

Catholic Identity Standards	
<p><b>Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*</p> <ul style="list-style-type: none"> <li>• recognize that every human life is sacred because each person is created and loved by God*</li> <li>• describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*</li> <li>• recognize and oppose unjust social structures and work toward justice for all*</li> <li>• see God at work in all things and as expressed in the sacraments*</li> <li>• connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*</li> </ul>	

Intercultural Skill Building		Catholic Identity and Advanced Placement Themes		
<p>At all proficiency levels students will use the Target Language to explore, discuss, and apply Catholic Social Teaching and Advanced Placement themes, while building Intercultural Competence. The topics will spiral throughout their World Language education and address the needs of their growing intellect and curiosity about their faith and how to live their faith in a global community.</p>				
<p><b>Level 1 Cultural Knowledge</b> <u>Knowledge</u> of social groups and their products and practice in one’s own and one’s interlocutor’s country, and of the general processes of societal and individual interaction</p>	<p><b>Level 2 Intercultural Attitudes</b> <u>Curiosity and openness</u>, readiness to suspend disbelief about other cultures and belief about one’s own. Willingness to relativize one’s own values, beliefs, and behaviors. Ability to “decenter”.</p>	<p><b>Level 3 Skills of Interpreting and relating</b> Ability to <u>interpret</u> a document or event from another culture, to explain it and relate it to documents or events from one’s own.</p>	<p><b>Level 4 Skills of Discovery and Interaction</b> Ability to <u>acquire new knowledge</u> of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.</p>	<p><b>Level 5 Critical Cultural Awareness</b> Ability to <u>evaluate</u>, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries.</p>
<p>Level 1 Example: IDENTIFY “Some Mexican people prefer to buy fresh tortillas from the tortilleria every day.”</p>	<p>Level 2 Example: COMPARE “In my culture, some people prefer to buy a certain food fresh daily.” Allow for regional differences in the classroom.</p>	<p>Level 3 Example: INTERPRET Use background knowledge, related video and images, and vocabulary provided by the teacher to interpret the content.</p>	<p>Level 4 Example: DISCOVER Interview a family member about what they like to buy fresh (coffee, bagels, donuts, fish).</p>	<p>Level 5 Example: ANALYZE “The foods we eat may be different, but our criteria are often the same: freshness, convenience, cost, etc.”</p>

\* Standards charts created by Meredith Clark, Region 10 LOTE Coordinator based on TEKS for LOTE 2014  
Special thanks to Diocesan teachers, Amy Aldrete (St. Patrick Catholic School), Andrea Schweitzer (St. Rita Catholic School), and Agnes Denvir (St. Monica Catholic School) for their work creating this standards document.

ACTFL Performance Descriptors and Proficiency Levels in the Three Modes of Communication

1 Interpretive Mode of Communication*			
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.			
1 Novice Mid to Novice High	2 Novice High to Intermediate Low	3 Intermediate Low to Intermediate Mid	4 Intermediate Mid to Intermediate High
(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;	(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;	(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;
(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;	(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;	(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;	(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;
(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and	(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and	(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and	(C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and
(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.	(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.	(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.	(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.

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2 Interpersonal Mode of Communication*			
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.			
1 Novice Mid to Novice High	2 Novice High to Intermediate Low	3 Intermediate Low to Intermediate Mid	4 Intermediate Mid to Intermediate High
(A) ask and respond to questions about everyday life in spoken and written conversation;	(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;	(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;	(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;
(B) express and exchange personal opinions or preferences in spoken and written conversation;	(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;	(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;	(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;
(C) ask and tell others what they need to, should, or must do in spoken and written conversation;	(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;	(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;	(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;
(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;	(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;	(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation;	(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;
(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and	(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and	(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;
(F) participate in written conversation using culturally appropriate expressions, register, and style.	(F) interact and react in writing using culturally appropriate expressions, register, and style.	(F) interact and react in writing using culturally appropriate expressions, register, and style.	(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and
			(G) interact and react in writing using culturally appropriate idioms and register.

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3 Presentational Mode of Communication*			
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.			
1 Novice Mid to Novice High	2 Novice High to Intermediate Low	3 Intermediate Low to Intermediate Mid	4 Intermediate Mid to Intermediate High
(A) state and support an opinion or preference orally and in writing; and	(A) express and support an opinion or preference orally and in writing with supporting statements; and	(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;	(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;
(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.	(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.	(B) narrate situations and events orally and in writing using connected sentences with details and elaboration; and	(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and
		(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.	(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.

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## Standards Tied to NCSSFL-ACTFL “Can-o Statements” to Guide Proficiency Based Planning

Can-do statements are useful to language teachers and to their students. Teachers can use the Can-Do Statements to set fair expectations for grading and to assist in planning. Students can use the Can-Do Statements to monitor their own proficiency growth. The Can-Do Statements provided below come from the National Council of State Supervisors for Languages and the American Council of Teachers for Foreign Languages. They are not a limitation of what to teach and should be adjusted to meet the unique needs of each class. Teachers should use them to inspire their lesson and unit planning, and to assist in understanding what each language proficiency level is capable of in the three modes.

Novice Mid to Novice High		
Interpretive Communication		
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.		
Performance Standards	Novice Mid	Novice High
(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;	<b>I can... (customize with specific content)</b> <ul style="list-style-type: none"> <li>● identify nutritional categories on food labels</li> <li>● identify names of classes and their locations on a class schedule</li> <li>● understand the time announced for a store closing</li> <li>● understand directions for setting the table</li> <li>● follow directions to fill out a simple graphic organizer</li> <li>● understand some scientific cognates (i.e. planets)</li> <li>● recognize some weather expressions in a forecast</li> <li>● identify some phrases describing a character in a story</li> <li>● identify some phrases in captions from pictures in a book</li> <li>● recognize a familiar memorized line from a poem or a song</li> <li>● recognize some events from a story timeline</li> <li>● understand when someone asks a person’s name</li> <li>● recognize a time or date when plans for an event are discussed</li> <li>● understand simple instructions given by a parent to a child on the playground</li> <li>● understand the difference between a spoken statement and question in peoples’ conversations</li> </ul>	<b>I can... (customize with specific content)</b> <ul style="list-style-type: none"> <li>● follow directions in a Scavenger Hunt game</li> <li>● understand a variety of simple messages on greeting cards</li> <li>● select a movie based on a short description</li> <li>● understand someone’s profile on a social media site</li> <li>● understand some facts about the weather especially weather symbols</li> <li>● understand the name of a product, the cost, where to buy it from a radio ad</li> <li>● understand who to pick up and where to take them from a friend’s voicemail</li> <li>● follow a YouTube video on how to play a simple game</li> <li>● understand an emergency alert during a TV show</li> <li>● understand when a sports announcer introduces the team players</li> <li>● understand someone’s simple descriptions of a photo on Instagram</li> <li>● understand questions about class schedules in a text message</li> <li>● understand simple feedback on a homework assignment</li> <li>● understand simple questions about family in correspondence among an e-pals</li> <li>● identify where and when a read aloud story takes place</li> <li>● identify how to get to the next level when playing a video game</li> <li>● identify some of the events in a video streamed show</li> <li>● identify some of the traits of a superhero described in video comic books</li> <li>● identify some actions described in a scene from a movie</li> </ul>
(B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;		
(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and		
(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.		

