL.6.15.1.F

g AL: Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest. WLL.6.15.1.G

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h AM: Use culturally appropriate and relevant content and syntax and adjust language or behaviors as needed to communicate, react and show interest. WLL.6.15.1.H

15.2 Continue and Extend Conversations WLL.6.15.2

a NL: Use a few very simple verbal or nonverbal interjections, rejoinders or requests for clarification. WLL.6.15.2.A

b NM: Use very simple verbal and nonverbal interjections, rejoinders, requests for clarification, interrogatives or transition words. WLL.6.15.2.B

c NH: Use simple interjections, rejoinders, requests for clarification, interrogatives and transition words. WLL.6.15.2.C

d IL: Use a variety of simple interjections, rejoinders, interrogatives and transitions. WLL.6.15.2.D

e IM: Use some complex interjections, rejoinders, interrogatives and transitions. WLL.6.15.2.E

f IH: Use a variety of complex interjections, rejoinders, interrogatives and transitions. WLL.6.15.2.F

g AL: Use a variety of complex interjections, rejoinders, interrogatives and transitions. WLL.6.15.2.G

h AM: Use a variety of complex interjections, rejoinders, interrogatives and transitions. WLL.6.15.2.H

15.3 Increase Comprehensibility and Clarity of Expression WLL.6.15.3

a NL: Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or awareness of pronunciation. WLL.6.15.3.A

b NM: Increase comprehensibility using gestures, hand shapes, facial expressions, repetition, word substitution or awareness of pronunciation, tone or pitch. WLL.6.15.3.B

c NH: Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution and attention to pronunciation, tone or pitch. WLL.6.15.3.C

d IL: Enhance comprehensibility and clarify information using simple explanations, rephrasing, circumlocution and some consistency in pronunciation, tone or pitch. WLL.6.15.3.D

e IM: Enhance comprehensibility and clarity using simple explanations, rephrasing, circumlocution, selfcorrection and mostly consistent pronunciation, tone or pitch. WLL.6.15.3.E

f IH: Enhance comprehensibility and clarity using selfcorrection, paraphrasing, and mostly consistent pronunciation, tone or pitch, register, and rate of speech. WLL.6.15.3.F

g AL: Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register, and rate of speech. WLL.6.15.3.G

Skip to main content

h AM: Enhance comprehensibility and clarity using paraphrasing, elaboration, consistent pronunciation, tone or pitch, register, and rate of speech. WLL.6.15.3.H

15.4 Infer Meaning of Unfamiliar Language WLL.6.15.4

a NL: Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. WLL.6.15.4.A

b NM: Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions. WLL.6.15.B

c NH: Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation. WLL.6.15.C

d IL: Infer meaning of unfamiliar language from context or topic of conversation WLL.6.15.D

e IM: Infer meaning of unfamiliar language from context or topic of conversation. WLL.6.15.E

f IH: Infer meaning of unfamiliar language from context or topic of discussion. WLL.6.15.F

g AL: Infer meaning of unfamiliar language from context or topic of discussion. WLL.6.15.G

h AM: Infer meaning of unfamiliar language from context or topic of discussion. WLL.6.15.H

INTERPERSONAL LISTENING AND SPEAKING OR SIGNING WLL.7

4.1 Investigate Intercultural Products, Practices and Perspectives WLL.7.4.1

a NL: Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as: Flags, flag design; Days of the week, telling the date. WLL.7.4.1.A

b NM: Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as: Invitations, special occasions, reasons for celebrations; Rooms in a house, house design, what makes a house a home. WLL.7.4.1.B

c NH: Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as: School schedules, course selection, importance of academics; National parks, study of geography, importance of natural resources. WLL.7.4.1.C

d IL: Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: Monuments, traditional events, national identity; Daily routines, leisure activities, value of free time. WLL.7.4.1.D

e IM: Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as: Fashion houses, clothing trends, attitude toward thrift shops; Social media, ways people communicate, technology's effects on socializing. WLL.7.4.1.E

Skip to main content

f IH: Exchange information to compare the relationships among familiar and some unfamiliar cultural products, practices and perspectives in native and other cultures, such as: Commercials, advertising, what sells a product; Buildings, neighborhoods, how city design affects lifestyles WLL.7.4.1.F

g AL: Exchange information to compare the relationships among a variety of unfamiliar cultural products, practices and perspectives in native and other cultures, such as: Migrant workers, seasonal hiring, acculturation; Public schools, educational testing, role of education in quality of life. WLL.7.4.1.G

h AM: Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as: Professional or social schedules, influence of time on scheduling, cultural concepts of time. Environmental problems, solutions to such problems, respect for such solutions. WLL.7.4.1.H

5.1 Interact with Culturally Appropriate Language and Behaviors WLL.7.5.1

a NL: Imitate culturally appropriate behavior at a festival or holiday celebration. WLL.7.5.1.A

b NM: Use rehearsed culturally appropriate behavior when purchasing an item. WLL.7.5.1.B

c NH: Use foreign currency with an understanding of its conversion value. WLL.7.5.1.C

d IL: Demonstrate culturally appropriate greeting and leave-taking behaviors when visiting a business. WLL.7.5.1.D

e IM: Demonstrate respect through culturally appropriate dress and voice volume when visiting historical sites. WLL.7.5.1.E

f IH: Demonstrate culturally appropriate reactions and behaviors when trying unfamiliar food or drink. WLL.7.5.1.F

g AL: Offer culturally appropriate gifts in a socially conventional manner as a guest at a celebration. WLL.7.5.1.G

h AM: Maintain the lifestyle of the host family as an exchange student. WLL.7.5.1.H

6.1 Exchange Information and Ideas WLL.7.6.1

a NL: Respond when asked the price of a lunch item. WLL.7.6.1.A

b NM: Ask and answer simple questions about the weather when deciding what to wear to an outdoor event. WLL.7.6.1.B

c NH: Ask and answer simple questions about an infographic on a topic of interest. WLL.7.6.1.C

d IL: Exchange information with a friend about work schedule and weekend availability WLL.7.6.1.D

e IM: Discuss plans with a friend to go to a concert, such as how much to spend on tickets, merchandise for sale, transportation, dress. WLL.7.6.1.E

Skip to main content

f IH: Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes. WLL.7.6.1.F

g AL: Research and discuss various political systems, including political parties, form of government and voting process. WLL.7.6.1.G

h AM: Discuss the advisability of requiring all incoming students to be vaccinated. WLL.7.6.1.H

7.1 Meet Personal Needs or Address Situations WLL.7.7.1

a NL: Volunteer when the teacher asks for help in the classroom. WLL.7.7.1.A

b NM: Interact with the waiter to ask for food at a café or restaurant WLL.7.7.1.B

c NH: interact with a group of friends to plan deadlines and who will do what for an upcoming event. WLL.7.7.1.C

d IL: Interact with a pharmacist to describe a simple ailment and agree upon treatment WLL.7.7.1.D

e IM: Interact with the waiter to substitute vegan or glutenfree ingredients for menu items. WLL.7.7.1.E

f IH: Exchange ideas for postsecondary options with representatives at a college and career fair. WLL.7.7.1.F

g AL: Negotiate a refund for an item that broke after the warranty expired. WLL.7.7.1.G

h AM: Provide details while negotiation with an airline employee to locate my lost luggage. WLL.7.7.1.H

8.1 Express, React to and Support Preferences, Opinions or Viewpoints WLL.7.8.1

a NL: Tell your favorite type of animal or pet. WLL.7.8.1.A

b NM: Ask and answer simple questions with a peer about favorite singers or movies. WLL.7.8.1.B

c NH: Exchange opinions about which photo apps are more useful than others and tell why. WLL.7.8.1.C

d IL: Compare the importance of sports with peers from another culture via video chat. WLL.7.8.1.D

e IM: Exchange opinions about movies in cinema clubs and argue whether the book or movie is better. WLL.7.8.1.E

f IH: Interact via social media or live podcast to exchange and support personal viewpoints on an upcoming election. WLL.7.8.1.F

g AL: Discuss and compare the pros and cons of university entrance requirements in various cultures with a teacher or advisor. WLL.7.8.1.G

h AM: Discuss with international visitors state-funded benefits for education such as meals and afterschool programs. WLL.7.8.1.H

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INTERPERSONAL READING AND WRITING WLL.8

4.2 Investigate Intercultural Products, Practices and Perspectives WLL.8.4.2

a NL: Answer a few simple questions about very familiar cultural products and practices in native and other cultures, such as: • Months, calendars; • Types of pets, popular pet names. WLL.8.4.2.A

b NM: Ask and answer a few simple questions about typical cultural products and practices to help understand perspectives in native and other cultures, such as: • Artists, art styles, art appreciation; • School subjects, required tests, teen attitudes toward testing. WLL.8.4.2.B

c NH: Exchange simple information about similarities and differences between typical cultural products and practices to help understand perspectives in native and other cultures, such as: • Monuments, monument names, national pride; • Cultural landmarks, architecture, landmarks' popularity. WLL.8.4.2.C

d IL: Exchange information to make simple comparisons between everyday cultural products and practices to help understand perspectives in native and other cultures, such as: • Youth Hostels, sightseeing, sense of personal space; • Transportation options, how people travel, global exploration. WLL.8.4.2.D

e IM: Exchange information to compare everyday cultural products, practices and perspectives in native and other cultures, such as: • Reusable bags, recycling, environmental responsibility; • Food pyramid, exercise routines, trends in dieting. WLL.8.4.2.E

f IH: Exchange information to compare the relationships among familiar and unfamiliar cultural products, practices and perspectives in native and other cultures, such as: • Curriculum vitae, applying for a job, employer expectations; • Postsecondary education, applying for university, societal value of various professions. WLL.8.4.2.F

g AL: Exchange information to compare the relationships among a variety of unfamiliar cultural products, practices and perspectives in native and other cultures, such as: • Material comforts, lifestyles, value of efficiency; • Exports, trade practices, disaster relief efforts WLL.8.4.2.G

h AM: Exchange information to compare the relationships among global cultural products, practices and perspectives in native and other cultures, such as: • Prevalence of globalized products, and their impact on society and individual lifestyles; • Use and priority of environmentally friendly transportation options. WLL.8.4.2.H

