

Subject	Languages Other Than English (LOTE)
Course Title	§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level I can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. There is no prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p> <p>(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>	
(b) Introduction.	

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.
- (5) Students in Level I are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.
- (B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.
- (C) By the end of Level I, students of logographic languages should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice Mid to Novice High proficiency level.
- (D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life in spoken and written conversation	(i) ask questions about everyday life in spoken conversation

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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life in spoken and written conversation	(ii) ask questions about everyday life in written conversation
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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life in spoken and written conversation	(iv) respond to questions about everyday life in written conversation

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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences in spoken and written conversation	(i) express personal opinions or preferences in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences in spoken and written conversation	(ii) express personal opinions or preferences in written conversation
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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences in spoken and written conversation	(iv) exchange personal opinions or preferences in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken and written conversation	(i) ask others what they need to, should, or must do in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken and written conversation	(ii) ask others what they need to, should, or must do in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken and written conversation	(iii) tell others what they need to, should, or must do in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, or must do in spoken and written conversation	(iv) tell others what they need to, should, or must do in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation	(i) articulate requests, offer alternatives, or develop simple plans in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation	(ii) articulate requests, offer alternatives, or develop simple plans in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures	(i) participate in spoken conversation using culturally appropriate expressions
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) participate in spoken conversation using culturally appropriate register

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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) participate in spoken conversation using culturally appropriate gestures
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) participate in written conversation using culturally appropriate expressions, register, and style	(i) participate in written conversation using culturally appropriate expressions
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) participate in written conversation using culturally appropriate expressions, register, and style	(ii) participate in written conversation using culturally appropriate register

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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) participate in written conversation using culturally appropriate expressions, register, and style	(iii) participate in written conversation using culturally appropriate style
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(i) demonstrate an understanding of culturally authentic print materials in everyday contexts
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(i) identify key words from fiction texts

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(ii) identify key words from nonfiction texts
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(iii) identify key words from audio materials
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(iv) identify key words from audiovisual materials

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<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(v) identify key details from fiction texts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(vi) identify key details from nonfiction texts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(vii) identify key details from audio materials</p>

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials	(viii) identify key details from audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in highly contextualized texts
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(i) identify cultural practices from authentic print materials
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) identify cultural practices from authentic digital materials

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(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) identify cultural practices from authentic audio materials
(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) identify cultural practices from authentic audiovisual materials
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(i) state an opinion or preference orally
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(ii) state an opinion or preference in writing

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(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(iii) support an opinion or preference orally
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) state and support an opinion or preference orally and in writing	(iv) support an opinion or preference in writing
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(i) describe people orally using a mixture of words, phrases, and simple sentences
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(ii) describe people in writing using a mixture of words, phrases, and simple sentences

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(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(iii) describe objects orally using a mixture of words, phrases, and simple sentences
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(iv) describe objects in writing using a mixture of words, phrases, and simple sentences
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(v) describe simple situations orally using a mixture of words, phrases, and simple sentences
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences	(vi) describe simple situations in writing using a mixture of words, phrases, and simple sentences

Subject	Languages Other Than English (LOTE)
Course Title	§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level II can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level I, achieving a Novice Mid to Novice High proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p> <p>(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.
- (5) Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.
- (B) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
- (C) By the end of Level II, students of logographic languages should perform on a Novice Mid to Novice High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level. Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. Novice Mid students are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.
- (D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(ii) ask questions about everyday life in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(iii) respond to questions about everyday life with simple elaboration in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation	(iv) respond to questions about everyday life with simple elaboration in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(i) express personal opinions or preferences with simple supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(ii) express personal opinions or preferences with simple supporting statements in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(iii) exchange personal opinions or preferences with simple supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation	(iv) exchange personal opinions or preferences with simple supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(i) ask others what they need to, should, or must do with simple supporting reasons in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(ii) ask others what they need to, should, or must do with simple supporting reasons in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(iii) tell others what they need to, should, or must do with simple supporting reasons in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C)ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation	(iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;	(i) articulate requests with simple supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(ii) articulate requests with simple supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation	(iii) offer alternatives with simple supporting statements in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation</p>	<p>(iv) offer alternatives with simple supporting statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation</p>	<p>(v) develop plans with simple supporting statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation</p>	<p>(vi) develop plans with simple supporting statements in written conversation</p>