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**Novice Mid to Novice High**

**Interpersonal Communication**

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.

Performance Standards	Novice Mid	Novice High
(A) ask and respond to questions about everyday life in spoken and written conversation;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>ask who, what, where, or when questions about a party</li> <li>respond to a math question reciting a mathematical operation</li> <li>contribute to a conversation about music styles</li> <li>share the time and date of an upcoming community event</li> <li>ask and answer questions about school, food, or hobbies in an online conversation</li> <li>text questions and answers about visiting a restaurant</li> <li>respond to an e-invitation and ask questions about the event</li> <li>write a post-it note in response to a discussion question</li> <li>introduce someone else and ask related questions</li> <li>say that I am hungry, cold, or tired and ask others</li> <li>ask and answer questions about homework</li> <li>politely ask someone to repeat something I did not understand</li> <li>ask and understand how much something costs</li> <li>respond to online survey questions to say where I want to study abroad</li> <li>add personalized birthday wishes to a friend on a social media site</li> <li>respond to a text message asking to change an appointment</li> <li>ask questions to the online sales rep about an item</li> <li>participate in an online exchange to get ready for an upcoming trip.</li> <li>exchange preferences with my friends about our likes and dislikes</li> <li>ask and answer questions about what kinds of chores are easier or more enjoyable</li> <li>add to a conversation what I like and dislike about having a pet</li> <li>exchange preferences about which subjects I like or dislike</li> <li>ask and answer questions about favorite singers</li> <li>choose answers on an online personality survey</li> <li>post clothing photos on social media and ask about which to buy</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>interact online to ask and answer questions about a homework assignment</li> <li>make plans for a get together with others via text messages</li> <li>exchange with others some ideas about ways to stay healthy</li> <li>exchange recommendations about the best apps for different purposes</li> <li>interact with friends to identify kinds of photos I think are appropriate to post on social media</li> <li>ask and react to a friend's post on a social media site</li> <li>add my comments to those of others about something I read on a forum about sports</li> <li>exchange preferences in video games on a gaming site</li> <li>ask for directions when I'm lost</li> <li>interact with a partner to plan who will do what for an upcoming project</li> <li>exchange advice to choose an outfit for an event</li> <li>confirm with my partner the time, place and reason for a meeting</li> <li>interact with a partner to decide whether to cancel an event given the weather forecast</li> <li>interact online to ask and answer questions about a homework assignment</li> <li>make plans for a picnic with others via text messages</li> </ul>
(B) express and exchange personal opinions or preferences in spoken and written conversation;		
(C) ask and tell others what they need to, should, or must do in spoken and written conversation;		
(D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;		
(E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and		
(F) participate in written conversation using culturally appropriate expressions, register, and style.		

**Novice Mid to Novice High**

**Presentational Communication**

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.

Performance Standards	Novice Mid	Novice High		
(A) state and support an opinion or preference orally and in writing; and	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>name my family members, their ages, their relationships to me, and what they like to do</li> <li>state a few personality or physical characteristics of a hero</li> <li>identify parts of my house, my school or my place of work</li> <li>name places in my community, town, city, state or country</li> <li>tell someone my activities and schedule for the day</li> <li>caption a photo with my family members' names, ages, relationship to me, and what they like to do</li> <li>write about what I look like so someone can recognize me</li> <li>write the physical or personality traits of a book character</li> <li>list my classes or work activities and tell what time they start and end</li> <li>list my weekend activities and who does them with me</li> <li>tell where I like to go to see art or listen to music</li> <li>say how much I like or don't like certain foods</li> <li>state my favorite free-time activities and those I don't like</li> <li>state which actor or author I like the best</li> <li>say which school subjects are my most and least favorite</li> <li>write where I go to see art or listen to music</li> <li>write how much I like or don't like certain sports</li> <li>create a bulleted list telling why a class is my favorite</li> <li>write a rank ordered list of my favorite and least favorite free-time activities</li> <li>caption pictures of what I consider to be good and bad lunch options</li> <li>give some simple information about my classroom or school</li> <li>give some simple information about animals, foods or sports based on pictures or photos</li> <li>tell the location of a city relative to another city on a map</li> <li>present simple information about my town or city</li> <li>give some simple information about historical figures based on pictures or photos</li> <li>write some simple information about my classroom or school</li> <li>write some simple details about animals, foods, historical figures, or sports based on pictures or photos</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>identify whom I and people in other cultures consider to be part of the family, using a few simple details</li> <li>describe where I work and what I do</li> <li>tell a peer or colleague what I did this weekend. I can give biographical information about others</li> <li>give some simple reasons why I am late for an appointment.</li> <li>identify whom I and people in other cultures consider to be part of the family, using a few simple details</li> <li>write a short note, text or email to my friend about upcoming plans</li> <li>write information about my daily life in a letter, blog, discussion board or email message</li> <li>write about a field trip, an event or an activity that I participated in</li> <li>write the sequence of events from a story read or a video seen.</li> <li>recommend places to experience a variety of art and music styles</li> <li>tell you about my favorite actor or author</li> <li>can tell about others' likes and dislikes</li> <li>can present a brief description of a website I find useful</li> <li>can give a few details about my favorite restaurant</li> <li>can recommend places to experience a variety of art and music styles</li> <li>can write about others' likes and dislikes to form a team or work group</li> <li>can create a slogan and short description for an advertisement</li> <li>can write a description of my favorite character from a story</li> <li>can make a simple poster to campaign for a person or event.</li> <li>present information on something I learned about in a class or at work</li> <li>describe a simple process such as how to make something or the steps of a science experiment</li> <li>describe a simple routine such as getting lunch in a cafeteria or restaurant</li> <li>identify in writing some elements of a classroom, a school schedule, or levels of schooling</li> <li>write a simple process such as how to solve a math problem</li> <li>write simple captions for pictures or photos</li> <li>write simple directions to a nearby location</li> </ul>		
(B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.				