5.2 Interact with Culturally Appropriate Language and Behaviors WLL.8.5.2

a NL: Use culturally appropriate greetings or abbreviations in brief communications, such as a text message. WLL.8.5.2.A

b NM: Use culturally appropriate word order and punctuation when exchanging written information, such as time, date, phone number or price. WLL.8.5.2.B

c NH: Use culturally appropriate formatting of contact information when purchasing an item or event ticket from an online seller. WLL.8.5.2.C

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d IL: Use culturally appropriate salutation, title and signature lines in a simple email exchange. WLL.8.5.2.D

e IM: Use culturally appropriate formatting, salutation, title and closing in a formal email exchange. WLL.8.5.2.E

f IH: Use culturally appropriate formatting and writing conventions when exchanging formal or informal emails. WLL.8.5.2.F

g AL: Use culturally appropriate personal details, academic information, terminology and formatting when corresponding with references from a job application. WLL.8.5.2.G

h AM: Use culturally appropriate writing conventions when interacting with colleagues to create a formal business proposal. WLL.8.5.2.H

6.2 Exchange Information and Ideas WLL.8.6.2

a NL: Exchange simple personal or very familiar information, such as telling what time lunch is in response to a new student's text; responding to personal questions such as name, age, or birthdate in an online forum; filling out a form to provide class schedule. WLL.8.6.2.A

b NM: Ask and answer questions about familiar topics, such as giving information about school, food, or hobbies in an online conversation; texting questions and answers about the type of restaurant a group will visit; responding to an einvitation and to ask questions about an event. WLL.8.6.2.B

c NH: Exchange information about what people do; such as talking about your favorite activities with an ePal.; exchanging texts with a friend about local music venues; responding to an email about a sporting event . WLL.8.6.2.C

d IL: Create a Venn diagram with a peer comparing the way holidays are celebrated in various cultures. WLL.8.6.2.D

e IM: Discuss and compare academic testing requirements and purposes in a response to a blog post. WLL.8.6.2.E

f IH: Communicate online with peers in another culture to support a service learning project. WLL.8.6.2.F

g AL: Provide feedback through online collaborative peer editing on a classmate's research paper. WLL.8.6.2.G

h AM: Provide relevant data to support a research project when collaborating with colleagues. WLL.8.6.2.H

7.2. Meet Personal Needs or Address Situations WLL.8.7.2

a NL: Introduce self on an online site WLL.8.7.2.A

b NM: Participate in an online exchange to get ready for an upcoming trip. WLL.8.7.2.B

c NH: Interact online to ask and answer questions about a homework assignment. WLL.8.7.2.C

d IL: Interact with potential buyers to answer questions about an item being sold online WLL.8.7.2.D

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e IM: Text a friend to explain why weekend plans were canceled and what the alternative plans will be. WLL.8.7.2.E

f IH: Exchange written messages with a colleague or friend to discuss a difficult situation of a mutual friend. WLL.8.7.2.F

g AL: Email an employer to express interest in a job and ask for more details about desired experience. WLL.8.7.2.G

h AM: Arrange with a professor via online exchanges alternative assignments due to an unexpected life event. WLL.8.7.2.H

8.2. Express, React to and Support Preferences, Opinions or Viewpoints WLL.8.8.2

a NL: Choose preference for clothing brands on an online survey. WLL.8.8.2.A

b NM: Post clothing photos on a social media site and ask advice about which to buy. WLL.8.8.2.B

c NH: Write to an e-pal to talk about clothing preferences from another culture. WLL.8.8.2.C

d IL: Craft a response to a blog post about fashion trends WLL.8.8.2.D

e IM: Exchange personal reactions to a blog post in the comments section and respond to others' comments. WLL.8.8.2.E

f IH: Participate in an online consumer survey to share preferences in designer and ready-to-wear fashion. WLL.8.8.2.F

g AL: Write a rebuttal to an editorial that criticizes today's youth in comparison to past generations and request further evidence to support the point of view. WLL.8.8.2.G

h AM: Advocate for supporting veterans by citing examples from other countries in posts and responses in an online forum. WLL.8.8.2.H

PRESENTATIONAL COMMUNICATION WLL.9

9 Investigate Intercultural Products, Practices and Perspectives WLL.9.9

a NL: Identify a few typical products and practices related to familiar, everyday life in native and other cultures. WLL.9.9.A

b NM: Identify typical products and practices related to familiar, everyday life in native and other cultures. WLL.9.9.B

c NH: Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures. WLL.9.9.C

d IL: Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures. WLL.9.9.D

e IM: Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. WLL.9.9.E

f IH: Compare products and practices of personal interest or researched topics to help understand perspectives of native and other cultures. WLL.9.9.F

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g AL: Explain how a variety of products and practices of public and personal interest are related to perspectives of native and other cultures. WLL.9.9.G

h AM: Explain how global products and practices are related to perspectives of native and other cultures WLL.9.9.H

10 Communicate with Culturally Appropriate Language and Behaviors WLL.9.10

a NL: Present in very familiar intercultural situations using memorized or practiced language and behaviors. WLL.9.10.A

b NM: Present in very familiar intercultural situations using practiced or learned language and behaviors. WLL.9.10.B

c NH: Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness. WLL.9.10.C

d IL: Present in familiar situations using appropriate learned behaviors and avoiding major social blunders, recognizing that significant differences exist among cultures. WLL.9.10.D

e IM: Present in familiar situations using appropriate learned behaviors and avoiding common social blunders, recognizing that significant differences exist among cultures. WLL.9.10.E

f IH: Present to an audience using appropriate learned behaviors and show some understanding of cultural differences by adjusting behavior as needed in familiar contexts. WLL.9.10.F

g AL: Present confidently to an audience and show some understanding of cultural differences by adjusting behavior as needed in familiar and some unfamiliar contexts. WLL.9.10.G

h AM: Present confidently to an audience and show understanding of cultural differences by adjusting behavior as needed in familiar and unfamiliar contexts. WLL.9.10.H

11 Inform, Describe, Explain, or Provide Instructions WLL.9.11

a NL: Name very familiar people, places and objects. WLL.9.11.A

b NM: Give simple information about very familiar topics. WLL.9.11.B

c NH: Give simple descriptions of familiar and everyday topics. WLL.9.11.C

d IL: Inform on, describe and explain familiar and everyday topics. WLL.9.11.D

e IM: Inform on, describe and explain a variety of familiar topics and some concrete researched topics. WLL.9.11.E

f IH: Inform on, describe and explain a variety of familiar and concrete researched topics. WLL.9.11.F

g AL: Inform on, describe and explain some concrete academic, social and career-related topics of interest. WLL.9.11.G

h AM: Inform on, describe and explain a variety of concrete academic, social and career-related topics of interest from native and other cultures WLL.9.11.H

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12 Narrate About Life, Events or Experiences WLL.9.12

- a NL: Provide very basic details about self. WLL.9.12.A
- b NM: Provide simple details about self, interests and activities. WLL.9.12.B
- c NH: Provide details about personal life, interests and activities. WLL.9.12.C
- d IL: Narrate about personal life, activities, events and experiences. WLL.9.12.D
- e IM: Narrate about some past, present or future personal and social events and experiences. WLL.9.12.E
- f IH: Narrate about past, present and future personal experiences and school and community events. WLL.9.12.F
- g AL: Narrate about personal, community and careerrelated experiences. WLL.9.12.G
- h AM: Narrate based on concrete experiences in academic, social and career-related topics. WLL.9.12.H

13 Support Preferences, Opinions or Viewpoints WLL.9.13

- a NL: Express likes and dislikes about very familiar topics from native and other cultures. WLL.9.13.A
- b NM: Express likes and dislikes about familiar topics from native and other cultures. WLL.9.13.B
- c NH: Express preferences on familiar and everyday topics or topics of interest from native and other cultures. WLL.9.13.C
- d IL: Express preferences and opinions with supporting reasons or evidence on familiar and personal interest topics from native and other cultures. WLL.9.13.D
- e IM: State a viewpoint with supporting reasons or evidence on familiar and personal interest topics from native and other cultures. WLL.9.13.E
- f IH: State a viewpoint with supporting evidence on a variety of familiar and personal studies topics from native and other cultures. WLL.9.13.F
- g AL: Present an argument with supporting evidence on some researched academic, social and career-related topics of interest from native and other cultures. WLL.9.13.G
- h AM: Present an argument with supporting evidence on a variety of concrete academic, social and career-related topics of interest from native and other cultures WLL.9.13.H

COMMUNICATIVE LITERACY - PRESENTATIONAL MODE WLL.10

16.1 Choose Relevant, Authentic Content and Concepts WLL.10.16.1

- a NL: Use authentic resources and familiar vocabulary and structures that are relevant to the topic. WLL.10.16.1.A
- b NM: Use authentic resources, and familiar vocabulary and structures that are relevant to the topic WLL.10.16.1.B

Skip to main content

c NH: Use authentic resources and familiar content, structures and syntax that are relevant to the topic. WLL.10.16.1.C

d IL: Use authentic resources, content, structures and syntax that are relevant to the topic. WLL.10.16.1.D

e IM: Use authentic resources, content, syntax and concepts that are relevant to the topic. WLL.10.16.1.E

f IH: Use authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. WLL.10.16.1.F

g AL: Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. WLL.10.16.1.G

h AM: Use a variety of authentic resources, content, syntax, concepts and cultural references that are relevant to the topic. WLL.10.16.1.H