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(i) interact in spoken conversation using culturally appropriate expressions
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iv) react in spoken conversation using culturally appropriate expressions
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(v) react in spoken conversation using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(vi) react in spoken conversation using culturally appropriate gestures

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(i) interact in writing using culturally appropriate expressions
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iii) interact in writing using culturally appropriate style

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iv) react in writing using culturally appropriate expressions
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(v) react in writing using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(i) demonstrate an understanding of culturally authentic print materials in everyday contexts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(i) identify the main idea from fiction texts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) identify the main idea from nonfiction texts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iii) identify the main idea from audio materials
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iv) identify the main idea from audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) identify the theme from fiction texts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vi) identify the theme from nonfiction texts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) identify the theme from audio materials
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(viii) identify the theme from audiovisual materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ix) identify the supporting details from fiction texts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) identify the supporting details from nonfiction texts
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) identify the supporting details from audio materials

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xii) identify the supporting details from audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials</p>	<p>(i) infer meaning of unfamiliar words or phrases in highly contextualized texts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials</p>	<p>(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials</p>

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(i) identify cultural practices from authentic print materials
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) identify cultural practices from authentic digital materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) identify cultural practices from authentic audio materials
(2) Interpretive communication: reading and listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) identify cultural practices from authentic audiovisual materials
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(i) express an opinion or preference orally with supporting statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(ii) express an opinion or preference in writing with supporting statements

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iii) support an opinion or preference orally with supporting statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and support an opinion or preference orally and in writing with supporting statements	(iv) support an opinion or preference in writing with supporting statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(i) describe people orally using a series of sequenced sentences with essential details
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(ii) describe objects orally using a series of sequenced sentences with essential details

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iii) describe situations orally using a series of sequenced sentences with essential details
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(iv) describe people in writing using a series of sequenced sentences with simple elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(v) describe objects in writing using a series of sequenced sentences with simple elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration	(vi) describe situations in writing using a series of sequenced sentences with simple elaboration

Subject	Languages Other Than English (LOTE)
Course Title	§114.41. Level III, Intermediate Low to Intermediate Mid Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level III can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level II, achieving a Novice High to Intermediate Low proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p> <p>(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.
- (5) Students in Level III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
- (B) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.
- (C) By the end of Level III, students of logographic languages should perform on a Novice High to Intermediate Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level. Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. Novice High students are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.
- (D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(ii) ask questions about everyday life in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(iii) ask questions beyond the scope of everyday life in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(iv) ask questions beyond the scope of everyday life in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(v) respond to questions about everyday life with simple elaboration in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(vi) respond to questions about everyday life with simple elaboration in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(vii) respond to questions beyond the scope of everyday life with simple elaboration in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation	(viii) respond to questions beyond the scope of everyday life with simple elaboration in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(i) express personal opinions with supporting statements in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(ii) express personal opinions with supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(iii) express personal preferences with supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(iv) express personal preferences with supporting statements in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(v) express personal recommendations with supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(vi) express personal recommendations with supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(vii) exchange personal opinions with supporting statements in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(viii) exchange personal opinions with supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(ix) exchange personal preferences with supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(x) exchange personal preferences with supporting statements in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(xi) exchange personal recommendations with supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation	(xii) exchange personal recommendations with supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(i) ask others what they need do in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(ii) ask others what they need to do in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(iii) ask others what they should do in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(iv) ask others what they should do in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(v) ask others what they must do in in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(vi) ask others what they must do in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(vii) tell others what they need do with supporting reasons in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(viii) tell others what they need to do with supporting reasons in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(ix) tell others what they should do with supporting reasons in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(x) tell others what they should do with supporting reasons in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(xi) tell others what they must do with supporting reasons in in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation	(xii) tell others what they must do with supporting reasons in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(i) articulate requests with supporting statements in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(ii) articulate requests with supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(iii) offer suggestions with supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(iv) offer suggestions with supporting statements in written conversation

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(v) develop plans with supporting statements in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation	(vi) develop plans with supporting statements in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(i) interact in spoken conversation using culturally appropriate expressions

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(ii) interact in spoken conversation using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iii) interact in spoken conversation using culturally appropriate gestures
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(iv) react in spoken conversation using culturally appropriate expressions