**Novice High to Intermediate Low**

**Interpretive Communication**

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.

Performance Standards	Novice High	Intermediate Low
(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>● follow directions in a Scavenger Hunt game</li> <li>● understand a variety of simple messages on greeting cards</li> <li>● select a movie based on a short description</li> <li>● understand someone’s profile on a social media site</li> <li>● understand some facts about the weather especially when weather symbols are used</li> <li>● understand the name of a product, the cost, and where to buy it from a radio ad</li> <li>● understand who to pick up and where to take them from a friend’s voicemail</li> <li>● follow a YouTube video on how to play a simple game</li> <li>● understand an emergency alert during a TV show</li> <li>● understand when a sports announcer introduces the team players</li> <li>● understand someone’s simple descriptions of a photo on Instagram</li> <li>● understand questions about class schedules in a text message</li> <li>● understand simple feedback on a homework assignment</li> <li>● understand simple questions about family in correspondence among an e-pals</li> <li>● identify where and when a read aloud story takes place</li> <li>● identify how to get to the next level when playing a video game</li> <li>● identify some of the events in a video streamed show</li> <li>● identify some of the traits of a superhero described in video comic books</li> <li>● identify some actions described in a scene from a movie</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>● understand some information on job postings</li> <li>● understand a text message from a friend about an assignment</li> <li>● understand recipe recommendations on a food package</li> <li>● understand a message on a social media post</li> <li>● understand the scheduled events of a day at summer camp</li> <li>● I can follow simple cooking directions from a YouTube video</li> <li>● understand a voicemail reminding me of the details of an appointment</li> <li>● understand an announcement about a lost child in a store</li> <li>● understand simple questions about a science process</li> <li>● understand a broadcaster’s questions to participants in a political demonstration</li> <li>● identify some specific, predictable actions in an excerpt from a graphic novel</li> <li>● identify some major events in a children’s storybook</li> <li>● understand a few lines in a song</li> <li>● select a book that matches my interests from an online description</li> <li>● identify the pattern of rhymes in a nursery rhyme</li> <li>● identify some specific, predictable actions from a segment of an audio book</li> <li>● identify some major events in a recorded children’s story</li> <li>● understand a few lines in a song</li> <li>● select a book that matches my interests based on an streamed book review</li> <li>● identify the pattern of rhymes in a nursery rhyme</li> <li>● understand the place, time, and purpose of a meeting discussed in online personal messages</li> <li>● follow text messages among friends about what to wear for an occasion</li> <li>● understand blog responses to questions about recommendations for a restaurant</li> <li>● understand the purpose of personal messages on an e-card greeting</li> <li>● understand someone’s comments about a concert in a chatroom</li> <li>● understand the place, time, and purpose that someone mentions in an invitation</li> <li>● follow a conversation friends have about what they are wearing for an occasion</li> <li>● understand diners discussing what to order at a restaurant</li> </ul>
(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;		
(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and		
(D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.		

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**Novice High to Intermediate Low**

**Interpersonal Communication**

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.

Performance Standards	Novice High	Intermediate Low
(A) ask and respond to questions about everyday life with simple elaboration in spoken and written conversation;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>● interact online to ask and answer questions about a homework assignment</li> <li>● make plans for a get together with others via text messages</li> <li>● exchange with others some ideas about ways to stay healthy</li> <li>● exchange recommendations about the best apps for different purposes</li> <li>● interact with friends to identify kinds of photos I think are appropriate to post on social media</li> <li>● ask and react to a friend’s post on a social media site</li> <li>● add my comments to those of others about something I read on a forum about sports</li> <li>● exchange preferences in video games on a gaming site</li> <li>● ask for directions when I’m lost</li> <li>● interact with a partner to plan who will do what for an upcoming project, and when</li> <li>● exchange advice to choose an outfit for an event</li> <li>● confirm with my partner the time, place and reason for a meeting.</li> <li>● interact with a partner to decide whether to cancel an event given the weather forecast</li> <li>● interact online to ask and answer questions about a homework assignment</li> <li>● make plans for a picnic with others via text messages</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>● exchange information to decide which type of transportation is best to utilize</li> <li>● exchange information about the types of music and movies people prefer</li> <li>● participate in a conversation to compare classes and sports with peers at a partner school</li> <li>● participate in a conversation with my partner about building a model for a project</li> <li>● exchange information to plan a picnic with a group of friends</li> <li>● exchange texts with a friend to provide directions to get to my house</li> <li>● exchange e-mails with a tour operator to find out more details about my visit</li> <li>● exchange text messages with my friend to suggest an activity for this weekend</li> <li>● post my reaction to my friend’s tweet about a concert he attended</li> <li>● exchange texts with someone to get advice about what to buy a friend for a birthday present</li> <li>● interact to arrange a meeting</li> <li>● make a hotel reservation by phone</li> <li>● interact with the waiter to order a meal at a restaurant</li> <li>● interact to ask for clarification by asking specific questions</li> <li>● interact with others to ask for restaurant recommendations</li> <li>● interact online to get help related to an assignment</li> <li>● interact with a study abroad advisor online to select the type of housing that best fits my needs</li> <li>● exchange messages to ask for a substitution for an online food order</li> <li>● interact online with a hotel agent to inquire about their pet policy</li> <li>● interact with potential buyers to answer questions about the item I am selling on eBay</li> <li>● interact to plan a hiking trip with friends asking each one what they would like to do</li> <li>● have a conversation with others to determine how we should plan to spend our spring break</li> <li>● interact to share ideas with others about how to celebrate a friend’s birthday</li> <li>● interact with my partner to identify points of agreement on the reasons for our science experiment results</li> <li>● interact to share ideas about where I would prefer to live and why</li> </ul>
(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation;		
(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation;		
(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;		
(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and		
(F) interact and react in writing using culturally appropriate expressions, register, and style.		

