

Snapshot Level I - World Languages

Novice Mid to Novice High Proficiency



Catholic Identity Standards			
Catholic Identity Standards. The student understands and integrates the content of what is learned through foreign language study into their faith and daily life. *			
Ways to Grow	<p>ELA.K6 WSI (CNS) use language as a bridge for communication with one's fellow man for the betterment of all involved *</p> <p>H.K6 GS3 (CNS) demonstrate understanding of the cultural inheritance provided by the Church *</p> <p>H.K6 ISI I (CNS) identify the motivating values that have informed particular societies and how they correlate with Catholic teaching *</p> <p>H.K6 DS3 (CNS) demonstrate respect and solicitude to individual differences among students in the classroom and school community *</p> <p>H.712 DS6 (CNS) demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge, and truth *</p> <p>M.K6 GS3 (CNS) recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made *</p>		
LOTE Proficiency Level I: Novice Mid to Novice High - Students in Level I are expected to reach a proficiency level of Novice Mid to Novice High , as defined by the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.			
Knowledge and Skills	<p>(1) Interpersonal Communication: Speaking and Writing <i>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.</i></p>	<p>(2) Interpretive Communication: Reading and Listening <i>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.</i></p>	<p>(3) Presentational Communication: Speaking and Writing <i>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.</i></p>
	<p>1.A Ask and respond to questions about everyday life in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) ask questions about everyday life in spoken conversation (ii) ask questions about everyday life in written conversation (iii) respond to questions about everyday life in spoken conversation (iv) respond to questions about everyday life in written conversation <p>1.B Express and exchange personal opinions or preferences in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) express personal opinions or preferences in spoken conversation (ii) express personal opinions or preferences in written conversation (iii) exchange personal opinions or preferences in spoken conversations 	<p>2.A Demonstrate an understanding of culturally authentic print, digital, and audiovisual materials in everyday contexts:</p> <ul style="list-style-type: none"> (i) demonstrate an understanding of culturally authentic print materials in everyday contexts (ii) demonstrate an understanding of culturally authentic digital materials in everyday contexts (iii) demonstrate an understanding of culturally authentic audio materials in everyday contexts (iv) demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts <p>2.B Identify key words and details from fiction and non-fiction texts and audio and audiovisual materials:</p> <ul style="list-style-type: none"> (i) identify key words from fiction texts (ii) identify key words from non-fiction texts (iii) identify key words from audio materials (iv) identify key words from audiovisual materials (v) identify key details from fiction texts 	<p>3.A State and support an opinion or preference orally and in writing:</p> <ul style="list-style-type: none"> (i) state an opinion or preference orally (ii) state an opinion or preference in writing (iii) support an opinion or preference orally (iv) support an opinion or preference in writing <p>3.B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences:</p> <ul style="list-style-type: none"> (i) describe people orally using a mixture of words, phrases, and simple sentences (ii) describe people in writing using a mixture of words, phrases, and simple sentences (iii) describe objects orally using a mixture of words, phrases, and simple sentences (iv) describe objects 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 (vi) describe simple situations in writing using a