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(v) react in spoken conversation using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures	(vi) react in spoken conversation using culturally appropriate gestures
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(i) interact in writing using culturally appropriate expressions

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(ii) interact in writing using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iii) interact in writing using culturally appropriate style
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(iv) react in writing using culturally appropriate expressions

Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(v) react in writing using culturally appropriate register
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(F) interact and react in writing using culturally appropriate expressions, register, and style	(vi) react in writing using culturally appropriate style
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(i) demonstrate an understanding of culturally authentic print materials in a variety of contexts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(ii) demonstrate an understanding of culturally authentic digital materials in a variety of contexts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(iii) demonstrate an understanding of culturally authentic audio materials in a variety of contexts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(iv) demonstrate an understanding of culturally authentic audiovisual materials in a variety of contexts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(i) paraphrase the main idea from fiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) paraphrase the main idea from nonfiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iii) paraphrase the main idea from audio materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(iv) paraphrase the main idea from audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(v) paraphrase the theme from fiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vi) paraphrase the theme form nonfiction texts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(vii) paraphrase the theme from audio materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(viii) paraphrase the theme from audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ix) paraphrase the supporting details from fiction texts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) paraphrase the supporting details from nonfiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) paraphrase the supporting details from audio materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) paraphrase the supporting details from audiovisual materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	(i) infer meaning of unfamiliar words or phrases in contextualized texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in contextualized audio materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in contextualized audiovisual materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(i) compare and contrast cultural practices from authentic print materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(ii) compare and contrast cultural practices from authentic digital materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(iii) compare and contrast cultural practices from authentic audio materials

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials	(iv) compare and contrast cultural practices from authentic audiovisual materials
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(i) express an opinion or preference orally with supporting statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(ii) express an opinion or preference orally with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(iii) express an opinion or preference in writing with supporting statements

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(iv) express an opinion or preference in writing with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(v) defend an opinion or preference orally with supporting statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(vi) defend an opinion or preference orally with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(vii) defend an opinion or preference in writing with supporting statements

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations	(viii) defend an opinion or preference in writing with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(i) narrate situations orally using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(ii) narrate situations in writing using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(iii) narrate events orally using connected sentences with details and elaboration

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration	(iv) narrate events in writing using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration	(i) inform others orally about a variety of topics using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration	(ii) inform others in writing about a variety of topics using connected sentences with details and elaboration

Subject	Languages Other Than English (LOTE)
Course Title	§114.42. Level IV, Intermediate Mid to Intermediate High Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level IV can be offered in middle or high school. At the high school level, students shall be awarded one credit for successful completion of this course. Successful completion of Level III, achieving an Intermediate Low to Intermediate Mid proficiency level, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p> <p>(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.
- (5) Students in Level IV are expected to reach a proficiency level of Intermediate Mid to Intermediate High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) Students at the Intermediate Mid proficiency level express meaning in straightforward and personal contexts by easily combining and recombining what they know, what they read, and what they hear in short statements and a mixture of sentences and strings of sentences. Intermediate Mid students are able to understand some information from connected statements in oral or written sources. Intermediate Mid students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Mid students are consistently successful when performing Intermediate-level tasks.
- (B) Students at the Intermediate High proficiency level express meaning in a variety of contexts by creating with the language, easily combining and recombining what they know, what they read, and what they hear in a mixture of sentences and connected discourse. Intermediate High students are able to understand information from connected statements in oral or written sources. Intermediate High students are generally understood by listeners and readers unaccustomed to dealing with language learners. Intermediate High students are consistently successful when performing Intermediate-level tasks. Intermediate High students show evidence of Advanced Low proficiency but lack consistency.
- (C) By the end of Level IV, students of logographic languages should perform on an Intermediate Low to Intermediate Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level. Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
- (D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation	(i) ask questions about everyday life in spoken conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation	(ii) ask questions about everyday life in written conversation
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation	(iii) ask questions beyond the scope of everyday life in spoken conversation