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Special thanks to Diocesan teachers, Amy Aldrete (St. Patrick Catholic School), Andrea Schweitzer (St. Rita Catholic School), and Agnes Denvir (St. Monica Catholic School) for their work creating this standards document.

		<ul style="list-style-type: none"> <li>• exchange text messages sharing reactions to something happening in my community</li> <li>• exchange descriptions with my e-Pal to agree on the best places to hike in the US.</li> <li>• exchange online messages to trade opinions in reaction to an article about the best places to visit in my region</li> <li>• chat with my e-Pal to discuss Americans' typical vacations</li> <li>• exchange advice with another online player on winning moves in a video game</li> </ul>
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**Novice High to Intermediate Low**

**Presentational Communication**

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.

Performance Standards	Novice High	Intermediate Low
(A) express and support an opinion or preference orally and in writing with supporting statements; and	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>• identify whom I and people in other cultures consider to be part of the family, using a few simple details</li> <li>• describe where I work and what I do</li> <li>• tell a peer or colleague what I did this weekend</li> <li>• give biographical information about others</li> <li>• give some simple reasons why I am late for an appointment</li> <li>• identify whom I and people in other cultures consider to be part of the family, using a few simple details</li> <li>• write a short note, text or email to my friend about upcoming plans</li> <li>• write information about my daily life in a letter, blog, discussion board or email message</li> <li>• write about a field trip, an event or an activity that I participated in</li> <li>• write the sequence of events from a story I've read or a video I've seen</li> <li>• recommend places to experience a variety of art and music styles</li> <li>• tell you about my favorite actor or author</li> <li>• tell about others' likes and dislikes</li> <li>• present a brief description of a website I find useful</li> <li>• give a few details about my favorite restaurant</li> <li>• recommend places to experience a variety of art and music styles</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>• I make simple comparisons of people, including friends and family members</li> <li>• describe what I want or need to do on a particular day</li> <li>• describe what I plan to do next in my school or work life</li> <li>• retell a story that I've read or heard</li> <li>• tell the steps of an experiment I conducted</li> <li>• write a description of the physical appearance and personality of a friend or family member</li> <li>• write about my role in a simple school or work routine</li> <li>• write my plans for an upcoming holiday, vacation, or a typical celebration</li> <li>• write about events that took place at school, at work, or in a place visited</li> <li>• write about a simple project I completed at school or at work</li> <li>• give a series of reasons why an art or music style is appealing to me</li> <li>• give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure</li> <li>• give a series of reasons why a book I've read was appealing to me</li> <li>• create and present a simple advertisement for a product or service</li> <li>• present a series of statements supporting my hypothesis about a science concept</li> <li>• write a series of reasons why an art or music style is appealing to me</li> </ul>
(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.		

\* Standards charts created by Meredith Clark, Region 10 LOTE Coordinator based on TEKS for LOTE 2014

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	<ul style="list-style-type: none"> <li>• write about others' likes and dislikes in order to form a team or work group</li> <li>• create a slogan and short description for an advertisement</li> <li>• write a description of my favorite character from a story</li> <li>• make a simple poster to campaign for a person or event</li> <li>• identify some elements of a classroom, a school schedule or levels of schooling</li> <li>• present information on something I learned about in a class or at work</li> <li>• describe a simple process such as how to make something or the steps of a science experiment</li> <li>• describe a simple routine such as getting lunch in a cafeteria or restaurant</li> <li>• give simple directions to a nearby location</li> <li>• identify in writing some elements of a classroom, a school schedule, or levels of schooling</li> <li>• write a simple process such as how to solve a math problem</li> <li>• write simple captions for pictures or photos</li> <li>• write simple directions to a nearby location</li> <li>• write an email requesting more information about something I found online such as a local event or student organization</li> </ul>	<ul style="list-style-type: none"> <li>• write to explain why others should read a book I enjoyed, citing specific reasons</li> <li>• write a recommendation of a website and give reasons why others might find it useful</li> <li>• provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future</li> <li>• create a simple written or graphic advertisement to encourage someone to purchase a product or service</li> <li>• describe a school or workplace</li> <li>• present a brief summary of something from a book I've read</li> <li>• state multi-step instructions for completing a process, such as preparing a recipe</li> <li>• briefly summarize or retell a story</li> <li>• give a description of a place I have visited or want to visit</li> <li>• develop a simple survey for my peers, about my school or another topic</li> <li>• write basic instructions on how to make or do something</li> <li>• write questions to obtain additional information about something I read online</li> <li>• write an outline or draft of a presentation that I plan to present orally</li> <li>• write a simple profile of a famous athlete, celebrity, or historical figure</li> </ul>
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Intermediate Low to Intermediate Mid

**Interpretive Communication**

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.