16.2 Organize Information WLL.10.16.2

a NL: Organize very simple information in a logical sequence and clarify with gestures or visuals as needed by the audience. WLL.10.16.2.A

b NM: Organize information in a logical sequence, with topic sentences, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience. WLL.10.16.2.B

c NH: Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with simple language or circumlocution as needed by the audience. WLL.10.16.2.C

d IL: Organize information in a cohesive format with transitions and clarify with simple language or explanations as needed by the audience. WLL.10.16.2.D

e IM: Organize information in a cohesive format with complex transitions and clarify with simple explanations as needed by the audience. WLL.10.16.2.E

f IH: Organize information in a cohesive format and explain or clarify as needed by the audience. WLL.10.16.2.F

g AL: Organize information in a cohesive format and explain or elaborate as needed by the audience. WLL.10.16.2.G

h AM: Organize information in a cohesive format and explain or elaborate as needed by the audience. WLL.10.16.2.H

16.3 Increase Comprehensibility and Clarity of Expression WLL.10.16.3

a NL: Communicate with emerging awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, hand shapes, non-manual markers, or signing parameters to increase comprehensibility. WLL.10.16.3.A

b NM: Communicate with awareness of pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, nonmanual markers, hand shapes or signing parameters to increase comprehensibility WLL.10.16.3.B

Skip to main content

c NH: Communicate with attention to pronunciation, spelling, non-alphabetic characters, mechanics, intonation patterns, tones, non-manual markers, hand shapes or signing parameters to increase comprehensibility. WLL.10.16.3.C

d IL: Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility. WLL.10.16.3.D

e IM: Communicate with attention to accuracy of spoken, written or signed components of language to increase comprehensibility. WLL.10.16.3.E

f IH: Approximate native pronunciation and syntax or signed production, to increase comprehensibility WLL.10.16.3.F

g AL: Approximate native pronunciation and syntax or signed production to increase comprehensibility WLL.10.16.3.G

h AM: Approximate native pronunciation and syntax or signed production to increase comprehensibility WLL.10.16.3.H

16.4 Maintain and Increase Audience Interest WLL.10.16.4

a NL: Maintain audience interest via gestures, creativity, emotion, technology or visuals. WLL.10.16.4.A

b NM: Maintain audience interest via content, creativity, emotion, humor, technology or visuals. WLL.10.16.4.B

c NH: Maintain audience interest via details, creativity, emotion, humor, technology or visuals. WLL.10.16.4.C

d IL: Maintain audience interest via description, style, technology or visuals. WLL.10.16.4.D

e IM: Increase audience interest via elaboration, style, technology or visuals. WLL.10.16.4.E

f IH: Increase audience interest via elaboration, style, technology or visuals. WLL.10.16.4.F

g AL: Increase audience interest via elaboration, style, technology or visuals. WLL.10.16.4.G

h AM: Increase audience interest via cultural references, elaboration, style, technology or visuals. WLL.10.16.4.H

16.5 Select, Use and Cite Resources WLL.10.16.5

a NL: Use digital and cultural resources appropriately WLL.10.16.5.A

b NM: Use digital and cultural resources appropriately. WLL.10.16.5.B

c NH: Select relevant digital and cultural resources and use them appropriately. WLL.10.16.5.C

d IL: Select relevant digital and cultural resources, use appropriately and cite accurately WLL.10.16.5.D

e IM: Select relevant digital and cultural resources, use appropriately and cite accurately. WLL.10.16.5.E

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f IH: Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. WLL.10.16.5.F

g AL: Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. WLL.10.16.5.G

h AM: Select a variety of relevant digital and cultural resources, use appropriately and cite accurately. WLL.10.16.5.H

PRESENTATIONAL SPEAKING WLL.11

9.1 Investigate Intercultural Products, Practices and Perspectives WLL.11.9.1

a NL: Name very familiar products and practices in native and other cultures, such as: • foods, portion size; sports, pastimes; • personal items; titles of address, formal vs informal contexts. WLL.11.9.1.A

b NM: Identify typical products and practices to help understand perspectives in native and other cultures, such as: • invitations, special occasions, rites of passage; • typical games, clothing, popular accessories. WLL.11.9.1.B

c NH: Identify similarities and differences between products and practices to help understand perspectives in native and other cultures, such as: • school schedules, course selection, importance of academics; • rooms in a house, house design, use of rooms in a home. WLL.11.9.1.C

d IL: Compare everyday products, practices and perspectives in native and other cultures, such as: • clothing, personal style, appropriate attire; • dining, dietary habits, attitudes toward body image. WLL.11.9.1.D

e IM: Compare everyday products, practices and perspectives in native and other cultures, such as: • ways people communicate, social media, levels of formality in relationships; • artists, museums, works of art, art movements. WLL.11.9.1.E

f IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as: • commercials, advertising, what sells a product; • buildings, architectural styles, how city design affects lifestyles. WLL.11.9.1.F

g AL: Compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as: • migrant workers, seasonal hiring, acculturation; • public schools, educational testing, role of education in quality of life. WLL.11.9.1.G

h AM: Compare the relationships among global products, practices and perspectives in native and other cultures, such as: • professional or social schedules, influence of time on scheduling, cultural concepts of time; • environmental problems, solutions, respect for such solutions. WLL.11.9.1.H

10.1 Communicate with Culturally Appropriate Language and Behaviors WLL.11.10.1

a NL: Approximate culturally appropriate language and rehearsed or imitated behavior WLL.11.10.1.A

b NM: Replicate culturally appropriate language and rehearsed or imitated behavior. WLL.11.10.1.B

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c NH: Reproduce culturally appropriate language and learned behaviors. WLL.11.10.1.C

d IL: Demonstrate culturally appropriate language and learned behaviors. WLL.11.10.1.D

e IM: Demonstrate culturally appropriate language and learned behaviors..a WLL.11.10.1.E

f IH: Show awareness of basic differences in culturally appropriate language and begin to adjust behaviors as needed. WLL.11.10.1.F

g AL: Show awareness of some subtle differences among cultural behaviors and adjust accordingly. WLL.11.10.1.G

h AM: Show awareness of subtle differences among cultural behaviors and adjust accordingly WLL.11.10.1.H

11.1 Inform, Describe, Explain, or Provide Instructions WLL.11.11.1

a NL: Give simple information in list form, such as people in the family, items needed for school or favorite foods. WLL.11.11.1.A

b NM: Give simple information about classes or teachers when presenting a schedule WLL.11.11.1.B

c NH: Describe simple routines, such as a school day and weekends, going places in a city or planning a trip. WLL.11.11.1.C

d IL: Give directions on how to navigate a city. WLL.11.11.1.D

e IM: Give a peer instructions on how to accomplish a task, such as obtaining a driver's permit, using the subway system or signing up for an online class. WLL.11.11.1.E

f IH: Explain postsecondary and career options from a college and job fair to your peers. WLL.11.11.1.F

g AL: Explain the significance of a historical event and its impact on present-day society. WLL.11.11.1.G

h AM: Present a summative project such as a capstone, thesis or research project. WLL.11.11.1.H

12.1 Narrate About Life, Events or Experiences WLL.11.12.1

a NL: Introduce oneself and share basic personal information, such as age, phone number and email address. WLL.11.12.1.A

b NM: Give simple information about self and surroundings, such as likes and dislikes, personality and physical traits of self and other family members or current weather. WLL.11.12.1.B

c NH: Tell a simple story about a family or vacation photo, answering who, what, where, when and why questions. WLL.11.12.1.C

d IL: Give details about what happened or will happen during a long weekend. WLL.11.12.1.D

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e IM: Dramatize a literary work, creating a surprise ending or changing the author's point of view. WLL.11.12.1.E

f IH: Describe the benefits of volunteering for a recent or upcoming community event based on personal experience WLL.11.12.1.F

g AL: Chronicle a series of related events in one's family ancestry WLL.11.12.1.G

h AM: Explain the impact of and provide solutions for a community issue from personal experience, such as drug addiction or equity in education. WLL.11.12.1.H

13.1 Support a Preference, Opinion, Viewpoint or Argument WLL.11.13.1

a NL: Tell likes and dislikes such as clothing colors, music or menu items. WLL.11.13.1.A

b NM: Articulate degree of personal preferences such as holidays, foods or freetime activities WLL.11.13.1.B

c NH: Recommend places to shop, eat or vacation using simple description or details. WLL.11.13.1.C

d IL: Justify preferences for social media platforms for contacting friends, sharing photos, video chats or other purposes. WLL.11.13.1.D

e IM: Defend a personal opinion about school cell phone policy. WLL.11.13.1.E

f IH: Argue to change a controversial school policy based on current research or societal norms. WLL.11.13.1.F

g AL: Convince an audience of the importance of a historical, literary or current event, with reasoning to support this position. WLL.11.13.1.G

h AM: Advocate for new ideas or innovative approaches related to school, work or career. WLL.11.13.1.H

PRESENTATIONAL WRITING WLL.12

9.2 Investigate Intercultural Products, Practices and Perspectives WLL.12.9.2

a NL: List very familiar products and practices in native and other cultures, such as: • formal and informal titles; • school supplies, back-to-school events. WLL.12.9.2.A

b NM: Identify typical products and practices to help understand perspectives in native and other cultures, such as: • musical genres, instruments, popular types of performers; • school subjects, telling time, importance of grades. WLL.12.9.2.B

c NH: Identify similarities and differences between typical products and practices to help understand perspectives in native and other cultures, such as: • monuments, architecture; national pride; • national parks, leisure activities, popular parks. WLL.12.9.2.C

d IL: Make simple comparisons between everyday products and practices to help understand perspectives in native and other cultures, such as: • youth hostels, sightseeing, sense of personal space; • literary works, value of literature, literary trends. WLL.12.9.2.D

Skip to main content

e IM: Compare everyday products, practices and perspectives in native and other cultures, such as: • reusable bags, recycling, environmental responsibility; • food pyramid, exercise frequency, trends in dieting. WLL.12.9.2.E

f IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as: • curriculum vitae, applying for a job, employer expectations; • postsecondary education, applying for university, societal value of professions. WLL.12.9.2.F

g AL: Compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as: • material comforts, lifestyles, materialism; • exports, trade practices, natural disasters and disaster relief efforts. WLL.12.9.2.G

h AM: Compare the relationships among global products, practices and perspectives in native and other cultures, such as: • globalized products, prevalence of such products, impact of such products on society and individual lifestyles; • environmentally friendly transportation options, use of such options, priority of such options. WLL.12.9.2.H