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(iv) ask questions beyond the scope of everyday life in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(v) respond to questions about everyday life with elaboration in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(vi) respond to questions about everyday life with elaboration in written conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(vii) respond to questions beyond the scope of everyday life with elaboration in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</p>	<p>(viii) respond to questions beyond the scope of everyday life with elaboration in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details</p>	<p>(i) ask questions in unfamiliar contexts in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details</p>	<p>(ii) ask questions in unfamiliar contexts in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details</p>	<p>(iii) respond to questions in unfamiliar contexts in spoken conversation with limited details</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details</p>	<p>(iv) respond to questions in unfamiliar contexts in written conversation with limited details</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(i) express personal opinions with supporting elaborative statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(ii) express personal preferences with supporting elaborative statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(iii) express personal recommendations with supporting elaborative statements in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(iv) express personal opinions with supporting elaborative statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(v) express personal preferences with supporting elaborative statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(vi) express personal recommendations with supporting elaborative statements in written conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(vii) exchange personal opinions with supporting elaborative statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(viii) exchange personal preferences with supporting elaborative statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(ix) exchange personal recommendations with supporting elaborative statements in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(x) exchange personal opinions with supporting elaborative statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(xi) exchange personal preferences with supporting elaborative statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation</p>	<p>(xii) exchange personal recommendations with supporting elaborative statements in written conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(i) ask others what they need to do in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(ii) ask others what they should do using in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(iii) ask others what they must do in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(iv) ask others what they need to do in written conversation</p>
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Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(vii) tell others what they need to do using detailed rationale in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(viii) tell others what they should do using detailed rationale in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(ix) tell others what they must do using detailed rationale in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(x) tell others what they need to do using detailed rationale in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(xi) tell others what they should do using detailed rationale in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</p>	<p>(xii) tell others what they must do using detailed rationale in written conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(i) articulate requests with supporting elaborative statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(ii) offer suggestions with supporting elaborative statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(iii) develop plans with supporting elaborative statements in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(iv) articulate requests with supporting elaborative statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(v) offer suggestions with supporting elaborative statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation</p>	<p>(vi) develop plans with supporting elaborative statements in written conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(i) interact in spoken conversation using culturally appropriate expressions</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(ii) interact in spoken conversation using culturally appropriate register</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(iii) interact in spoken conversation using culturally appropriate gestures</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(iv) react in spoken conversation using culturally appropriate expressions</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(v) react in spoken conversation using culturally appropriate register</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(vi) react in spoken conversation using culturally appropriate gestures</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(i) interact in writing using culturally appropriate expressions</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(ii) interact in writing using culturally appropriate register</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(iii) interact in writing using culturally appropriate style</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(iv) react in writing using culturally appropriate expressions</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(v) react in writing using culturally appropriate register</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(G) interact and react in writing using culturally appropriate expressions, register, and style</p>	<p>(vi) react in writing using culturally appropriate style</p>

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(i) analyze culturally authentic print materials in a variety of contexts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(ii) analyze culturally authentic digital materials in a variety of contexts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(iii) analyze culturally authentic audio materials in a variety of contexts

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts	(iv) analyze culturally authentic audiovisual materials in a variety of contexts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(i) paraphrase from fiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(ii) paraphrase from nonfiction texts

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iii) paraphrase from audio materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) paraphrase from audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(v) analyze the main idea from fiction texts</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(vi) analyze the main idea from nonfiction texts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(vii) analyze the main idea from audio materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(ix) analyze the main idea from audiovisual materials</p>

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(x) analyze the theme from fiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xi) analyze the theme from nonfiction texts
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials	(xii) analyze the theme from audio materials

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xiii) analyze the theme from audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xiv) analyze the supporting details from fiction texts</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xv) analyze the supporting ideas from nonfiction texts</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xvi) analyze the supporting details from audio materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xvii) analyze the supporting details from audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials</p>	<p>(i) infer meaning of unfamiliar words or phrases in texts</p>

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials	(ii) infer meaning of unfamiliar words or phrases in audio materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials	(iii) infer meaning of unfamiliar words or phrases in audiovisual materials
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials	(i) compare and contrast cultural practices from authentic print materials

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(ii) compare and contrast cultural practices from authentic digital materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(iii) compare and contrast cultural practices from authentic audio materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(iv) compare and contrast cultural practices from authentic audiovisual materials</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(v) compare and contrast cultural perspectives from authentic print materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(vi) compare and contrast cultural perspectives from authentic digital materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials</p>	<p>(vii) compare and contrast cultural perspectives from authentic audio materials</p>