Performance Standards	Intermediate Low	Intermediate Mid
(A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>understand some information on job postings</li> <li>understand a text message from a friend about an assignment</li> <li>understand recipe recommendations on a food package</li> <li>understand a message on a social media post</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>understand the basic requirements for a career as described on a brochure</li> <li>understand the personal messages exchanged in an online forum</li> <li>understand what is asked for on a simple questionnaire in a popular magazine</li> <li>understand product information in an ad</li> </ul>
(B) paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;	<ul style="list-style-type: none"> <li>understand the scheduled events of a day at summer camp</li> <li>follow simple cooking directions from a YouTube video.</li> <li>understand a voicemail reminding me of the details of an appointment</li> <li>understand an announcement about a lost child in a store</li> <li>understand simple questions about a science process</li> </ul>	<ul style="list-style-type: none"> <li>understand essential information in a feature story in a magazine understand a speaker’s description of how his/her family celebrates a holiday</li> <li>identify the order of key events from a simple story read aloud</li> <li>understand a simple everyday action movie scene</li> <li>understand some basic facts reported by a witness regarding an accident</li> </ul>
(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and	<ul style="list-style-type: none"> <li>understand a broadcaster’s questions to participants in a political demonstration.</li> <li>identify some specific, predictable actions in an excerpt from a graphic novel</li> <li>identify some major events in a children’s storybook</li> <li>understand a few lines in a song. I can select a book that matches my interests from an online description</li> </ul>	<ul style="list-style-type: none"> <li>understand live or recorded introductions and descriptions by students from a partner school</li> <li>identify the beginning, middle, and end of a short story</li> <li>identify the main conflict in a play</li> <li>understand where a scene takes place based on its description</li> <li>identify the main idea of a simple poem</li> <li>understand the refrain of a simple song.</li> </ul>
(D) compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.	<ul style="list-style-type: none"> <li>identify the pattern of rhymes in a nursery rhyme</li> <li>identify some specific, predictable actions from a segment of an audio book</li> <li>identify some major events in a recorded children’s story</li> <li>understand a few lines in a song</li> <li>select a book that matches my interests based on an online radio streamed book review</li> <li>identify the pattern of rhymes in a nursery rhyme</li> <li>understand the place, time, and purpose of a meeting discussed in online personal messages</li> <li>follow text messages among friends about what to wear for an occasion</li> <li>understand blog responses to questions about recommendations for a restaurant</li> <li>understand the purpose of personal messages on an e-card greeting</li> </ul>	<ul style="list-style-type: none"> <li>identify the beginning, middle, and end of an audio short story.</li> <li>identify the main conflict in a live performance of a play</li> <li>understand the motives of the antagonist in a thriller.</li> <li>identify the main idea of a simple poem at a poetry slam.</li> <li>understand the meaning of the refrain of a simple song.</li> <li>understand basic questions or statements exchanged during a video conference</li> <li>understand questions about free-time activities posted by students on a partner school’s Wiki</li> <li>understand a virtual conversation to plan a collaborative project.</li> <li>understand a virtual chat between a customer service representative and a customer.</li> </ul>

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	<ul style="list-style-type: none"> <li>• understand someone’s comments about a concert in a chatroom</li> <li>• understand the place, time, and purpose that someone mentions in an invitation</li> <li>• follow a conversation friends have about what they are wearing for an occasion</li> <li>• understand diners discussing what to order at a restaurant</li> <li>• understand the purpose of a message of a recorded ecard greeting</li> <li>• understand someone’s comments about a friend’s date</li> </ul>	<ul style="list-style-type: none"> <li>• understand a text conversation among teammates about a sporting event</li> <li>• understand basic questions or statements during a video conference with peers</li> <li>• understand conversations by students in a partner school during a Skype call</li> <li>• understand a conversation by peers talking about a local event</li> <li>• understand a conversation in which speakers are making a decision for a collaborative project</li> <li>• understand a conversation about the cost and availability of an item between a customer and a salesperson</li> </ul>
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Intermediate Low to Intermediate Mid

**Interpersonal Communication**

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.

Performance Standards	Intermediate Low	Intermediate Mid
(A) ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;	<p><b>I can...</b> (customize with specific content).</p> <ul style="list-style-type: none"> <li>exchange information to decide which type of transportation is best to utilize</li> <li>exchange information about the types of music and movies people prefer</li> <li>participate in a conversation to compare classes and sports with peers at a partner school</li> <li>participate in a conversation with my partner about building a model for a project</li> <li>exchange information to plan a picnic with a group of friends</li> <li>exchange texts with a friend to provide directions to get to my house</li> <li>exchange e-mails with a tour operator to find out more details about my visit</li> <li>exchange text messages with my friend to suggest an activity for this weekend</li> <li>post my reaction to my friend's tweet about a concert he attended</li> <li>exchange texts with someone to get advice about what to buy a mutual friend for a birthday present</li> <li>interact to arrange a meeting</li> <li>make a hotel reservation by phone</li> <li>interact with the waiter to order a meal at a restaurant</li> <li>interact to ask for clarification by asking specific questions</li> <li>interact with others to ask for restaurant recommendations</li> <li>interact online to get help related to an assignment</li> <li>interact with a study abroad advisor online to select the type of housing that best fits my needs</li> <li>exchange messages to ask for a substitution for an online food order</li> <li>interact online with a hotel agent to inquire about their pet policy</li> <li>interact with potential buyers to answer questions about the item I am selling on eBay</li> </ul>	<p><b>I can...</b> (customize with specific content).</p> <ul style="list-style-type: none"> <li>exchange information to create a poster to promote recycling and the benefits of it</li> <li>participate in a conversation with someone about ways to save energy</li> <li>exchange information to perform the stages of a science experiment</li> <li>participate in a conversation with a partner to identify the information we need to plan a trip</li> <li>participate in a conversation to learn about a service learning project.</li> <li>exchange information in a chat room about how I celebrate my national holiday</li> <li>compare and contrast different mapping apps with people in a chat room</li> <li>respond to other people's posts about ways to stay healthy</li> <li>exchange blog posts about raising money for a cause</li> <li>collaborate online with my partner to identify ways to conserve water</li> <li>interact with the pharmacist to get the proper medicine</li> <li>interact to request a repair service for a broken appliance</li> <li>interact to schedule an appointment in a hair salon and say what I need</li> <li>interact to inquire about membership to a fitness club</li> <li>interact with my friends to plan an ideal date.</li> <li>interact online with peers in another culture to finalize plans for hosting them in my community</li> <li>exchange comments related to my edits on a friend's draft composition</li> <li>exchange messages with my host family to learn about each other's daily routines, chores and house rules</li> <li>exchange messages with my teacher to request an extension due to an unforeseen personal matter</li> </ul>
(B) express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;		
(C) ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;		
(D) articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation;		
(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and		

<p>(F) interact and react in writing using culturally appropriate expressions, register, and style.</p>	<ul style="list-style-type: none"> <li>• interact to plan a hiking trip with friends asking each one what they would like to do</li> <li>• have a conversation with others to determine how we should plan to spend our spring break</li> <li>• interact to share ideas with others about how to celebrate a friend’s birthday</li> <li>• interact with my partner to identify points of agreement on the reasons for our science experiment results</li> <li>• interact to share ideas about where I would prefer to live and why</li> <li>• exchange text messages sharing reactions to something happening in my community</li> <li>• exchange descriptions with my ePal to agree on the best places to hike in the US</li> <li>• exchange online messages to trade opinions in reaction to an article about the best places to visit in my region</li> <li>• chat with my ePal to discuss Americans’ typical vacation</li> </ul>	<ul style="list-style-type: none"> <li>• exchange messages with a travel agent to switch my flight date and destination.</li> <li>• exchange opinions related to dating practices in other countries and provide reasons</li> <li>• exchange opinions on organic vs. non-organic food</li> <li>• exchange opinions about movies based on books and express whether the book or the movie is better</li> <li>• exchange ideas about sports in schools in the US vs. other countries</li> <li>• exchange opinions about the length of the school day or work week</li> <li>• participate in an online discussion in which people react to opportunities for part-time jobs</li> <li>• participate in an online discussion about what kind of diet is best</li> <li>• exchange opinions on a discussion board about which nominee deserves an award and why</li> <li>• post a positive book review in response to a negative one</li> </ul>
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Intermediate Low to Intermediate Mid

**Presentational Communication**

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.