10.2 Communicate with Culturally Appropriate Language and Behaviors WLL.12.10.2

a NL: Use culturally appropriate punctuation when writing time, date, address, phone number or price in an online questionnaire WLL.12.10.2.A

b NM: Use culturally appropriate basic word order and capitalization in a report on personal preferences. WLL.12.10.2.B

c NH: Use culturally appropriate formatting of contact information when purchasing an online item or ticket to an event. WLL.12.10.2.C

d IL: Use culturally appropriate salutation, titles and signature line in a cover letter or email or a job application letter or email. WLL.12.10.2.D

e IM: Use culturally appropriate formatting, salutation, titles and closing in a formal cover letter, email or job application. WLL.12.10.2.E

f IH: Use culturally appropriate formatting, syntax, punctuation and capitalization in an essay or brochure. WLL.12.10.2.F

g AL: Use culturally appropriate personal details, academic information, terminology and formatting when writing a curriculum vitae. WLL.12.10.2.G

h AM: Use culturally appropriate writing conventions when creating a formal academic or business proposal. WLL.12.10.2.H

11.2 Inform, Describe, Explain, or Provide Instructions WLL.12.11.2

a NL: Write a simple shopping list for school supplies, food, or clothes. WLL.12.11.2.A

b NM: Create a meme with a simple caption to describe oneself. WLL.12.11.2.B

c NH: Publish a simple promotional poster or video to advertise an event such as school, sporting or musical event. WLL.12.11.2.C

Skip to main content

d IL: Create a brochure or flyer on local attractions for prospective students or community members. WLL.12.11.2.D

e IM: Write a blog entry summarizing an interview with a personal role model or a review of a book WLL.12.11.2.E

f IH: Summarize personal takeaways and professional knowledge gained from an internship. WLL.12.11.2.F

g AL: Write a comparison of family roles, structures and challenges across cultures and the impact on future generations. WLL.12.11.2.G

h AM: Write a research paper on a topic related to personal studies or area of specialization. WLL.12.11.2.H

12.2 Narrate About Life, Events or Experiences WLL.12.12.2

a NL: Complete an emergency contact form to include personal information such as name, email address and list of emergency contacts. WLL.12.12.2.A

b NM: Make a Venn diagram comparing physical and personality traits of two friends, family members or fictional characters. WLL.12.12.2.B

c NH: Compare fans of different sports or sporting events in an article for the school newspaper. WLL.12.12.2.C

d IL: Create a trip review for an ecotourism website on traveling abroad in an environmentally friendly manner. WLL.12.12.2.D

e IM: Write an essay about an impactful childhood experience for a semester abroad application. WLL.12.12.2.E

f IH: Write an editorial explaining how marketing strategies affected a recent purchase or entertainment choice. WLL.12.12.2.F

g AL: Create a presentation on how social media has influenced a culturally ingrained business perspective. WLL.12.12.2.G

h AM: Write in detail about a personal experience in a study abroad program and reflect on how the experience may impact one's future life. WLL.12.12.2.H

13.2 Support a Preference, Opinion, Viewpoint or Argument WLL.12.13.2

a NL: List favorite technology devices and personal items in a classroom survey WLL.12.13.2.A

b NM: Rank favorite and least favorite entertainment options for an online survey. WLL.12.13.2.B

c NH: Respond in a shared digital space about media platforms, listing pros and cons for each. WLL.12.13.2.C

d IL: Write a book or film review, including specific details to encourage or discourage reading this book or viewing this film. WLL.12.13.2.D

e IM: Prepare speaking points for participation in a debate about the value of technology in class. WLL.12.13.2.E

Skip to main content

f IH: Write a blog post about a dream career path and how to achieve this goal. WLL.12.13.2.F

g AL: Create an announcement for a fundraiser for a health care cause, or a human or animal rights cause that has had a personal impact. WLL.12.13.2.G

h AM: Write a cover letter for a job application. WLL.12.13.2.H

CLASSICAL LANGUAGES WLL.13

CL1.1 Investigate Intercultural Products, Practices and Perspectives WLL.13.CL1.1

a NL: Identify a few products and practices in ancient civilizations, such as foods; holidays; clothing; Roman numerals; Greek alphabet; family; education; human beings and the gods; Roman identity across social classes. WLL.13.CL1.1.A

b NM: Identify similarities and differences between typical products and practices to help understand perspectives in cultures of ancient civilizations, such as celebrating holidays; manner of dress; dining posture; types and rooms of Roman or Greek homes; importance of mythology; war and empire. WLL.13.CL1.1.B

c NH: Identify similarities and differences in familiar products and practices to help understand perspectives in cultures of ancient civilizations, such as tombstones; political graffiti; mile markers; use and importance of Roman baths; influence of legendary and historical figures and events; role of all members of society; views of non-Romans or non-Greeks. WLL.13.CL1.1.C

d IL: Make simple comparisons between everyday products and practices to help understand perspectives in native and other cultures, such as public entertainment; virtual exploration of archaeological sites; artifacts, architecture and art forms; elements of identity across society; role of poets and poetry; role of prose, text and authors; WLL.13.CL1.1.D

e IM: Compare everyday products, practices and perspectives in native and other cultures, such as historic events; work skills or trading practices; elements of idealization vs. reality; multicultural aspects of the roman world; leadership. WLL.13.CL1.1.E

f IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and other cultures, such as social norms; patricians/plebeians; lives of women in Classical Rome; diverse perspectives on identity; literary genres and non-literary examples, styles and authors. WLL.13.CL1.1.F

g AL: Compare the relationships among a variety of unfamiliar products, practices and perspectives in native and other cultures, such as political structures; ethical concepts in literature; ethical concepts in society at large; cultural and social identity influences; Roman concept of the other. WLL.13.CL1.1.G

h AM: Analyze the relationships among global products, practices and perspectives of Roman or ancient Greek culture, such as within social, economic and political institutions. WLL.13.CL1.1.H

CL1.2 Interpretive Reading – Comprehend Authentic Texts WLL.13.CL1.2

Skip to main content

a NL: Recognize a few simple words for greetings, foods, clothing, family. WLL.13.CL1.2.A

b NM: Identify simple facts from a caption on a photo. WLL.13.CL1.2.B

c NH: Identify the main idea of a sentence. WLL.13.CL1.2.C

d IL: Compare content and perspective of simple texts or spoken exchanges. WLL.13.CL1.2.D

e IM: Understand the main idea of written or spoken exchanges. WLL.13.CL1.2.E

f IH: Identify main point of debates, dialogues, or historical or mythological descriptions. WLL.13.CL1.2.F

g AL: Analyze complex texts to determine diverse perspectives. WLL.13.CL1.2.G

h AM: Analyze complex texts to determine culturally ingrained messages or perspectives. WLL.13.CL1.2.H

CL1.3 Interpretive Reading – Follow Instructions WLL.13.CL1.3

a NL: Respond appropriately to simple spoken commands for classroom tasks or routines. WLL.13.CL1.3.A

b NM: Respond appropriately to yes or no questions. WLL.13.CL1.3.B

c NH: Respond appropriately to simple written or spoken questions. WLL.13.CL1.3.C

CL2 Interpersonal Communication WLL.13.CL2

a NL: Greet others or introduce oneself. Respond to simple questions about familiar topics. WLL.13.CL2.A

b NM: Ask and answer simple questions related to the current topic or content. Share simple facts from a lesson. WLL.13.CL2.B

c NH: Create a simple cultural skit or reenactment with a peer. Create a graphic organizer with a peer comparing Roman and native cultural products, practices, and perspectives. WLL.13.CL2.C

d IL: Exchange opinions about the importance of typical events in Roman culture. Create a Venn diagram with a peer comparing Roman and U.S. houses. WLL.13.CL2.D

e IM: Discuss and compare aspects of Roman culture, such as daily or social life, with those of other cultures. Exchange information about the importance of typical events in Roman or Greek cultures. WLL.13.CL2.E

f IH: Participate in discussions about topics such as philosophy or historical events. Work with a peer to paraphrase or summarize elements of texts to prepare talking points for a debate. WLL.13.CL2.F

g AL: Compare life in the ancient world with modern life using supporting evidence or details. Present a personal viewpoint on a Roman or Greek event, using evidence from texts for support. WLL.13.CL2.G

h AM: Discuss themes and meaning within a work of literature in Latin or Greek. Discuss how literary themes, syntax and rhetorical figures enhance a text's meaning. WLL.13.CL2.H

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CL3 **Presentational Communication** WLL.13.CL3

- a NL: Participate in a reenactment of a Roman or Greek ceremony. Name, label or share people, places, things or events. WLL.13.CL3.A
- b NM: Recite short phrases or common expressions. Create a meme with a simple caption. WLL.13.CL3.B
- c NH: Create simple cultural products, such as tombstones or advertisements. Recreate a scene from a myth or historical event. WLL.13.CL3.C
- d IL: Create a shareable presentation on various forms of public entertainment. Write an explanation for a non-Roman about a common Roman object. WLL.13.CL3.D
- e IM: Summarize the effect of class on education, work, and interpersonal relationships. Explain the importance of geography on the development of a region's culture. WLL.13.CL3.E
- f IH: Summarize personal learning from research on topics of interest, such as philosophy, religion, mythology or personal conduct. Explain root causes of historical events. WLL.13.CL3.F
- g AL: Explain the development and transitions from ancient to current forms of government. Explain the influence of a piece of literature on modern media. WLL.13.CL3.G
- h AM: Present a summative project, such as a thesis, research paper or capstone. Design a written production that analyzes perspectives of the culture, literary genres or the arts. WLL.13.CL3.H

