

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 instructional time to achieve the same level of 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 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 communication: 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 cultural diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who are proficient 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.</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 context. Examples 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; 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 studied with their own, and to participate in local and global communities.</p>	

Knowledge and Skill	Student Expectation	Breakout
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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 short statements, sentences, and strings of sentences with appropriate and applicable

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<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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation</p>	<p>(f) ask others what they should do in spoken conversation</p>
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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 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

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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 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

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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.

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<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, sentences, expressions, register, and style and strings of sentences 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 writing using culturally appropriate expressions, register, and style</p>	<p>(v) react in writing using culturally appropriate register</p>
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<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>(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts</p>	<p>(i) demonstrate an understanding of culturally authentic print materials in a variety of contexts</p>

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(2) Interpretive communication: reading and listening. The

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<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 the main idea, theme, and supporting details from fiction and nonfiction texts and audiovisual materials</p>	<p>(ii) paraphrase the main idea 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 the main idea, theme, and supporting details from fiction and nonfiction texts and audiovisual materials</p>	<p>(ii) paraphrase 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 the main idea, theme, and supporting details from fiction and nonfiction texts and audiovisual materials</p>	<p>(ii) paraphrase the main idea from audio materials</p>

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<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 the main idea, theme, and supporting details from fiction and nonfiction texts and audio audiovisual materials</p>	<p>(D) paraphrase the main idea 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 the main idea, theme, and supporting details from fiction and nonfiction texts and audio audiovisual materials</p>	<p>(D) paraphrase the theme 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 the main idea, theme, and supporting details from fiction and nonfiction texts and audio audiovisual materials</p>	<p>(D) paraphrase the theme form nonfiction texts</p>

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<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 the main idea, theme, and supporting details from fiction and nonfiction texts and audiovisual materials</p>	<p>(vi) paraphrase the theme 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 the main idea, theme, and supporting details from fiction and nonfiction texts and audiovisual materials</p>	<p>(vii) paraphrase 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 the main idea, theme, and supporting details from fiction and nonfiction texts and audiovisual materials</p>	<p>(viii) paraphrase the supporting details from fiction texts</p>

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<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 of 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 contextualized texts, audio, and audiovisual materials</p>	<p>in(i) infer meaning of unfamiliar words or phrases in contextualized 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 of 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 contextualized texts, audio, and audiovisual materials</p>	<p>in(ii) infer meaning of unfamiliar words or phrases in contextualized 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 of 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 contextualized texts, audio, and audiovisual materials</p>	<p>in(iii) infer meaning of unfamiliar words or phrases in contextualized audiovisual materials</p>

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<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 of 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 from print, digital, audio, and audiovisual materials</p>	<p>(iv) compare and contrast cultural practices from authentic audiovisual materials</p>
<p>(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 grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>(i) express an opinion or preference orally with supporting statements</p>
<p>(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 grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>(ii) express an opinion or preference orally with recommendations</p>
<p>(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 grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>(iii) express an opinion or preference in writing with supporting statements</p>

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<p>(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:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>orally (iv) express an opinion or preference in writing with recommendations</p>
<p>(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:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>orally (v) defend an opinion or preference orally with supporting statements</p>
<p>(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:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>orally (vi) defend an opinion or preference orally with recommendations</p>
<p>(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:</p>	<p>(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations</p>	<p>orally (vii) defend an opinion or preference in writing with supporting statements</p>

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<p>(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:</p>	<p>(B) narrate situations and events orally and in writing connected sentences with details and elaboration</p>	<p>(iv) narrate events in writing using connected sentences with details and elaboration</p>
<p>(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:</p>	<p>(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration</p>	<p>(i) inform others orally about a variety of topics using connected sentences with details and elaboration</p>
<p>(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:</p>	<p>(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration</p>	<p>(ii) inform others in writing about a variety of topics using connected sentences with details and elaboration</p>