Performance Standards	Intermediate Low	Intermediate Mid
(A) express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>• make simple comparisons of a variety of people, including friends and family members</li> <li>• describe what I want or need to do on a particular day</li> <li>• describe what I plan to do next in my school or work life</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>• describe my plans for an upcoming family or social event</li> <li>• talk about an experience related to my hobbies or activities</li> </ul>
(B) narrate situations and events orally and in writing using connected sentences with details and elaboration; and	<ul style="list-style-type: none"> <li>• retell a story that I've read or heard</li> <li>• tell the steps of an experiment I conducted</li> <li>• write a description of the physical appearance and personality of a friend or family member</li> <li>• write about my role in a simple school or work routine</li> <li>• write my plans for an upcoming holiday, vacation, or a typical celebration</li> </ul>	<ul style="list-style-type: none"> <li>• tell a simple story about a recent project I did</li> <li>• tell a simple story about a childhood memory or a recent family trip or event</li> <li>• describe plans for an upcoming work experience.</li> <li>• write my plans for an upcoming family or social event</li> <li>• write about common events and daily routines at school or in my place of work</li> <li>• write about an experience related to my lifestyle or interests for a discussion board posting</li> </ul>
(C) inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.	<ul style="list-style-type: none"> <li>• write about events that took place at school, in a workplace, or in a place I have visited</li> <li>• write about a simple project I completed at school or at work.</li> <li>• give a series of reasons why an art or music style is appealing to me</li> <li>• give a presentation recommending something I like, such as a movie, television show, famous athlete, celebrity or historical figure</li> </ul>	<ul style="list-style-type: none"> <li>• write a simple story about a recent trip, project or childhood memory</li> <li>• write about personal, academic, or professional goals for a college or job application</li> <li>• present a review of an artwork or song and give specific reasons to support my point of view</li> <li>• give a presentation about a famous person or historical figure and give basic points about the merits of their contributions</li> </ul>
	<ul style="list-style-type: none"> <li>• give a series of reasons why a book I've read was appealing to me</li> <li>• create and present a simple advertisement for a product or service</li> <li>• present a series of statements supporting my hypothesis about a science concept</li> <li>• write a series of reasons why an art or music style is appealing to me</li> <li>• write to explain why others should read a book I enjoyed, citing specific reasons</li> <li>• write a recommendation of a website and give reasons why others might find it useful</li> <li>• provide a simple description of a field trip or work experience in an effort to persuade others to participate in the future</li> </ul>	<ul style="list-style-type: none"> <li>• present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics</li> <li>• present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving</li> <li>• present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched</li> <li>• write a simple review of an artwork or song and give specific reasons to support my point of view</li> <li>• write a short autobiographical statement for a competitive application for a study abroad program or job</li> <li>• write a simple review of a movie, book, play or exhibit</li> </ul>

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	<ul style="list-style-type: none"> <li>• create a simple written or graphic advertisement to encourage someone to purchase a product or service</li> <li>• describe a school or workplace</li> <li>• present a brief summary of something from a book I've read</li> <li>• state multi-step instructions for completing a process, such as preparing a recipe</li> <li>• briefly summarize or retell a story</li> <li>• give a description of a place I have visited or want to visit</li> <li>• develop a simple survey for my peers, about my school or another topic</li> <li>• write basic instructions on how to make or do something</li> <li>• write questions to obtain additional information about something I read online</li> <li>• write an outline or draft of a presentation that I plan to present orally</li> <li>• write a simple profile of a famous athlete, celebrity, or historical figure</li> </ul>	<ul style="list-style-type: none"> <li>• share my point of view about a cause I'm interested in and reasons to support it on a blog or a discussion forum</li> <li>• write a short opinion statement about a current event I have learned about or researched.</li> <li>• create an online video about my school or workplace</li> <li>• present a brief outline of a current or past event</li> <li>• present a topic from an academic subject, such as science, math, art, etc.</li> <li>• describe how to plan and carry out an event in the target culture, such as a party or celebration</li> <li>• give a brief history of a famous person, landmark, or cultural event</li> <li>• write an announcement for the school newspaper or a work newsletter</li> <li>• write a short report about a topic I have learned about or researched on the job or in school</li> <li>• write an email or memo to explain or clarify something that has happened or will happen</li> <li>• compose a simple letter, response, or article for a publication</li> <li>• write the minutes or a debrief of a club or other meeting</li> </ul>
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Intermediate Mid to Intermediate High

**Interpretive Communication**

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.