VISUAL LANGUAGES WLL.14

VL1.1 **Investigate Intercultural Products, Practices and Perspectives** WLL.14.VL1.1

- a NL: Identify a few very familiar products and practices in native and Deaf cultures, such as assistive devices; landmarks; traditional and popular ASL literatures; greetings and leave-takings. WLL.14.VL1.1.A
- b NM: Identify similarities and differences in typical products and practices to help understand perspectives in native and Deaf cultures, such as house design; support clubs, agencies and organizations; common table settings. WLL.14.VL1.1.B
- c NH: Identify similarities and differences in simple products and practices to help understand perspectives in native and Deaf cultures, such as regional differences in languages; storytelling traditions; use of technology to communicate. WLL.14.VL1.1.C
- d IL: Make simple comparisons between everyday products and practices to help understand perspectives in native and Deaf cultures, such as movie clips and documentaries; educational options; popular entertainment options. WLL.14.VL1.1.D
- e IM: Compare everyday products, practices and perspectives in native and Deaf cultures, such as how people socialize; characteristics of social norms; stereotypes or exaggerated views of people or groups. WLL.14.VL1.1.E

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f IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives in native and Deaf cultures, such as symbolism in literature or works of art; impact of elections; contributions and impact of historical figures on modern day society. WLL.14.VL1.1.F

g AL: Compare the relationships among global products, practices and perspectives in native and Deaf cultures, such as political policies affecting daily lives, the hearing and Deaf in American society; differences in cultural viewpoints of global events. WLL.14.VL1.1.G

h AM: Explain the relationships among global products, practices and perspectives in native and Deaf cultures, such as inclusive globalized products, prevalence of such products, and impact of such products on society and individual lifestyles; accessible transportation options, use of such options and priority of such options. WLL.14.VL1.1.H

VL2 Interpretive Viewing WLL.14.VL2

a NL: Identify a few numbers, food items or survival signs. Recognize a few short fingerspelled words or names. WLL.14.VL2.A

b NM: Identify days of the week and time. Recognize some common weather expressions, locations or feelings. WLL.14.VL2.B

c NH: Recognize the difference between a question and statement about age, activities or family. Follow a simple math problem with figures. WLL.14.VL2.C

d IL: Recognize the theme in short stories or poems by Deaf authors. Identify the topic and simple information from a documentary on Deaf history. WLL.14.VL2.D

e IM: Understand principle elements of fictional or nonfiction topics from recorded materials of current and historical importance to members of Deaf culture. Compare the roles of family members who are deaf and those who are hearing WLL.14.VL2.E

f IH: Relate the impact of sequential historical events to modern-day happenings. Determine the main point of debates, dialogues or historical descriptions related to Deaf culture. WLL.14.VL2.F

g AL: Compare aspects of Deaf minority communities with hearing minority communities in the United States, both historically and in modern society. Compare aspects of Deaf communities with hearing communities, related to equity in education. WLL.14.VL2.G

h AM: Compare cultural perspectives that influence the opinions of Deaf and hearing populations on accessibility options. Compare cultural perspectives that influence the opinions of Deaf and hearing populations on professional equity. WLL.14.VL2.H

VL3 Interpersonal Communication WLL.14.VL3

a NL: Exchange greetings and introductions with a peer. Fingerspell name. WLL.14.VL3.A

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b NM: Exchange both formal and informal greetings. Ask and answer simple questions about family, friends, activities or school. WLL.14.VL3.B

c NH: Ask and answer simple questions about dates, times, places and events on posters or tickets. Ask for and give simple directions to a location. WLL.14.VL3.C

d IL: Exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Exchange opinions about the importance of typical events in Deaf culture and what is needed to participate fully in these events. WLL.14.VL3.D

e IM: Discuss and compare news and video blogs related to Deaf life and perspectives. Interact with members of the Deaf community about contemporary issues related to daily life. WLL.14.VL3.E

f IH: Paraphrase or summarize elements of works of art, performances or literature to participate in discussions or debates about familiar, researched or personal interest topics. Interact with members of the Deaf community about accessibility issues they face in daily life. WLL.14.VL3.F

g AL: Discuss the impact of the institutionalization of deaf people that took place in the past, how it was similar to other groups, and how and why it has changed in current society. Discuss the pros and cons of attending educational institutes for Deaf populations vs educational institutes for all populations. WLL.14.VL3.G

h AM: Discuss the evolution in cultural perspectives in both the Deaf and hearing communities due to historical or societal cultural shifts. Discuss how internship opportunities for the Deaf have historically changed and the reasons for this evolution among businesses. WLL.14.VL3.H

VL4 Presentational Signing WLL.14.VL4

a NL: Sign numbers from 1-10. Sign name, age, phone number and email address. WLL.14.VL4.A

b NM: Sign the main cities on a map. Sign daily schedule of activities with times. WLL.14.VL4.B

c NH: State biographical facts. Describe how to prepare food or follow a simple routine. WLL.14.VL4.C

d IL: Explain rules or customs in various settings such as games, culture or way of life. Present information on volunteer opportunities within the Deaf community. WLL.14.VL4.D

e IM: Summarize a current event that impacts the Deaf community. Summarize personal learning from research on topics such as deaf athletes, historical figures or technology advances. WLL.14.VL4.E

f IH: Explain the effect of political or social policies on the private and public life of the Deaf community. Explain healthy lifestyles such as daily exercise, adequate rest, or healthy eating. WLL.14.VL4.F

g AL: Analyze and explain the impact of the oralism movement in educating students who are deaf. Analyze and explain the impact of inclusive and exclusionary practices throughout society. WLL.14.VL4.G

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h AM: Present a platform of social justice such as audism; racism; ableism; or ageism. Present a detailed proposal for a project or research study related to issues of social justice. WLL.14.VL4.H

HERITAGE LANGUAGES WLL.15

HL1 Investigate Intercultural Products, Practices and Perspectives WLL.15.HL1

b NM: Identify typical products and practices to help understand perspectives of the heritage culture and the predominant culture, such as: • Formal and Informal greetings; • Holidays and Celebrations; • Regionalisms and colloquialisms; • Customs and traditions across cultures. WLL.15.HL1.B

c NH: Identify similarities and differences between products and practices to help understand perspectives of the heritage culture and the predominant culture, such as: • Hobbies and pastimes; • Family structure-Family life; • School systems; • Myths and legends WLL.15.HL1.C

d IL: Compare everyday products, practices and perspectives of the heritage culture and the predominant culture, such as: • Important civilizations of the countries where the heritage language is spoken; • Ethnic groups in the countries where the heritage language is spoken • Short historical or literary texts. WLL.15.HL1.D

e IM: Compare everyday products, practices, and perspectives of the heritage culture and the predominant culture, such as: • War and peace; • Historic events; • Culture and immigration. WLL.15.HL1.E

f IH: Compare the relationships among familiar and unfamiliar products, practices and perspectives of the heritage culture and the predominant culture, such as: • The role of women in society; • Social consciousness; • Art movements in the 21st century WLL.15.HL1.F

g AL: Compare the relationships among global products, practices, and perspectives of the heritage culture and the predominant culture, such as: • Ecotourism; • Environmental problems; • Impact of contemporary media on society WLL.15.HL1.G

h AM: Analyze the relationships among global products, practices, and perspectives of the heritage culture and the predominant culture, such as: • Innovations; • Ethics and Science; • Effects of technology on self and society WLL.15.HL1.H

HL2.1 Interpretive Listening WLL.15.HL2.1

d IL: Understand and summarize information from videos about different civilizations and their contribution to society. WLL.15.HL2.1.D

e IM: Compare opinions and perspectives of participants in an online discussion about the impact of war. WLL.15.HL2.1.E

f IH: Relate an event in a historical fiction film to a similar historical or current event, including causes, outcomes, or impact of the events. WLL.15.HL2.1.F

g AL: Analyze a film to determine the moral of the story or relationship among characters WLL.15.HL2.1.G

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h AM: Understand the underlying message and most supporting details across major time frames in descriptive informational texts. WLL.15.HL2.1.H

HL2.2 Interpretive Reading WLL.15.HL2.2

b NM: Identify some basic facts from memorized or familiar words and phrases related to traditions and cultural events. WLL.15.HL2.2.B

c NH: Identify the topic or basic facts or details from podcasts, videos, or excerpts from texts or letters. WLL.15.HL2.2.C

d IL: Determine the main idea of short and simple texts when the topic is familiar and in the heritage language. WLL.15.HL2.2.D

e IM: Examine and analyze similes, metaphors, imagery, and other literary devices. WLL.15.HL2.2.E

f IH: Recognize word families, cognates, borrowed and shared words, synonyms and antonyms to expand vocabulary and derive meaning. WLL.15.HL2.2.F

HL3.1 Interpersonal Communication Speaking WLL.15.HL3.1

b NM: Exchange specific information about family origin. WLL.15.HL3.1.B

c NH: Ask and answer simple questions about an infographic on a familiar topic. WLL.15.HL3.1.C

d IL: Exchange information with a friend about how individuals feel in difficult situations. WLL.15.HL3.1.D

e IM: Exchange information in conversations on immigration and its effects on society. WLL.15.HL3.1.E

f IH: Research and discuss the school or healthcare systems in various cultures and how they reflect societal attitudes. WLL.15.HL3.1.F

g AL: Research and discuss various political systems, including political parties, forms of government and voting. WLL.15.HL3.1.G

h AM: Discuss the advisability of requiring all incoming students to be vaccinated. WLL.15.HL3.1.H

HL3.2 Interpersonal Communication Writing WLL.15.HL3.2

d IL: Create a Venn diagram with a peer comparing the ways holidays are celebrated in various cultures. WLL.15.HL3.2.D

e IM: Exchange personal reactions to a blog post about war and peace and respond to others' comments WLL.15.HL3.2.E

f IH: Interact via social media to exchange and support personal viewpoints on the role of women in society WLL.15.HL3.2.F