Snapshot Level I - World Languages

Novice Mid to Novice High Proficiency



Student Expectations and Learning Objectives	<p>(iv) <i>exchange personal opinions or preferences in written conversations</i></p> <p>I.C Ask and tell others what they need to, should, or must do in spoken and written conversation</p> <p>(i) <i>ask others what they need to, should m, or must do in spoken conversation</i></p> <p>(ii) <i>ask others what they need to, should, or must do in written conversation</i></p> <p>(iii) <i>tell others what they need to, should, or must do in spoken conversation</i></p> <p>(iv) <i>tell others what they need to, should, or must do in written conversation</i></p> <p>I.D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation:</p> <p>(i) <i>articulate requests, offer alternatives, or develop simple plans in spoken language</i></p> <p>(ii) <i>articulate requests, offer alternatives, or develop simple plans in written language</i></p> <p>I.E Participate in spoken conversation using culturally appropriate expressions, register, and gestures:</p> <p>(i) <i>participate in spoken conversation using culturally appropriate expressions</i></p> <p>(ii) <i>participate in spoken conversation using culturally appropriate register</i></p> <p>(iii) <i>participate in spoken conversation using culturally appropriate gestures</i></p> <p>I.F Participate in written conversation using culturally appropriate expressions, register, and style:</p> <p>(i) <i>participate in written conversation using culturally appropriate expressions</i></p> <p>(ii) <i>participate in written conversation using culturally appropriate register</i></p> <p>(iii) <i>participate in written conversation using culturally appropriate style</i></p>	<p>(vi) <i>identify key details from non-fiction texts</i></p> <p>(vii) <i>identify key words from audio materials</i></p> <p>2.C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials:</p> <p>(i) <i>infer meaning of unfamiliar words or phrases in highly contextualized texts</i></p> <p>(ii) <i>infer meaning of unfamiliar words or phrases in highly contextualized audio materials</i></p> <p>(iii) <i>infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials</i></p> <p>2.D Identify cultural practices from authentic print, digital, audio, and audiovisual materials:</p> <p>(i) <i>identify cultural practices from authentic print materials</i></p> <p>(ii) <i>identify cultural practices from authentic digital materials</i></p> <p>(iii) <i>identify cultural practices from authentic audio materials</i></p> <p>(iv) <i>identify cultural practices from authentic audiovisual materials</i></p>	<p><i>mixture of words, phrases, and simple sentences</i></p>
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Snapshot Level II - World Languages

Novice High to Intermediate Low Proficiency

Catholic Identity Standards				
Catholic Identity Standards. The student understands and integrates the content of what is learned through foreign language study into their faith and daily life*				
Ways to Grow	ELA.K6 WSI (CNS)	use language as a bridge for communication with one's fellow man for the	betterment of all involved *	
	H.K6 GS3 (CNS)	demonstrate understanding of the cultural inheritance provided by the Church *		
	H.K6 IS11 (CNS)	identify the motivating values that have informed particular societies and how they correlate with Catholic teaching *		
	H.K6 DS3 (CNS)	demonstrate respect and solicitude to individual differences among students in the classroom and school community *		
	H.712 DS6 (CNS)	demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge, and truth *		
	M.K6 GS3 (CNS)	recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made *		
LOTE Proficiency Level II: Novice High to Intermediate Low - Students in Level II are expected to reach a proficiency level of Novice High to Intermediate Low , as defined by the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.				
Knowledge and Skills	(1) Interpersonal Communication: Speaking and Writing <i>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.</i>		(2) Interpretive Communication: Reading and Listening <i>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.</i>	
			(3) Presentational Communication: Speaking and Writing <i>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.</i>	
	1.A Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation: <ul style="list-style-type: none"> (i) Ask questions about everyday life in spoken conversation (ii) Ask questions about everyday life in written conversation (iii) Respond to questions about everyday life with simple elaboration in spoken conversation (iv) Respond to questions about everyday life with simple elaboration in written conversation 1.B Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation: <ul style="list-style-type: none"> (i) Express personal opinions or preferences with simple supporting statements in spoken conversation (ii) Express personal opinions or preferences with simple supporting statements in written conversation (iii) Exchange personal opinions or preferences with 	2.A Demonstrate an understanding of culturally authentic print, digital, and audiovisual materials in everyday contexts: <ul style="list-style-type: none"> (i) Demonstrate an understanding of culturally authentic print materials in everyday contexts (ii) Demonstrate an understanding of culturally authentic digital materials in everyday contexts (iii) Demonstrate an understanding of culturally authentic audio materials in everyday contexts (iv) Demonstrate an understanding of culturally authentic audiovisual materials in everyday contexts 2.B Identify main idea, theme, and supporting details from fiction and non-fiction texts and audio and audiovisual materials: <ul style="list-style-type: none"> (i) Identify main idea from fiction texts (ii) Identify main idea from non-fiction texts (iii) Identify main idea from audio materials (iv) Identify main idea from audiovisual materials (v) Identify the theme from fiction texts (vi) Identify the theme from non-fiction texts 	3.A Express and support an opinion or preference orally and in writing with supporting statements: <ul style="list-style-type: none"> (i) Express an opinion or preference orally with supporting statements (ii) Express an opinion or preference in writing with supporting statements (iii) Support an opinion or preference orally with supporting statements (iv) Support an opinion or preference in writing with supporting statements 3.B Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration: <ul style="list-style-type: none"> (i) Describe people orally using a series of sequenced sentences with essential details (ii) Describe objects orally using a series of sequenced sentences with essential details (iii) Describe situations orally using a series of sequenced sentences with essential details 	