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:	(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials	(viii) compare and contrast cultural perspectives from authentic audiovisual materials
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(i) express an opinion or persuade others orally with supporting elaborative statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(ii) express an opinion or persuade others orally with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(iii) express an opinion or persuade others in writing with supporting elaborative statements

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(iv) express an opinion or persuade others in writing with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(v) defend an opinion or persuade others orally with supporting elaborative statements
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(vi) defend an opinion or persuade others orally with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(vii) defend an opinion or persuade others in writing with supporting elaborative statements

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations	(viii) defend an opinion or persuade others in writing with recommendations
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(i) narrate situations orally using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(ii) narrate situations orally using some connected discourse with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(iii) narrate situations in writing using connected sentences with details and elaboration

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(iv) narrate situations in writing using some connected discourse with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(v) narrate events orally using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(vi) narrate events orally using some connected discourse with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(vii) narrate events in writing using connected sentences with details and elaboration

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration	(viii) narrate events in writing using some connected discourse with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration	(i) inform others orally about a variety of topics using connected sentences with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration	(ii) inform others orally about a variety of topics using some connected discourse with details and elaboration
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration	(iii) inform others orally about a variety of topics using some connected discourse with details and elaboration

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of sentences and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration	(iv) inform others in writing about a variety of topics using connected sentences with details and elaboration

Subject LOTE	Languages Other Than English (LOTE)
Course Title	§114.43. Level V, Intermediate High to Advanced Mid Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level V can be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level IV, achieving an Intermediate Mid to Intermediate High proficiency level in the four skills of listening, reading, writing, and speaking, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p>	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principle for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.
- (A) The interpersonal mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- (B) The interpretive mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- (C) The presentational mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- (5) All student expectations and modes of communication are aligned with and address the ACTFL National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.
- (6) Students will perform on the Intermediate High to Advanced Mid proficiency level as described by the ACTFL Proficiency Guidelines 2012.
- (A) The Intermediate High to Advanced Mid student communicates in a language other than English using all three modes and all four skills.
- (B) By the end of Level V, students of logographic languages should perform on an Intermediate Mid to Intermediate High proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(A) engage in conversations with generally consistent use of register in all time frames	(i) engage in conversations with generally consistent use of register in all time frames

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>B) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) verbally exchange information with generally consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature</p>	<p>(i) write with generally consistent use of register items</p>
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(C) write with generally consistent use of register and in all time frames items such as correspondence, narratives, descriptions, and summaries of a factual nature</p>	<p>(ii) write in all time frames items</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(D) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) produce, with generally consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:</p>	<p>(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) read information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:</p>	<p>(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) read information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) read information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) read information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) read information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) read information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic print resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic print resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic print resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic electronic resources in various literary genres, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic electronic resources in various literary genres, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and analyze information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic electronic resources in various literary genres, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(i) compare [and] contrast cultural practices from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(ii) compare [and] contrast cultural practices from authentic electronic resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iii) compare [and] contrast cultural perspectives from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(iv) compare [and] contrast cultural perspectives from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(v) analyze cultural practices from authentic print resources

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vi) analyze cultural practices from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(vii) analyze cultural perspectives from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and analyze cultural practices and perspectives from authentic print and electronic resources	(viii) analyze cultural perspectives from authentic electronic resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) listen to information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) analyze information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) analyze information from a variety of authentic audio resources from the target culture that communicate information in the present of [tense] n a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and analyze information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) analyze information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(i) compare [and] contrast cultural practices from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(ii) compare [and] contrast cultural practices from authentic audiovisual resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(iii) compare [and] contrast cultural perspectives from authentic audio resources

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(iv) compare [and] contrast cultural and perspectives from authentic audiovisual resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(v) analyze cultural practices from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(vi) analyze cultural practices from authentic audiovisual resources