HL4.1 Presentational Speaking WLL.15.HL4.1

b NM: Create an avatar of oneself providing personal information. WLL.15.HL4.1.B

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c NH: Present regionalisms and colloquialism from different countries where the heritage language is spoken WLL.15.HL4.1.C

d IL: Express and explain my preferences on pastimes, hobbies, and personal interests. WLL.15.HL4.1.D

e IM: Make a video or live dramatization of a literary work, creating a surprise ending or changing the author's point of view. WLL.15.HL4.1.E

f IH: Tell stories about school and community events and personal experiences.. WLL.15.HL4.1.F

g AL: Explain the significance of a historical event in a country where the heritage language is spoken and its impact on present-day society WLL.15.HL4.1.G

h AM: Present a summative projects such as a capstone, thesis or research project. WLL.15.HL4.1.H

HL4.2 Presentational Writing WLL.15.HL4.2

c NH: Present information about families and activities. WLL.15.HL4.2.C

d IL: Create a simple brochure on ethnic groups in the countries where the heritage language is spoken. WLL.15.HL4.2.D

e IM: Write a short essay on a famous artist from a country where the heritage language is spoken and their contributions to society. WLL.15.HL4.2.E

f IH: Write a blog post explaining how media use can improve or limit students' learning process. WLL.15.HL4.2.F

Dual Language Immersion K-12 WLL.16

DL1 Interpretive Listening, Viewing or Reading and Integrated Intercultural Competence WLL.16.DL1

a NL: Recognize sounds, letters, characters, numbers, shapes and words in children's songs, simple rhymes, poems, chants, or books. Identify tangible products of native and target cultures such as currency, communities, clothing, toys, famous people, and art. WLL.16.DL1.A

b NM: Recognize words, phrases or simple facts related to content taught within readers or videos. Identify practices of native and target culture, such as how people eat or how they celebrate holidays. WLL.16.DL1.B

c NH: Identify words, phrases or basic information related to personal everyday life and content taught from familiar text, such as an advertisement or diagram. Identify similarities and differences in everyday products and practices of native and other cultures, such as sports or popularity of events. WLL.16.DL1.C

d IL: Identify the general topic from simple sentences and familiar texts, such as a story, conversation, or cartoon. Identify similarities and differences in familiar products, practices and perspectives of native and other cultures, such as famous monuments or television programming. WLL.16.DL1.D

e IM: Identify the main ideas from a variety of short, familiar texts, such as fictional stories or factual documents. Make simple comparisons between products, practices and perspectives of native and other cultures, such as traditions, school schedules or films. WLL.16.DL1.E

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f IH: Identify the main idea or key details of texts with unfamiliar vocabulary or topics, such as fictional or historical novels. Extrapolate information about familiar and unfamiliar products, practices and perspectives presented in various types of texts and media, such as infomercials or travel ads. WLL.16.DL1.F

g AL: Understand the main points of informational content media such as written texts, podcasts, or TV shows that support the content areas studied. Understand short presentations on unfamiliar topics, live or via media, such as news or topics of global importance. WLL.16.DL1.G

h AM: Summarize detailed information from academic topics, such as current events or science articles. Follow the main story and most supporting details across major time frames in fictional texts and compare literary and writing styles to one's own culture. WLL.16.DL1.H

i AH: Analyze the main idea and supporting arguments from multiple viewpoints in complex texts on unfamiliar academic topics or current events. Analyze and interpret meaning behind summaries and reports such as news and science journals. WLL.16.DL1.I

DL2 Interpersonal Communication and Integrated Intercultural Competence WLL.16.DL2

a NL: Imitate and rehearse simple greetings and emotional expressions. Respond to a simple question, such as what game to play at recess. WLL.16.DL2.A

b NM: Ask and answer a few simple questions about personal everyday life, such as name, birthday or address. Interact with multilingual school staff to ask and answer a few brief questions. WLL.16.DL2.B

c NH: Exchange some personal information, such as about family or hobbies. Exchange information, directions, or plans using texts, graphs, or pictures. WLL.16.DL2.C

d IL: Exchange information on a variety of everyday topics, such as plans for the weekend or academic content. Meet basic needs in familiar situations, such as working with a peer on a math problem. WLL.16.DL2.D

e IM: Exchange information about familiar content topics such as art projects, number talks, or items of personal need. Interact with a peer in familiar situations, such as performing a science experiment. WLL.16.DL2.E

f IH: Exchange information to show the relationship among products, practices, and perspectives. Resolve a familiar situation that may have a complication, such as explaining why homework was not completed. WLL.16.DL2.F

g AL: Exchange information on a wide variety of personal interest topics that go beyond everyday life, such as career aspirations or travel itineraries. Resolve an unfamiliar situation, such as returning or exchanging an item. WLL.16.DL2.G

h AM: Exchange general information on topics outside one's fields of interest, such as a research project. Handle a complication or unexpected turn of events, such as rescheduling a trip that was canceled due to bad weather. WLL.16.DL2.H

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i AH: Exchange detailed information on topics within and beyond one's fields of interest, such as a thesis or capstone project. Handle a complicated situation, such as explaining how to earn money for an unexpected expense. WLL.16.DL2.I

DL3 Presentational Speaking, Signing or Writing and Integrated Intercultural Competence WLL.16.DL3

a NL: Identify and repeat names of items related to content lessons and topics, such as calendar and weather, foods, or plant and wildlife, and compare them to other cultures. List favorite toys or holidays and compare them to other cultures. WLL.16.DL3.A

b NM: Present very simple information related to content topics, such as currency, seasons, habitats, weather forecasts, or healthy food options, and compare them other cultures. Rank favorite cartoon characters or movies and compare them to other cultures. WLL.16.DL3.B

c NH: Present simple information with some details related to a content topic, such as a timeline of historical events in the other cultures or an outline for a paper. Describe favorite activities during the school week, weekend, or vacation for oneself and peers in the other cultures. WLL.16.DL3.C

d IL: Create an oral, written or visual presentation on a content-related topic, such as a biography of a famous musician or artist from the another culture. Express preferences with details on topics of interest, such as a favorite online video game played with international peers. WLL.16.DL3.D

e IM: Present detailed information on a learned or researched topic from another class or subject, such as the scope and results of a science experiment from another culture. Advise peers about the best apps to help learn languages outside of class and why they work. WLL.16.DL3.E

f IH: Present detailed information on an unfamiliar researched topic of interest, such as potential careers involving a second language. Prepare speaking points for a debate about the value of technology in cross-cultural communications. WLL.16.DL3.F

g AL: Present information with supporting evidence on an academic topic of interest, such as how advertising differs across cultures. State a viewpoint with supporting evidence on the influence of social media on cultural behaviors. WLL.16.DL3.G

h AM: Present an explanation for a social or community project or policy and relate it to similar policies other cultures. Present an argument with supporting evidence for or against a school policy or political issue. WLL.16.DL3.H

i AH: Advocate for new ideas or innovative approaches related to school, work, or training, including supporting evidence from native and other cultures. Support an argument and counterargument using a variety of evidence such as statistics, data or polls. WLL.16.DL3.I

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Investigate Intercultural Products and Practices to Help Understand Perspectives WLL.17.EL1

a NL: Identify and repeat names of typical products, such as flags, foods, and animals. WLL.17.EL1.A

b NM: Identify and name typical products and practices from native and other cultures such as seasons, rooms in a house, or school subjects. WLL.17.EL1.B

c NH: Identify similarities and differences in everyday products and practices of native and other cultures, such as currency, sports or activities. WLL.17.EL1.C

d IL: Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures, such as monuments or TV programming. WLL.17.EL1.D

EL2 Interpretive Listening, Viewing or Reading WLL.17.EL2

a NL: Recognize a few individual words in children's songs, simple rhymes, poems, chants or book titles. Follow simple classroom instructions or routines. WLL.17.EL2.A

b NM: Recognize repeated words, taglines or short quotes from jingles, ads, movies, songs, rhymes, chants or poems. Follow classroom instructions, routines and schedules. WLL.17.EL2.B

c NL: Draw images as they are described in a story. Follow simple steps to create an object, play a game, solve a puzzle or follow a scavenger hunt. WLL.17.EL2.C

d IL: Summarize the main idea of a cartoon or TV commercial. Follow multi step instructions to complete a craft or play a game. WLL.17.EL2.D

EL3 Interpersonal Communication WLL.17.EL3

a NL: Greet peers and teachers. Answer a few simple questions, such as name and age and introduce self to someone. WLL.17.EL3.A

b NM: Greet and leave people in a polite way. Ask and answer some simple questions, such as favorite foods or television shows. WLL.17.EL3.B

c NH: Exchange simple information using texts, graphs, or pictures. Ask for and give simple directions for games or destinations. WLL.17.EL3.C

d IL: Exchange information in familiar situations, such as plans for the weekend. Exchange information when solving a math problem with a peer. WLL.17.EL3.D

EL4 Presentational Speaking, Signing or Writing WLL.17.EL4

a NL: Tell favorite places to eat, visit, vacation, or play. Name or write letters of the alphabet, simple words or numbers related to content in other classes. WLL.17.EL4.A

b NM: Rank favorite cartoon characters or movies. Give simple information related to content in other classes using a Venn diagram. WLL.17.EL4.B

c NH: Describe favorite activities during the school week, weekend, or vacation. Give simple information related to content in other classes using graphic organizers or simple sentences WLL.17.EL4.C

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d IL: Express preference on topics of interest with detail, such as a favorite video game. Present information learned or researched in another class, such as the results of a science project. WLL.17.EL4.D