Snapshot Level II - World Languages

Novice High to Intermediate Low Proficiency

Student Expectations and Learning Objectives	<p>simple supporting statements in spoken conversations</p> <p>(iv) Exchange personal opinions or preferences with simple supporting statements in written conversations</p> <p>I.C Ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation:</p> <p>(i) Ask others what they need to, should, or must do with simple supporting reasons in spoken conversation</p> <p>(ii) Ask others what they need to, should, or must do with simple supporting reasons in written conversation</p> <p>(iii) Tell others what they need to, should, or must do with simple supporting reasons in spoken conversation</p> <p>(iv) tell others what they need to, should, or must do with simple supporting reasons in written conversation</p> <p>I.D Articulate requests, offer alternatives, and develop simple plans with simple supporting statements in spoken and written conversation:</p> <p>(i) articulate requests with simple supporting statements in spoken conversation</p> <p>(ii) articulate requests with simple supporting statements in written conversation</p> <p>(iii) Offer alternatives with simple supporting statements in spoken conversation</p> <p>(iv) Offer alternatives with simple supporting statements in written conversation</p> <p>(v) Develop plans with simple supporting statements in spoken conversation</p> <p>(vi) Develop plans with simple supporting statements in written conversation</p> <p>I.E Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures:</p> <p>(i) Interact in spoken conversation using culturally</p>	<p>(vii) Identify the theme from audio materials</p> <p>(viii) Identify the theme from audiovisual materials</p> <p>(ix) Identify the supporting details from fiction texts</p> <p>(x) Identify the supporting details from nonfiction texts</p> <p>(xi) Identify the supporting details of audio materials</p> <p>(xii) Identify the supporting details of audiovisual materials</p> <p>2.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>(ii) Infer meaning of unfamiliar words or phrases in highly contextualized audio materials</p> <p>(iii) Infer meaning of unfamiliar words or phrases in highly contextualized audiovisual materials</p> <p>2.D Identify cultural practices from authentic print, digital, audio, and audiovisual materials:</p> <p>(i) Identify cultural practices from authentic print materials</p> <p>(ii) Identify cultural practices from authentic digital materials</p> <p>(iii) Identify cultural practices from authentic audio materials</p> <p>(iv) Identify cultural practices from authentic audiovisual materials</p>	<p>(iv) Describe people in writing using a series of sequenced sentences with simple elaboration</p> <p>(v) Describe objects in writing using a series of sequenced sentences with simple elaboration</p> <p>(vi) Describe situations in writing using a series of sequenced sentences with simple elaboration.</p>
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Snapshot Level II - World Languages

Novice High to Intermediate Low Proficiency

	<p><i>appropriate expressions</i></p> <p>(ii) <i>Interact in spoken conversation using culturally appropriate register</i></p> <p>(iii) <i>Interact in spoken conversation using culturally appropriate gestures</i></p> <p>(iv) <i>React in spoken conversation using culturally appropriate expressions</i></p> <p>(v) <i>React in spoken conversation using culturally appropriate register</i></p> <p>(vi) <i>React in spoken conversation using culturally appropriate gestures</i></p> <p>I.F Interact and react in writing using culturally appropriate expressions, register, and style:</p> <p>(i) <i>Interact in writing using culturally appropriate expressions</i></p> <p>(ii) <i>Interact in writing using culturally appropriate register</i></p> <p>(iii) <i>Interact in writing using culturally appropriate style</i></p> <p>(iv) <i>React in writing using culturally appropriate expressions</i></p> <p>(v) <i>React in writing using culturally appropriate register</i></p> <p>(vi) <i>React in writing using culturally appropriate style</i></p>		
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Snapshot Level III - World Languages