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(vii) analyze cultural perspectives from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and analyze cultural practices and perspectives from authentic audio and audiovisual resources	(viii) analyze cultural perspectives from authentic audiovisual resources
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(viii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ix) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(x) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xi) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xii) present, with some ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to express topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with some ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(viii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Subject	Languages Other Than English (LOTE)
Course Title	§114.44. Level VI, Advanced Mid to Advanced High Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level VI can be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level V, achieving an Intermediate High to Advanced Mid proficiency level in the four skills of listening, reading, writing, and speaking, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p>	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principles for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.
- (A) The interpersonal mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- (B) The interpretive mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- (C) The presentational mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- (5) All student expectations and modes of communication are aligned with and address the ACTFL National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.
- (6) Students will perform on an Advanced Mid to Advanced High proficiency level as described by the ACTFL Proficiency Guidelines 2012.
- (A) The Advanced Mid to Advanced High student communicates in a language other than English using all three modes and all four skills.
- (B) By the end of Level VI, students of logographic languages should perform on an Intermediate High to Advanced Low proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Advanced Low to Advanced Mid proficiency level.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(A) engage in conversations with mostly consistent use of register in all time frames	(i) engage in conversations with mostly consistent use of register in all time frames
(1) Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(B) verbally exchange information with mostly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) verbally exchange information with mostly consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(1) Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(C) write with mostly consistent use of register in all time frames and with some elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature	(i) write with mostly consistent use of register in all time frames and with some elaboration items

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal Communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(D) produce, with mostly consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) produce, with mostly consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:</p>	<p>(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) read information from a variety of authentic print resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:</p>	<p>(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) read information from a variety of authentic print resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) read information from a variety of authentic print resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) read information from a variety of authentic electronic resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) read information from a variety of authentic electronic resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) read information from a variety of authentic electronic resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) appraise information from a variety of authentic print resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) appraise information from a variety of authentic print resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) appraise information from a variety of authentic print resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) appraise information from a variety of authentic electronic resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) appraise information from a variety of authentic electronic resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and appraise information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) appraise information from a variety of authentic electronic resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(i) compare [and] contrast cultural practices from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(ii) compare [and] cultural practices from authentic electronic resources

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(iii) compare [and] contrast cultural perspectives from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(iv) compare [and] contrast cultural perspectives from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(v) appraise cultural practices from authentic print resources

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(vi) appraise cultural practices from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(vii) appraise cultural perspectives from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and appraise cultural practices and perspectives from authentic print and electronic resources	(viii) appraise cultural perspectives from authentic electronic resources

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) listen to information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) appraise information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) appraise information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) appraise information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) appraise information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) appraise information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and appraise information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) appraise information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(i) compare [and] contrast cultural practices from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(ii) compare [and] contrast cultural practices from authentic audiovisual resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(iii) compare [and] contrast cultural perspectives from authentic audio resources

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(iv) compare [and] contrast cultural perspectives from authentic audiovisual resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(v) appraise cultural practices from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(vi) appraise cultural practices from authentic audiovisual resources

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(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(vii) appraise cultural perspectives from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and appraise cultural practices and perspectives from authentic audio and audiovisual resources	(viii) appraise cultural perspectives from authentic audiovisual resources
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(viii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ix) present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(x) present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xi) present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xii) present, with mostly consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill	Student Expectation	Breakout
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(B) plan and produce, with mostly consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Subject	Languages Other Than English (LOTE)
Course Title	§114.45. Level VII, Advanced High to Superior Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level VII can be offered in high school. Students shall be awarded one credit for successful completion of this course. Successful completion of Level VI, achieving an Advanced Mid to Advanced High proficiency level in the four skills of listening, reading, writing, and speaking, or demonstrated equivalent proficiency as determined by the district is a prerequisite for this course.</p> <p>(2) Students of logographic languages such as Chinese and Japanese and non-Romance and non-Germanic languages such as Arabic and Russian will require more time to achieve proficiency, especially in reading and writing. Initially, the skill focus should be placed on speaking and listening without ignoring reading and writing in the target language's writing system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable.</p>	
(b) Introduction.	
<p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) The three modes of communication (interpersonal, interpretive, and presentational) provide the organizing principles for describing language performance across all ranges of performance: Novice, Intermediate, Advanced, Superior, and Distinguished.
- (A) The interpersonal mode is characterized by the active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.
- (B) The interpretive mode focuses on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker.
- (C) The presentational mode refers to the creation of oral and written messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists.
- (5) All student expectations and modes of communication are aligned with and address the ACTFL National Standards for Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.
- (6) Students will perform on an Advanced High to Superior proficiency level as described by the ACTFL Proficiency Guidelines 2012.
- (A) The Advanced High to Superior student communicates in a language other than English using all three modes and all four skills.
- (B) By the end of Level VII, students of logographic languages should perform on an Advanced Low to Advanced Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on an Advanced Mid to Advanced High proficiency level.
- (7) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skill Statement	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:	(A) engage in conversations with consistent use of register in all time frames	(i) engage in conversations with consistent use of register in all time frames