APPENDIX - INTERPERSONAL READING AND WRITING WLL.18

5.3 Interact with Culturally Appropriate Language and Behaviors WLL.18.5.3

a NL: • Appropriately address members of a family who represent different generations and genders. • Work with a target language peer and use math skills to compare the area of each other's living spaces. • Share with peers in another culture restaurants and foods that might be familiar to them. WLL.18.5.3.A

b NM: • Observe and imitate appropriate behaviors at a holiday or festival celebration. • Act appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant. • Use some Internet slang or abbreviations to communicate a short message through social media. WLL.18.5.3.B

c NH: • Use rehearsed behaviors when shopping in a familiar type of store. • Work with a peer in another culture to create a digital presentation on each country's natural resources. • Schedule a call or video conference with a peer in the target culture with awareness of time differences and the other's schedules. WLL.18.5.3.C

d IL: • Use learned behaviors when visiting someone's home or business and notice when a cultural mistake is made. • Work with an exchange student or a pen pal and compare how each performs a particular math operation. • Compare video game preferences with a peer in the target culture. WLL.18.5.3.D

e IM: • Adjust dress and control voice volume to make it appropriate for a celebration or event. • Work with a partner class in the target culture to survey everyone's views toward a third culture, create graphs, and identify common stereotypes. WLL.18.5.3.E

f IH: • Demonstrate culturally appropriate behaviors when discussing and trying unfamiliar food and drink. • Work with peers in another culture to address a local environmental issue, such as creating a recycling or composting program. • Exchange information with a peer in another culture about their preferred technology for communicating. WLL.18.5.3.F

g AL: • Interact appropriately at a family event based on cultural norms and family dynamics. • Adjust personal space, body language, and nonverbal reactions accordingly when interacting with others in a business, school or work environment. • Respond to a social media post in a culturally appropriate manner. WLL.18.5.3.G

6.3 Exchange Information and Ideas WLL.18.6.3

a NL: • Fill in a chat box by answering who, what, where and or when questions. • Text a friend plans to meet, including the time and day. • Respond to a text message that asks where one is going. • Identify patterns of behavior typically associated with the target cultures. WLL.18.6.3.A

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b NM: • Write a post-it note in response to a discussion question. • Text a video call chat response. WLL.18.6.3.B

c NH: • Write a response to an ecard greeting. • Exchange information about the latest video game in an online chat. • Send an electronic invitation to teachers for an upcoming school performance and answer questions they may have. WLL.18.6.3.C

d IL: • Exchange texts with a friend to provide directions to one's house. • Exchange email with a tour operator to find out more details about a visit. • Exchange text messages with a friend to suggest an activity for this weekend. • Post a reaction to a friend's tweet about a concert they attended. • Exchange texts with someone to get advice about a birthday gift for a mutual friend. WLL.18.6.3.D

e IM: • Compare and contrast different mapping apps with people in a chat room. • Respond to others' posts about ways to stay healthy. • Exchange blog posts about raising money for a cause. • Collaborate online with a partner to identify ways to conserve water. WLL.18.6.3.E

f IH: • Participate in a chat to discuss the importance of learning another language. • Collaborate with an online group or organization to publicize an upcoming event. • Exchange blog posts about environmental issues. • Exchange ideas for a collaborative project in an online news group. WLL.18.6.3.F

g AL: • Interact online with a career counselor to discuss indemand jobs where a second language is advantageous. • Discuss online how musical preferences of young people have changed from generation to generation. • Have a virtual written exchange with an international group, sharing information about an important current event. • Contribute to an online discussion about a current social issue. • Create with a partner via an online webspace a summary and reflection of an article or story. WLL.18.6.3.G

7.3 Meet Personal Needs or Address Situations WLL.18.7.3

a NL: • Enter a word in an online Scrabble game. • Add happy birthday to a social media post. • Reply to a message asking the price for a service. • Respond to a family member's text asking what type of takeout food to bring home. WLL.18.7.3.A

b NM: • Exchange holiday greetings with a peer or family member via text via text messages. • Ask questions to the online sales rep about an item. WLL.18.7.3.B

c NH: • Exchange information with the manager at work to request a day off or change one's schedule. • Make plans for a picnic with others via text messages. • Exchange information with a doctor's office to prepare for an upcoming appointment. WLL.18.7.3.C

d IL: • Work with a peer via an online document to complete an assignment for a specific course. • Interact online to get help related to an assignment. • Interact with a study abroad advisor online to select the type of housing that best fits one's needs. WLL.18.7.3.D

e IM: • Interact online with peers in another culture to finalize plans for hosting them in one's community. • Exchange messages with one's host family to learn about each other's daily routines, chores and house rules. • Exchange messages with a travel agent to switch flight date and destination WLL.18.7.3.E

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f IH: • Interact with an advisor in another culture online to select courses that match one's academic goals. • Respond to a series of inquiries from a potential employer as part of a job application. WLL.18.7.3.F

g AL: • Exchange messages with a friend to explain one's reasons for canceling a planned activity. • Exchange posts in response to an article about a political issue. • Negotiate with an online agent the release of information needed for a college application. • Exchange correspondence with an event planner to make changes to an upcoming celebration. WLL.18.7.3.G

8.3 Express, React to and Support Preferences, Opinions or Viewpoints WLL.18.8.3

a NL: • Respond to a simple interactive survey about favorite pets, movies or clothes. • Respond to a social media site about best restaurants or best sports teams, indicating approval or disapproval. • Text a friend about preference to meet and when. • Text dinner preferences. • Complete a simple survey to identify likes and dislikes about a store or service. WLL.18.8.3.A

b NM: • React to a text from a friend about a new movie and ask for an opinion about the film. • Choose answers on an online personality survey. • Read a note from a roommate about evening plans and write a short response. • Tweet an opinion about a new movie in response to other tweets. • React to classmates' posts on an online learning tool. WLL.18.8.3.B

c NH: Ask and react to a friend's post on a social media site. • Exchange preferences of things to do with visitors on a shared Wiki. • Add comments to those of others about something read on a forum about sports. • Exchange preferences in video games on a gaming site. WLL.18.8.3.C

d IL: • Exchange text messages sharing reactions to something happening in the community. • Compare the importance of and opportunities for extracurricular activities in various cultures. • Exchange descriptions with an ePal to agree on the best places to hike in the US. • Exchange online messages to trade opinions in reaction to an article about the best places to visit in the region. • Chat with an ePal to discuss Americans' typical vacations. • Exchange advice with another online player on winning moves in a video game. WLL.18.8.3.D

e IM: • Participate in an online discussion in which people react to opportunities for part-time jobs. • Participate in an online discussion about what kind of diet is best. • Exchange opinions on a discussion board about which nominee deserves an award and why. • Post a positive book review in response to a negative one. • Participate in a fitness forum about staying fit without joining a gym. WLL.18.8.3.E

f IH: • Justify opinions about current trends in music in an online conversation. • Give advice online to a foreign student who has questions about studying in the USA. • Exchange opinions about a product on a company's website and say why or why not to buy it. • Exchange posts that provide specific and detailed advice on a peer's draft for an article. • Add advice about dating "do's and don'ts" on an online blog. WLL.18.8.3.F

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g AL: • Exchange advice online about how to behave when visiting a family for dinner in a different culture. • Collaborate online with fellow classmates to provide advice for next year's students on how to be successful in language class. • Add an opinion about a social issue on an online blog. • Continue an email exchange to convince a colleague to switch sides in an argument. • Create multiple blog entries offering advice on how to make the most of time in the another country, responding to several rounds of response. WLL.18.8.3.G

APPENDIX – PRESENTATIONAL SPEAKING WLL.19

11.1 Inform, Describe, Explain, or Provide Instructions WLL.19.11.1

a NL: • Give a phone number, email, or the combination to unlock a locker. • Order food in restaurant WLL.19.11.1.A

b NM: • Describe clothing for different occasions. • Explain preferences for sports, pastimes, foods, or clothing choices. • Use familiar commands and courtesy phrases during a game with peers. • Ask peers to do simple tasks in class. WLL.19.11.1.B

c NH: • Introduce a school or program for visiting exchange students. • Give a friend driving directions from school to a destination. • Provide instructions for a recipe. WLL.19.11.1.C

d IL: • Describe the events of a story line. • Describe pros and cons of various forms of media and modes of communication. • Provide multi-step instructions for various modes of transport. WLL.19.11.1.D

e IM: • Present findings about challenges of modern families. • Present on a literary figure or author and his or her contributions to society. • Provide multi-step instructions at a health fair to maintain a healthy lifestyle or exercise program. • Give advice on how to prepare a healthy meal. WLL.19.11.1.E

f IH: • Explain animal endangerment. • Produce a podcast giving some suggestions for living an eco-friendly lifestyle. WLL.19.11.1.F

g AL: • Describe impacts of a scientific invention. • Explain the steps and results of a scientific experiment that tested a hypothesis. • Produce a podcast giving the steps to solve a math equation. WLL.19.11.1.G

APPENDIX – PRESENTATIONAL WRITING WLL.20

10.2 Communicate with Culturally Appropriate Language and Behaviors WLL.20.10.2

c NH: • Use culturally appropriate information in a recipe. WLL.20.10.2.C

11.2 Inform, Describe, Explain, or Provide Instructions WLL.20.11.2

a NL: • Write a short personal bio for a webpage. WLL.20.11.2.A

b NM: • Provide information in a passport application before a trip overseas. • Provide a list of chores and responsibilities for your family. WLL.20.11.2.B

c NH: • Fill in a planner with steps to meet a deadline for a school, work or extracurricular project. • Create a to-do list to plan a party WLL.20.11.2.C

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d IL: • Give a friend directions for using various public transportation options to meet at a desired destination. • Create instructions for a basic children's game. WLL.20.11.2.D

e IM: • Create an infographic with step-by-step recipes for traditional desserts the international club will sell at a local festival. • Create a webpage with transportation or route options for street closings due to a parade, road work, or a demonstration WLL.20.11.2.E

f IH: • Write an International Week blog post for the school website, explaining the steps and movements for a traditional dance. WLL.20.11.2.F

g AL: • Create a list of suggestions and recommendations for avoiding food, water, and energy waste WLL.20.11.2.G