Intermediate Low to Intermediate Mid Proficiency



Catholic Identity Standards			
Catholic Identity Standards. The student understands and integrates the content of what is learned through foreign language study into their faith and daily life*			
Ways to Grow	ELA.K6 WSI (CNS)	use language as a bridge for communication with one's fellow man for the betterment of all involved *	
	H.K6 GS3 (CNS)	demonstrate understanding of the cultural inheritance provided by the Church *	
	H.K6 IS11 (CNS)	identify the motivating values that have informed particular societies and how they correlate with Catholic teaching *	
	H.K6 DS3 (CNS)	demonstrate respect and solicitude to individual differences among students in the classroom and school community *	
	H.712 DS6 (CNS)	demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge, and truth *	
	M.K6 GS3 (CNS)	recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made *	
LOTE Proficiency Level III: Intermediate Low to Intermediate Mid - Students in Level III are expected to reach a proficiency level of Intermediate Low to Intermediate Mid as defined by the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.			
Knowledge and Skills	(1) Interpersonal Communication: Speaking and Writing <i>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.</i>		(2) Interpretive Communication: Reading and Listening <i>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.</i>
	(3) Presentational Communication: Speaking and Writing <i>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.</i>		
	1.A Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation: <ul style="list-style-type: none"> (i) Ask questions about everyday life in spoken conversation (ii) Ask questions about everyday life in written conversation (iii) Ask questions beyond the scope of everyday life in spoken conversation (iv) Ask questions beyond the scope of everyday life in written conversation (v) Respond to questions about everyday life with simple elaboration in spoken conversation (vi) Respond to questions about everyday life with simple elaboration in written conversation (vii) Respond to questions beyond the scope of everyday life with simple elaboration in spoken conversation (viii) Respond to questions beyond the scope of 	2.A Demonstrate an understanding of culturally authentic print, digital, and audiovisual materials in everyday contexts: <ul style="list-style-type: none"> (i) Demonstrate an understanding of culturally authentic print materials in a variety of contexts (ii) Demonstrate an understanding of culturally authentic digital materials in a variety of contexts (iii) Demonstrate an understanding of culturally authentic audio materials in a variety of contexts (iv) Demonstrate an understanding of culturally authentic audiovisual materials in a variety of contexts 2.B Paraphrase the main idea, theme, and supporting details from fiction and non-fiction texts and audio and audiovisual materials: <ul style="list-style-type: none"> (i) Paraphrase the main idea from fiction texts (ii) Paraphrase main idea from non-fiction texts (iii) Paraphrase main idea from audio materials (iv) Paraphrase main idea from audiovisual 	3.A Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations: <ul style="list-style-type: none"> (i) Express an opinion or preference orally with supporting statements (ii) Express an opinion or preference orally with recommendations (iii) Express an opinion or preference in writing with supporting statements (iv) Express an opinion or preference in writing with recommendations (v) Defend an opinion or preference orally with supporting statements (vi) Defend an opinion or preference orally with recommendations (vii) Defend an opinion or preference in writing with supporting statements (viii) Defend an opinion or preference in writing with recommendations

<p>Student Expectations and Learning Objectives</p>	<p>everyday life with simple elaboration in written conversation</p> <p>I.B Express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) Express personal opinions with supporting statements in spoken conversation (ii) Express personal opinions with supporting statements in written conversation (iii) Express personal preferences with supporting statements in spoken conversations (iv) Express personal preferences with supporting statements in written conversation (v) Express personal recommendations with supporting statements in spoken conversation (vi) Express personal recommendations with supporting statements in written conversation (vii) Exchange personal opinions with supporting statements in spoken conversation (viii) Exchange personal opinions with supporting statements in written conversation (ix) Exchange personal preferences with supporting statements in spoken conversation (x) Exchange personal preferences with supporting statements in written conversation (xi) Exchange personal recommendations with supporting statements in spoken conversation (xii) Exchange personal recommendations with supporting statements in written conversation <p>I.C Ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) Ask others what they need to do in spoken conversation (ii) Ask others what they need to do in written conversation (iii) Ask others what they should do in spoken conversation (iv) Ask others what they should do in written 	<p>materials</p> <ul style="list-style-type: none"> (v) Paraphrase the theme from fiction texts (vi) Paraphrase the theme from non-fiction texts (vii) Paraphrase the theme from audio materials (viii) Paraphrase the theme from audiovisual materials (ix) Paraphrase the supporting details from fiction texts (x) Paraphrase the supporting details from nonfiction texts (xi) Paraphrase the supporting details of audio materials (xii) Paraphrase the supporting details of audiovisual materials <p>2.C Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials:</p> <ul style="list-style-type: none"> (i) Infer meaning of unfamiliar words or phrases in contextualized texts (ii) Infer meaning of unfamiliar words or phrases in contextualized audio materials (iii) Infer meaning of unfamiliar words or phrases in contextualized audiovisual materials <p>2.D Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials:</p> <ul style="list-style-type: none"> (i) Compare and contrast cultural practices from authentic print materials (ii) Compare and contrast cultural practices from authentic digital materials (iii) Compare and contrast cultural practices from authentic audio materials (iv) Compare and contrast cultural practices from authentic audiovisual materials 	<p>3.B Narrate situations and events orally and in writing connected sentences with details and elaboration:</p> <ul style="list-style-type: none"> (i) Narrate situations orally using connected sentences with details and elaboration (ii) Narrate situations in writing using connected sentences with details and elaboration (iii) Narrate events orally using connected sentences with details and elaboration (iv) Narrate events in writing using connected sentences with details and elaboration <p>3.C Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration:</p> <ul style="list-style-type: none"> (i) Inform others orally 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
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Snapshot Level III - World Languages