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(B) verbally exchange information with consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) verbally exchange information with consistent use of register on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(C) write with consistent use of register in all time frames and with elaboration items such as correspondence, narratives, descriptions, and summaries of a factual nature</p>	<p>(i) write with consistent use of register in all time frames and with elaboration items</p>
<p>(1) Interpersonal communication: speaking and writing. The student communicates in the interpersonal mode using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpersonal mode is the ability to understand and exchange information in the target language. The student is expected to:</p>	<p>(D) produce, with consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) produce, with consistent use of register, written exchanges that provide information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) read information from a variety of authentic print resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) read information from a variety of authentic print resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) read information from a variety of authentic print resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) read information from a variety of authentic electronic resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) read information from a variety of authentic electronic resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) read information from a variety of authentic electronic resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) synthesize information from a variety of authentic print resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) synthesize information from a variety of authentic print resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) synthesize information from a variety of authentic print resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) synthesize information from a variety of authentic electronic resources, including texts about past events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) synthesize information from a variety of authentic electronic resources, including texts about present events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(A) read and synthesize information from a variety of authentic print and electronic resources such as artwork, graphs, media, narratives, and descriptions in various literary genres, including texts about past, present, and future events that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) synthesize information from a variety of authentic electronic resources, including texts about future events[,] that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(i) compare [and] contrast cultural practices from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(ii) compare [and] contrast cultural practices from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(iii) compare [and] contrast cultural perspectives from authentic print resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(iv) compare [and] contrast cultural perspectives from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(v) synthesize cultural practices from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(vi) synthesize cultural practices from authentic electronic resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(vii) synthesize cultural perspectives from authentic print resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(B) compare, contrast, and synthesize cultural practices and perspectives from authentic print and electronic resources	(viii) synthesize cultural perspectives from authentic electronic resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) listen to information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iii) listen to information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(iv) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(v) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vi) listen to information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(vii) synthesize information from a variety of authentic audio resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(viii) synthesize information from a variety of authentic audio resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ix) synthesize information from a variety of authentic audio resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(x) synthesize information from a variety of audiovisual resources from the target culture that communicate information in the past [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xi) synthesize information from a variety of authentic audiovisual resources from the target culture that communicate information in the present [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(C) listen to and synthesize information from a variety of authentic audio and audiovisual resources from the target culture that communicate information in the past, present, and future on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(xii) synthesize information from a variety of authentic audiovisual resources from the target culture that communicate information in the future [tense] on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(i) compare [and] contrast cultural practices from authentic audio resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(ii) compare [and] contrast cultural practices from authentic audiovisual resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(iii) compare [and] contrast cultural perspectives from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(iv) compare [and] contrast cultural perspectives from authentic audiovisual resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(v) synthesize cultural practices from authentic audio resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(vi) synthesize cultural practices from authentic audiovisual resources
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(vii) synthesize cultural perspectives from authentic audio resources

Knowledge and Skill Statement	Student Expectation	Breakout
(2) Interpretive communication: reading and listening. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The interpretive mode focuses on comprehending main ideas and identifying some supporting details in the target language. The student is expected to:	(D) compare, contrast, and synthesize cultural practices and perspectives from authentic audio and audiovisual resources	(viii) synthesize cultural perspectives from authentic audiovisual resources
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(i) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities
(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:	(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities	(ii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iii) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(viii) produce spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ix) present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(x) present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
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Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(A) plan, produce, and present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(xii) present, with consistent ease and clarity of expression, spoken presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(i) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(ii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Knowledge and Skill Statement	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iii) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(iv) plan written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(v) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

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<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vi) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to express opinions on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(vii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to describe topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>
<p>(3) Presentational communication: speaking and writing. The student communicates using appropriate and applicable grammatical structures and processes in the target language at the specified proficiency levels. The presentational mode refers to the creation of oral and written messages in the target language. The student's presentation is comprehensible to an audience unaccustomed to interacting with language learners. The student is expected to:</p>	<p>(B) plan and produce, with consistent ease and clarity of expression, written presentational communications that are supported with cited examples in multiple paragraph length discourse to explain, express opinions, describe, and narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>	<p>(viii) produce written presentational communications that are supported with cited examples in multiple paragraph length discourse to narrate on topics that communicate information on a variety of geographic, scientific, historical, artistic, social, or political features of target culture communities</p>