12.2 Narrate About Life, Events or Experiences WLL.20.12.2

c NH: • Complete a medical form to explain an ailment. WLL.20.12.2.C

13.2 Support a Preference, Opinion, Viewpoint or Argument WLL.20.13.2

b NM: • Share opinions about preferences of certain foods. WLL.20.13.2.B

d IL: • Describe a dream trip, including where, how, and when this will take place. WLL.20.13.2.D

APPENDIX – CLASSICAL LANGUAGES WLL.21

CL1.2 Interpretive Reading – Comprehend Authentic Texts WLL.21.CL1.2

a NL: • Connect simple words, phrases, Roman numerals, or Greek letters to their meaning or image. • Recognize simple structures to facilitate understanding. • Recognize names of historic characters. WLL.21.CL1.2.A

b NM: • Recognize Roman numerals or Greek letters. • Recognize language patterns or simple structures to facilitate understanding. • Understand simple phrases describing historical characters. WLL.21.CL1.2.B

c NH: • Identify the topic or basic facts or details from simple texts. • Recognize language patterns, simple structures, and syntax to facilitate understanding. • Understand connected sentences describing events surrounding historical characters. WLL.21.CL1.2.C

d IL: • Identify supporting details in simple texts. • Use language structures and syntax to deepen understanding. • Compare events in two or more simple texts, such as theme, sequencing, or importance to story line. WLL.21.CL1.2.D

e IM: • Compare more complex literary and non-literary texts using the author's point of view, conflicts or tone. • Understand more complex structures and syntax to deepen comprehension. • Demonstrate understanding of the connection between ancient and modern events. WLL.21.CL1.2.E

f IH: • Identify simple characteristics of various literary and non-literary genres. • Understand more complex structures and syntax to deepen comprehension. • Understand aural features of the text, such as meter, alliteration, assonance, and its impact on the meaning or interpretation. WLL.21.CL1.2.F

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g AL: • Compare cultural perspectives that influence the opinions of historical figures. • Understand more complex structures and syntax to deepen comprehension. • Consistently understand more complex aural features of the text and its meaning or interpretation. WLL.21.CL1.2.G

CL1.3 Interpretive Reading – Follow Instructions WLL.21.CL1.3

a NL: • Follow familiar written instructions for routines, such as posted directions in the classroom. WLL.21.CL1.3.A

b NM: • Follow familiar written instructions for routines such as posted directions in the classroom. WLL.21.CL1.3.B

CL3 Presentational Communication WLL.21.CL3

b NM: • Create a simple graffito. WLL.21.CL3.B

c NH: • Create a simple skit using very familiar themes. WLL.21.CL3.C

d IL: • Write a journal entry as a member of the Roman military. • Present a living history moment as a figure from Roman culture. WLL.21.CL3.D

e IM: • Create and share a graphic organizer comparing and contrasting modern and ancient ideas about the ideal lifestyle. WLL.21.CL3.E

g AL: • Create a shareable presentation on modern and ancient value systems. WLL.21.CL3.G

APPENDIX – VISUAL LANGUAGES WLL.22

VL2 Interpretive Viewing WLL.22.VL2

a NL: • Follow a few simple classroom directions. WLL.22.VL2.A

b NM: • Recognize a few variations on simple signs or phrases. WLL.22.VL2.B

c NH: • Understand a simple transaction between a customer and clerk. WLL.22.VL2.C

VL3 Interpersonal Communication WLL.22.VL3

a NL: • Respond to yes, no, who, what, when, and where questions. WLL.22.VL3.A

b NM: • Ask who, what, when, where, and why questions WLL.22.VL3.B

c NH: • Make plans with a peer about where to go and when to meet. WLL.22.VL3.C

VL4 Presentational Signing WLL.22.VL4

a NL: • Sign simple directions or a line from a simple poem. WLL.22.VL4.A

b NM: • Sign simple information based on photos of animals, historical figures, or sports. WLL.22.VL4.B

c NH: • State simple facts or details about a landmark or place visited. WLL.22.VL4.C

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Interpretive Listening, Viewing or Reading and Integrated Intercultural Competence WLL.23.DL1

a NL: • Identify and imitate culturally appropriate gestures and behaviors for common classroom or social interactions and routines within native and other cultures. WLL.23.DL1.A

b NM: • Use culturally appropriate behaviors to follow familiar classroom instructions and routines. WLL.23.DL1.B

c NH: • Follow simple steps to create an object, play a game, solve a puzzle or follow a scavenger hunt WLL.23.DL1.C

d IL: • Understand products, practices and perspectives of native and other cultures from texts about familiar topics with some details, such as famous monuments or tv programming. • Follow multi step instructions to complete a craft or play a game. • Listen to or read about expressive products of the target culture such as children's or traditional songs, selections from the literature commonly read, and types of artwork enjoyed or produced by peers in other cultures. WLL.23.DL1.D

e IM: • Follow a series of directions, such as a destination in the classroom or building, or solving a simple math problem. WLL.23.DL1.E

f IH: • Read or listen to stories from other cultures and compare them to familiar stories from the same genre, such as folklore, fables, myths, and legends. WLL.23.DL1.F

g AL: • Follow the main story and some supporting detail across major time frames in fictional texts. WLL.23.DL1.G

h AM: • Analyze different or similar points of view on topics of personal and global importance such as environment, education, and media. WLL.23.DL1.H

i AH: • Evaluate global products and practices and mediate perspectives in text and media topics. WLL.23.DL1.I

DL2 Interpersonal Communication and Integrated Intercultural Competence WLL.23.DL2

a NL: • Identify or repeat names of tangible products of the native and target cultures such as currency, communities, dress, toys, famous people, and art. • Participate in ageappropriate cultural activities such as storytelling, dramatizations, or games. WLL.23.DL2.A

b NM: • Use learned culturally appropriate gestures, behaviors, and oral expressions for greetings, leave takings, and common classroom or social interactions within native and target cultures. • Participate in ageappropriate cultural activities such as storytelling, dramatizations, or games. • Use high frequency courtesy phrases when interacting with peers, such as please, thank you, or your turn. WLL.23.DL2.B

c NH: • Identify what people from the target culture are doing in photos and short videos. WLL.23.DL2.C

d IL: • Ask simple questions about characteristics of daily life after looking at photos or short videos. • Use gestures appropriately to greet friends, family, or new acquaintances. WLL.23.DL2.D

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f IH: • Complete a task that requires multiple steps, such as refurbishing a piece of furniture. WLL.23.DL2.F

g AL: • Compare and contrast life in different locations and in different times. WLL.23.DL2.G

DL3 Presentational Speaking, Signing or Writing and Integrated Intercultural Competence WLL.23.DL3

a NL: • Identify familiar items in the classroom, at school, or content images and compare them to the target cultures. • Participate in ageappropriate cultural activities such as storytelling, reader's theatre, games and songs. WLL.23.DL3.A

b NM: • Label familiar items in the classroom, at school, related to content images and compare them to items in the target cultures. • Identify products and practices from the target culture in photos and short videos. WLL.23.DL3.B

c NH: • Give a short description about a favorite character from a story, book, movie, or television show • Participate in ageappropriate cultural practices such as being the leader or taking turns in games, sports and entertainment such as music, dance or drama. WLL.23.DL3.C

d IL: • Compare simple patterns of behavior or interaction in various cultural settings, such as transportation to school, or eating habits. • Compare and contrast myths, folktales and poetry of the native and target cultures. WLL.23.DL3.D

f IH: • Give step-by-step directions on preparing a recipe from the target culture. WLL.23.DL3.F

APPENDIX – ELEMENTARY FLES OR FLEX WLL.24

EL1 Investigate Intercultural Products and Practices to Help Understand Perspectives WLL.24.EL1

a NL: • Rehearse appropriate behaviors and practices from native and other cultures, such as greetings or showing respect. • EL1.3 Imitate greetings and emotional expressions from the target culture WLL.24.EL1.A

b NM: • Use practiced culturally appropriate behaviors and practices such as emotional expressions or telling the time and date. • Recognize words, phrases, or simple facts related to content taught in other classes. WLL.24.EL1.B

c NH: • Use culturally appropriate titles and signature in a simple letter or email. WLL.24.EL1.C

d IL: • Use culturally appropriate formal and informal register when conversing with peers or adults at school or school events. WLL.24.EL1.D

EL2 Interpretive Listening, Viewing or Reading WLL.24.EL2

a NL: • Recognize or draw a few individual words from posters or labeled objects inside the classroom. • Match a letter, character, word, or color to an image. • Recognize or draw traditional and nontraditional letters, numbers, or shapes that are similar to content from other classes. • Recognize a character's name in a story or fairy tale. WLL.24.EL2.A

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b NM: Identify simple phrases describing physical or personality traits of a story, cartoon, or movie character. • Identify simple information from words and symbols in a weather forecast, science experiment, or math problem. WLL.24.EL2.B

c NH: • Understand words, phrases or information related to content taught in other classes. • Understand simple messages on greeting cards. • Identify a few product details from an ad or commercial. • Identify a few events in a cartoon, TV show, or movie clip. • Identify information in a simple diagram or infographic. WLL.24.EL2.C

d IL: Identify the sequences in a story or cartoon. • Identify the topic of a story or conversation. • Recognize that ideas and expressions may be presented differently in the target language than the students' language. WLL.24.EL2.D

EL3 Interpersonal Communication WLL.24.EL3

a NL: • Name or label familiar things in the classroom, at school, or in images WLL.24.EL3.A

b NM: • Answer a variety of simple questions. • Introduce self and others. • Communicate basic information about self and personal acquaintances. • Tell simple information related to content taught in other classes using a graphic organizer. • Name family members or friends, what their relationship is, and what they like to do. WLL.24.EL3.B

c NH: • Make after school.plans with others. • Interact with others in everyday situations, such as at lunch, recess, or visiting a friend's house. WLL.24.EL3.C

EL4 Presentational Speaking, Signing or Writing WLL.24.EL4

c NH: • Give a short description about a favorite character from a story, book, movie, or television show. WLL.24.EL4.C