Performance Standards	Intermediate Mid	Intermediate High
(A) analyze culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>understand the basic requirements for a career as described on a brochure</li> <li>understand the personal messages exchanged in an online forum</li> <li>understand what is asked for on a simple questionnaire in a popular magazine</li> <li>understand product information in an ad</li> <li>understand essential information in a feature story in a magazine</li> <li>understand a speaker’s description of how his/her family celebrates a holiday</li> <li>identify the order of key events from a simple story read aloud.</li> <li>understand a simple everyday action movie scene</li> <li>understand some basic facts reported by a witness regarding an accident</li> <li>understand live or recorded introductions and descriptions by students from a partner school</li> <li>identify the beginning, middle, and end of a short story</li> <li>identify the main conflict in a play</li> <li>understand where a scene takes place based on its description</li> <li>identify the main idea of a simple poem</li> <li>understand the refrain of a simple song</li> <li>identify the beginning, middle, and end of an audio short story</li> <li>identify the main conflict in a live performance of a play</li> <li>understand the motives of the antagonist in a thriller</li> <li>identify the main idea of a simple poem at a poetry slam</li> <li>understand the meaning of the refrain of a simple song</li> <li>understand basic questions or statements exchanged during a video conference</li> <li>understand questions about free-time activities posted by students on a partner school’s Wiki</li> <li>understand a virtual conversation to plan a collaborative project</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>write an announcement for the school newspaper or a work newsletter</li> <li>write a short report about a topic I have learned about or researched on the job or in school</li> <li>write an email or memo to explain or clarify something that has happened or will happen</li> <li>compose a simple letter, response, or article for a publication</li> <li>write the minutes or a debrief of a club or other meeting</li> <li>write an announcement for the school newspaper or a work newsletter</li> <li>write a short report about a topic I have learned about or researched on the job or in school</li> <li>write an email or memo to explain or clarify something that has happened or will happen</li> <li>compose a simple letter, response, or article for a publication</li> <li>write the minutes or a debrief of a club or other meeting</li> <li>identify the sequence of events in a story</li> <li>identify the main emotion described in the lyrics of a song</li> <li>follow the main plot of a detective story</li> <li>understand the characteristics of heroes in a folk legend</li> <li>understand most of what is said in a conversation among characters in a familiar play</li> <li>identify the sequence of events in a story</li> <li>identify the main emotion described in the lyrics of a song</li> <li>follow the main plot of a musical production</li> <li>understand the characteristics of heroes described in an oral urban legend</li> <li>understand most of what is said in a conversation among characters in a familiar play</li> <li>understand an interview between a celebrity and a teen reporter in a publication</li> </ul>
(B) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;		
(C) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and		
(D) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.		

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	<ul style="list-style-type: none"> <li>• understand a virtual chat between a customer service representative and a customer</li> <li>• understand a text conversation among teammates about a sporting event.</li> <li>• understand basic questions or statements during a video conference with peers</li> <li>• understand conversations by students in a partner school during a Skype call.</li> <li>• understand a conversation by peers talking about a local event</li> <li>• understand a conversation in which speakers are making a decision for a collaborative project</li> <li>• understand a conversation about the cost and availability of an item between a customer and a salesperson</li> </ul>	<ul style="list-style-type: none"> <li>• understand a text conversation between two friends discussing what they did last weekend</li> <li>• understand the main points of an argument between people in a blog posting</li> <li>• understand a written apology where someone explains why he couldn't attend a party</li> <li>• understand peer feedback on an end-of course project</li> <li>• understand an interview between a student reporter and foreign visitors about activities they have done and are planning to do while in town</li> <li>• understand broadcasters discussing severe weather warnings</li> <li>• understand a conversation between two friends discussing last weekend's activities</li> <li>• understand simple questions posed in an interview of a celebrity</li> <li>• understand the main points of an argument between people in a public place</li> </ul>
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Intermediate Mid to Intermediate High

Interpersonal Communication

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.

Performance Standards	Intermediate Mid	Intermediate High
(A) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation;	<p><b>I can...</b> (customize with specific content).</p> <ul style="list-style-type: none"> <li>exchange information to create a poster to promote recycling and the benefits of it</li> <li>participate in a conversation with someone about way to save energy</li> <li>exchange information to perform the stages of a science experiment</li> <li>participate in a conversation with a partner to identify the information we need to plan a trip</li> <li>participate in a conversation to learn about a service learning project</li> <li>exchange information in a chat room about how I celebrate my national holiday</li> <li>compare and contrast different mapping apps with people in a chat room</li> <li>respond to other people’s posts about ways to stay healthy</li> <li>exchange blog posts about raising money for a cause</li> <li>collaborate online with my partner to identify ways to conserve water</li> <li>interact with the pharmacist to get the proper medicine</li> <li>interact to request a repair service for a broken appliance</li> <li>interact to schedule an appointment in a hair salon and say what I need</li> <li>interact to inquire about membership to a fitness club</li> <li>interact with my friends to plan an ideal date</li> <li>interact online with peers in another culture to finalize plans for hosting them in my community</li> <li>exchange comments related to my edits on a friend’s draft composition</li> <li>exchange messages with my host family to learn about each other’s daily routines, chores and house rules</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>participate in a conversation to support or reject a proposed school policy</li> <li>exchange ideas on different options after graduation</li> <li>compare reactions with a peer about a recent lecture</li> <li>discuss information about career pathways</li> <li>participate in conversations to compare and contrast community service or volunteer opportunities with someone from a different country</li> <li>participate in a chat to discuss the importance of learning another language</li> <li>communicate online with peers in another culture to support a service learning project</li> <li>exchange blog posts about environmental issues</li> <li>exchange email with my ePal to share pros and cons of each dorm building on my campus</li> <li>. I can exchange ideas for a collaborative project in an online news group</li> <li>talk with an airline representative to make the necessary changes to an already-ticketed flight</li> <li>interact to schedule a make-up exam</li> <li>negotiate the exchange of an item I have purchased in a store for another style</li> <li>interact with the police officer to explain why I was speeding</li> <li>interact with my ePal to come up with various options for a class outing depending on what the weather might be</li> <li>interact with an advisor in another culture online to select courses that match my academic goals</li> <li>exchange details about my preferences for the ceremony and reception to my destination wedding planner</li> <li>chat online with a customer service representative to resolve an incorrect bill</li> </ul>
(B) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;		
(C) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;		
(D) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation;		
(E) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;		