Intermediate Low to Intermediate Mid Proficiency

Student Expectations and Learning Objectives	<p><i>conversation</i></p> <p>(v) <i>Ask others what they must do in spoken conversation</i></p> <p>(vi) <i>Ask others what they must do in written conversation</i></p> <p>(vii) <i>Tell others what they need to do with supporting reasons in spoken conversation</i></p> <p>(viii) <i>Tell others what they need to do with supporting reasons in written conversation</i></p> <p>(ix) <i>Tell others what they should do with supporting reasons in spoken conversation</i></p> <p>(x) <i>Tell others what they should do with supporting reasons in written conversation</i></p> <p>(xi) <i>Tell others what they must do with supporting reasons in spoken conversation</i></p> <p>(xii) <i>Tell others what they must do with supporting reasons in written conversation</i></p> <p>I.D Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation:</p> <p>(i) <i>articulate requests with supporting statements in spoken conversation</i></p> <p>(ii) <i>articulate requests with supporting statements in written conversation</i></p> <p>(iii) <i>Offer suggestions with supporting statements in spoken conversation</i></p> <p>(iv) <i>Offer suggestions with supporting statements in written conversation</i></p> <p>(v) <i>Develop plans with supporting statements in spoken conversation</i></p> <p>(vi) <i>Develop plans with supporting statements in written conversation</i></p> <p>I.E Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures:</p> <p>(i) <i>Interact in spoken conversation using culturally appropriate expressions</i></p> <p>(ii) <i>Interact in spoken conversation using culturally appropriate register</i></p> <p>(iii) <i>Interact in spoken conversation using culturally</i></p>		
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Snapshot Level III - World Languages

Intermediate Low to Intermediate Mid Proficiency

	<p><i>appropriate gestures</i></p> <p>(iv) <i>React in spoken conversation using culturally appropriate expressions</i></p> <p>(v) <i>React in spoken conversation using culturally appropriate register</i></p> <p>(vi) <i>React in spoken conversation using culturally appropriate gestures</i></p> <p>I.F Interact and react in writing using culturally appropriate expressions, register, and style:</p> <p>(i) <i>Interact in writing using culturally appropriate expressions</i></p> <p>(ii) <i>Interact in writing using culturally appropriate register</i></p> <p>(iii) <i>Interact in writing using culturally appropriate style</i></p> <p>(iv) <i>React in writing using culturally appropriate expressions</i></p> <p>(v) <i>React in writing using culturally appropriate register</i></p> <p>(vi) <i>React in writing using culturally appropriate style</i></p>		
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Snapshot Level IV - World Languages