Subject	Languages Other Than English (LOTE)
Course Title	§114.46. Seminar in Languages Other Than English, Advanced (One-Half to One Credit), Adopted 2014.
<p>(a) General Requirements. Students shall be awarded one-half to one credit for successful completion of this course. All products and presentations must be in the target language. A prerequisite to enroll into this course is a minimum performance level of Intermediate Mid to Advanced High on the American Council on the Teaching of Foreign Languages (ACTFL) scale. The student may take this course with different course content for a maximum of three credits. The course shall be conducted in the target language.</p>	
<p>(b) Introduction.</p> <p>(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</p> <p>(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. ACTFL identifies three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p> <p>(4) The student enrolled in a seminar course in a modern language will focus on a specialized area of study such as the work of a particular author, genre, or topic. The student will speak, write, read, and listen, as appropriate, in the target language for a variety of audiences and purposes. The student is expected to plan, draft, and complete written compositions as well as oral presentations on a regular basis and carefully examine his or her papers and presentations for clarity, engaging language, and the correct use of the conventions and mechanics of the target language as applicable.</p> <p>(5) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>	

(c) Knowledge and Skills.		
Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(i) generate relevant questions with instructor guidance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(ii) generate researchable questions with instructor guidance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(iii) generate relevant questions with instructor approval
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(iv) generate researchable questions with instructor approval
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(i) communicate with accuracy in order to participate fully in conversations on a variety of topics in formal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(ii) communicate with accuracy in order to participate fully in conversations on a variety of topics in informal settings from multiple perspectives

Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(iii) communicate with accuracy in order to participate effectively in conversations on a variety of topics in formal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(iv) communicate with accuracy in order to participate effectively in conversations on a variety of topics in informal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(v) communicate with fluency in order to participate fully in conversations on a variety of topics in formal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(vi) communicate with fluency in order to participate fully in conversations on a variety of topics in informal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(vii) communicate with fluency in order to participate effectively in conversations on a variety of topics in formal settings from multiple perspectives
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(B) communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from multiple perspectives	(viii) communicate with fluency in order to participate effectively in conversations on a variety of topics in informal settings from multiple perspectives

Knowledge and Skill Statement	Student Expectation	Breakout
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(C) comprehend language from within the cultural framework, including the use of nuance and subtlety	(i) comprehend language from within the cultural framework, including the use of nuance
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(C) comprehend language from within the cultural framework, including the use of nuance and subtlety	(ii) comprehend language from within the cultural framework, including the use of subtlety
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(D) produce formal and informal correspondence on a variety of social, academic, or professional topics	(i) produce formal correspondence on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(D) produce formal and informal correspondence on a variety of social, academic, or professional topics	(ii) produce informal correspondence on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(E) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics	(i) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics
(1)The student inquires through assigned topics and research in the target language. The student is expected to:	(F) pose relevant questions from the research findings or conclusions for further study	(i) pose relevant questions from the research findings or conclusions for further study
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(A) collect a variety of visual images such as photographs, paintings, political cartoons, and other media	(i) collect a variety of visual images such as photographs, paintings, political cartoons, and other media

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(B) compile written ideas and representations	(i) compile written ideas
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(B) compile written ideas and representations	(ii) compile written representations
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(C) interpret information and draw conclusions from a wide range of sources	(i) interpret information from a wide range of sources
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(C) interpret information and draw conclusions from a wide range of sources	(ii) draw conclusions from a wide range of sources
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(i) identify bias in written material
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(ii) identify bias in oral material

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(D) identify bias in written, oral, and visual material	(iii) identify bias in visual material
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(i) use writing skills for reflection
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(ii) use writing skills for exploration
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(iii) use speaking skills for reflection
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(E) use writing and speaking skills for reflection and exploration	(iv) use speaking skills for exploration
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(F) cite sources appropriately	(i) cite sources appropriately

Knowledge and Skill Statement	Student Expectation	Breakout
(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:	(G) present a portfolio	(i) present a portfolio