\* Standards charts created by Meredith Clark, Region 10 LOTE Coordinator based on TEKS for LOTE 2014  
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<p>(F) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</p>	<ul style="list-style-type: none"> <li>• exchange messages with my teacher to request an extension due to an unforeseen personal matter</li> <li>• exchange messages with a travel agent to switch my flight date and destination</li> <li>• exchange opinions related to dating practices in other countries and provide reasons</li> <li>• exchange opinions on organic vs. non-organic food</li> <li>• exchange opinions about movies based on books and express whether the book or the movie is better</li> <li>• exchange ideas about sports in schools in the US vs. other countries</li> <li>• exchange opinions about the length of the school day or work week.</li> <li>• participate in an online discussion in which people react to opportunities for part-time jobs</li> <li>• participate in an online discussion about what kind of diet is best</li> <li>• exchange opinions on a discussion board about which nominee deserves an award and why</li> <li>• post a positive book review in response to a negative one</li> <li>• participate in a fitness forum about staying fit without joining a gym</li> </ul>	<ul style="list-style-type: none"> <li>• exchange messages with the hotel receptionist to cancel my reservation and request to forgo the cancellation fee</li> <li>• respond to a series of inquiries from a potential employer as part of my application for a job</li> <li>• exchange opinions on a school policy and give reasons for why it should be changed</li> <li>• exchange opinions about the use of personal devices at school</li> <li>• outline positive and negative environmental practices in a conversation with city council representatives</li> <li>• exchange advice on how to be a successful learner</li> <li>• exchange opinions about the ways we use social media in our personal and school or work lives</li> <li>• justify opinions about current trends in music in an online conversation</li> <li>• participate in an online exchange to share my preferences in designer and ready-to-wear fashion in a consumer survey</li> <li>• exchange opinions about a product on a company’s website and say why or why not to buy it</li> <li>• exchange posts that provide specific and detailed advice on a peer’s draft for an article</li> <li>• add my advice about dating “do’s and don’ts” onto an online blog</li> </ul>
<p>(G) interact and react in writing using culturally appropriate idioms and registers.</p>		

Intermediate Mid to Intermediate High

**Presentational Communication**

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.

Performance Standards	Intermediate Mid	Intermediate High
(A) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations;	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>describe my plans for an upcoming family or social event</li> <li>talk about an experience related to my hobbies or activities</li> <li>tell a simple story about a recent project I did</li> <li>tell a simple story about a childhood memory or a recent family trip or event</li> </ul>	<p><b>I can...</b> (customize with specific content)</p> <ul style="list-style-type: none"> <li>present a comparison between the roles of family members in my own and other cultures</li> <li>tell what happened at a social event that I attended</li> <li>give a short speech about goals for the future of my club or organization</li> <li>present an outline of my predictions about consequences of an environmental practice</li> </ul>
(B) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and	<ul style="list-style-type: none"> <li>describe plans for an upcoming work experience</li> <li>write my plans for an upcoming family or social event</li> <li>write about common events and daily routines at school or in my place of work</li> <li>write about an experience related to my lifestyle or interests for a discussion board posting</li> </ul>	<ul style="list-style-type: none"> <li>present my hypothesis about what will happen in a science experiment and provide supporting information</li> <li>write a comparison of the roles of family members, in my own and other cultures</li> <li>write a series of steps needed to complete a task, such as for an experiment, community event, or fundraiser</li> </ul>
(C) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration.	<ul style="list-style-type: none"> <li>write a simple story about a recent trip, project or childhood memory</li> <li>write about personal, academic, or professional goals for a college or job application</li> <li>present a review of an artwork or song and give specific reasons to support my point of view</li> <li>give a presentation about a famous person or historical figure and give basic points about the merits of their contributions</li> </ul>	<ul style="list-style-type: none"> <li>write a description of an event that I participated in or witnessed for a newsletter</li> <li>write a series of simple predictions about consequences of a particular action or practice for a community or school blog</li> <li>write a hypothesis about what will happen in a science experiment and provide supporting information</li> </ul>
	<ul style="list-style-type: none"> <li>present basic points and support my position on common issues such as allowances for children, curfews for teenagers or budget-related topics</li> <li>present information and support my point of view on rules or policies such as phone use, dress code or requirements for driving</li> <li>present the basic facts related to a current event and give specific reasons to support my opinion of the event, using evidence I have researched</li> <li>write a simple review of an artwork or song and give specific reasons to support my point of view</li> </ul>	<ul style="list-style-type: none"> <li>give a presentation about similarities and differences between art and music festivals</li> <li>present my reactions to a current event and explain what led to the event being in the news</li> <li>present and justify my point of view on current event topics such as recycling, energy conservation, or extreme weather events</li> <li>create and present a public service announcement describing a problem and advocating for change</li> <li>make a persuasive presentation to explain why others should revisit a store or restaurant that is under new ownership</li> <li>write about similarities and differences between art and music festivals in my own and other cultures</li> <li>write a summary of a social media story and share my and other's opinions about it</li> </ul>

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	<ul style="list-style-type: none"> <li>• write a short autobiographical statement for a competitive application for a study abroad program or job</li> <li>• write a simple review of a movie, book, play or exhibit</li> <li>• share my point of view about a cause I'm interested in and reasons to support it on a blog or a discussion forum</li> <li>• write a short opinion statement about a current event I have learned about or researched</li> <li>• create an online video about my school or workplace</li> <li>• present a brief outline of a current or past event</li> <li>• present a topic from an academic subject, such as science, math, art, etc.</li> <li>• describe how to plan and carry out an event in the target culture, such as a party or celebration</li> <li>• give a brief history of a famous person, landmark, or cultural event</li> <li>• write an announcement for the school newspaper or a work newsletter</li> <li>• write a short report about a topic I have learned about or researched on the job or in school</li> <li>• write an email or memo to explain or clarify something that has happened or will happen</li> <li>• compose a simple letter, response, or article for a publication</li> <li>• write the minutes or a debrief of a club or other meeting</li> </ul>	<ul style="list-style-type: none"> <li>• write a brief statement outlining the key points of my opinion on topics in my community such as water use, building a school, or the town budget</li> <li>• create an infographic describing the benefits of joining an organization</li> <li>• write advice to younger learners about why to learn an additional language</li> <li>• compare school or learning environments and curricula to determine what is valued in my own and other cultures</li> <li>• explain the series of steps taken to complete a task or experiment and describe the results</li> <li>• leave a voicemail for someone who was absent explaining what took place in class or on the job</li> <li>• present my qualifications and goals for an academic program, training, or job</li> <li>• make a presentation about the history and current status of a school, organization or company</li> <li>• write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures</li> <li>• compose communications for public distribution about the status of an ongoing event</li> <li>• summarize in an email what has been happening in the community for someone who is new or has been away</li> <li>• summarize in writing a conversation or interview that I had with someone</li> <li>• write a brief report about a topic I have learned or researched such as the importance of environmentally friendly practices</li> </ul>
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