Intermediate Mid to Intermediate High Proficiency



Catholic Identity Standards			
Catholic Identity Standards. The student understands and integrates the content of what is learned through foreign language study into their faith and daily life*			
Ways to Grow	ELA.K6 WSI (CNS)	use language as a bridge for communication with one's fellow man for the betterment of all involved *	
	H.K6 GS3 (CNS)	demonstrate understanding of the cultural inheritance provided by the Church *	
	H.K6 IS11 (CNS)	identify the motivating values that have informed particular societies and how they correlate with Catholic teaching *	
	H.K6 DS3 (CNS)	demonstrate respect and solicitude to individual differences among students in the classroom and school community *	
	H.712 DS6 (CNS)	demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge, and truth *	
	M.K6 GS3 (CNS)	recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made *	
LOTE Level IV: Intermediate Mid to Intermediate High Proficiency - Students in Level IV are expected to reach a proficiency level of Intermediate Mid to Intermediate High as defined by the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.			
Knowledge and Skills	(1) Interpersonal Communication: Speaking and Writing <i>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.</i>	(2) Interpretive Communication: Reading and Listening <i>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.</i>	(3) Presentational Communication: Speaking and Writing <i>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.</i>
	I.A Ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation: <ul style="list-style-type: none"> (i) Ask questions about everyday life in spoken conversation (ii) Ask questions about everyday life in written conversation (iii) Ask questions beyond the scope of everyday life in spoken conversation (iv) Ask questions beyond the scope of everyday life in written conversation (v) Respond to questions about everyday life with elaboration in spoken conversation (vi) Respond to questions about everyday life with elaboration in written conversation (vii) Respond to questions beyond the scope of everyday life with elaboration in spoken conversation (viii) Respond to questions beyond the scope of everyday life with elaboration in written conversation I.B Ask and respond to questions in unfamiliar	2.A Analyze culturally authentic print, digital, and audiovisual materials in a variety of contexts: <ul style="list-style-type: none"> (i) Analyze culturally authentic print materials in a variety of contexts (ii) Analyze culturally authentic digital materials in a variety of contexts (iii) Analyze culturally authentic audio materials in a variety of contexts (iv) Analyze culturally authentic audiovisual materials in a variety of contexts 2.B Paraphrase and analyze the main idea, theme, and supporting details from fiction and non-fiction texts and audio and audiovisual materials: <ul style="list-style-type: none"> (i) Paraphrase the main idea from fiction texts (ii) Paraphrase the main idea from non-fiction texts (iii) Paraphrase the main idea from audio materials 	3.A Express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations: <ul style="list-style-type: none"> (i) Express an opinion or persuade others orally with supporting elaborative statements (ii) Express an opinion or persuade others orally with recommendations (iii) Express an opinion or preference in writing with supporting elaborative statements (iv) Express an opinion or persuade others in writing with recommendations (v) Defend an opinion or persuade others orally with supporting elaborative statements (vi) Defend an opinion or persuade others orally with recommendations (vii) Defend an opinion or persuade other in writing with supporting elaborative statements (viii) Defend an opinion or persuade others in writing with recommendations

Student Expectations and Learning Objectives	<p>contexts in spoken and written conversation with limited details:</p> <ul style="list-style-type: none"> (i) Ask questions in unfamiliar contexts in spoken conversation (ii) Ask questions in unfamiliar contexts in written conversation (iii) Respond to questions in unfamiliar contexts in spoken conversations with limited details (iv) Respond to questions in unfamiliar contexts in written conversation with limited details' <p>I.C Express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) Express personal opinions with supporting elaborative statements in spoken conversation (ii) Express personal preferences with supporting elaborative statements in spoken conversation. (iii) Express personal recommendations with supporting elaborative statements in spoken conversation. (iv) Express personal opinions with supporting elaborative statements in written conversation (v) Express personal preferences with supporting elaborative statements in written conversation (vi) Express personal recommendations with supporting elaborative statements in written conversation (vii) Exchange personal opinions with supporting elaborative statements in spoken conversation (viii) Exchange personal preferences with supporting elaborative statements in spoken conversation (ix) Exchange personal recommendations with supporting elaborative statements in spoken conversation (x) Exchange personal opinions with supporting elaborative statements in written conversation (xi) Exchange personal preferences with supporting elaborative statements in written conversation (xii) Exchange personal recommendations with supporting elaborative statements in written conversation 	<ul style="list-style-type: none"> (iv) Paraphrase from audiovisual materials (v) Analyze the main idea from fiction texts (vi) Analyze the main idea from non-fiction texts (vii) Analyze the main idea from audio materials (viii) Analyze the main idea from audiovisual materials (ix) Analyze the theme from fiction texts (x) Analyze the theme from nonfiction texts (xi) Analyze the theme from audio materials (xii) Analyze the theme from audiovisual materials (xiii) Analyze the supporting details from fiction texts (xiv) Analyze the supporting details from non-fiction texts (xv) Analyze the supporting details from audio materials (xvi) Analyze the supporting details from audiovisual materials <p>2.C Infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials:</p> <ul style="list-style-type: none"> (i) Infer meaning of unfamiliar words or phrases in texts (ii) Infer meaning of unfamiliar words or phrases in audio materials (iii) Infer meaning of unfamiliar words or phrases in audiovisual materials <p>2.D Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials:</p> <ul style="list-style-type: none"> (i) Compare and contrast cultural practices from authentic print materials (ii) Compare and contrast cultural practices from authentic digital materials (iii) Compare and contrast cultural practices from authentic audio materials (iv) Compare and contrast cultural practices from authentic audiovisual materials (v) Compare and contrast cultural perspective from authentic print materials 	<p>3.B Narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration:</p> <ul style="list-style-type: none"> (i) Narrate situations orally using connected sentences with details and elaboration (ii) Narrate situations orally using some connected discourse with details and elaboration (iii) Narrate situations in writing using connected sentences with details and elaboration (iv) Narrate situations in writing using some connected discourse with details and elaboration (v) Narrate events orally using connected sentences with details and elaboration (vi) Narrate events orally using some connected discourse with details and elaboration (vii) Narrate events in writing using connected sentences with details and elaboration <p>3.C Inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration:</p> <ul style="list-style-type: none"> (i) Inform others orally about a variety of topics using connected sentences with details and elaboration (ii) Inform others orally about a variety of topics using some connected discourse with details and elaboration (iii) Inform others in writing about a variety of topics using some connected sentences with details and elaboration (iv) Inform others in writing about a variety of topics using some connected discourse with details and elaboration
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Student Expectations and Learning Objectives	<p>I.D Ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) Ask others what they need to do in spoken conversation (ii) Ask others what they should do in spoken conversation (iii) Ask others what they must do in spoken conversation (iv) Ask others what they need to do in written conversation (v) Ask others what they should do in written conversation (vi) Ask others what they must do in written conversation (vii) Tell others what they need to do using detailed rationale in spoken conversation (viii) Tell others what they should do using detailed rationale in spoken conversation (ix) Tell others what they must do using detailed rationale in spoken conversation (x) Tell others what they need to do using detailed rationale in written conversation (xi) Tell others what they should do using detailed rationale in written conversation (xii) Tell others what they must do using detailed rationale in written conversation <p>I.E Articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation:</p> <ul style="list-style-type: none"> (i) Articulate requests with supporting elaborative statements in spoken conversation (ii) Offer suggestions with supporting elaborative statements in spoken conversation (iii) Develop plans with supporting elaborative statements in spoken language (iv) Articulate requests with supporting elaborative statements in written conversation (v) Offer suggestions with supporting elaborative statements in written conversations (vi) Develop plans with supporting elaborative 	<ul style="list-style-type: none"> (vi) Compare and contrast cultural perspectives from authentic digital materials (vii) Compare and contrast cultural perspectives from authentic audio materials (viii) Compare and contrast cultural perspectives from authentic audiovisual materials 	
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	<p><i>statements in written conversation</i></p> <p>I.F Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p> <ul style="list-style-type: none"> (i) <i>Interact in spoken conversation using culturally appropriate expressions</i> (ii) <i>Interact in spoken conversation using culturally appropriate register</i> (iii) <i>Interact in spoken conversation using culturally appropriate gestures</i> (iv) <i>React in spoken conversation using culturally appropriate expressions</i> (v) <i>React in spoken conversation using culturally appropriate register</i> (vi) <i>React in spoken conversation using culturally appropriate Gestures</i> <p>I.G Interact and react in writing using culturally appropriate expressions, register, and style:</p> <ul style="list-style-type: none"> (i) <i>Interact in writing using culturally appropriate expressions</i> (ii) <i>Interact in writing using culturally appropriate register</i> (iii) <i>Interact in writing using culturally appropriate style</i> (iv) <i>React in writing using culturally appropriate expressions</i> (v) <i>React in writing using culturally appropriate register</i> (vi) <i>React in writing using culturally appropriate style</i> 		
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