

Cycle 1	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 22-Sept. 30, 2022	
Unit 4.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>How Science and Technology Influence Our Life (Cycles 1 and 2)</p> <p>Students will learn basic exchanges about technology in school and in daily life.</p> <p>Students will be able to: 1) discuss their likes and dislikes in more detail regarding school subjects, schedule, after schools activities, and teachers; 2) invite others to activities at certain dates and times; 3) compare their school setting to schools in the target language countries; 4) discuss every-day technology and compare its use with that of the target language countries; 5) observe the effect of social media on their social lives with that in the culture of the target language countries; 6) address other</p>	<p>12 class periods (90-min. each) or 24 class periods (45-min. each)</p> <p><i>Teachers Report to Campuses</i> Aug. 8</p> <p><i>Teacher Service Days</i> Aug. 8-12, Aug. 16-19</p> <p><i>Teacher Prep Day</i> (No students) Aug. 15</p> <p><i>Labor Day</i> Sept. 5</p>	<p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE 1.1A Ask and respond to questions about everyday life in spoken and written conversation. Ⓡ LOTE 1.1B Express and exchange personal opinions or preferences in spoken and written conversation. Ⓡ LOTE 1.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. Ⓡ LOTE 1.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. Ⓡ LOTE 1.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE 1.1F Participate in written conversation using culturally appropriate expressions, register, and style. <p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE 1.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. Ⓡ LOTE 1.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. Ⓡ LOTE 1.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. Ⓡ LOTE 1.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (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>

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Unit 4.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.		<p>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.3A State and support an opinion or preference orally and in writing. Ⓡ LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>Student is expected to:</p> <p>ICC I.1 In own and other cultures, identify products and practices to help understand perspectives.</p> <p>ICC I.2 Interact at a survival level in some familiar everyday contexts.</p>

Cycle 2	23 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 3 - Nov. 4, 2022	
Unit 4.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>How Science and Technology Influence Our Life (Cycles 1 and 2)</p> <p>Students will learn basic exchanges about technology in school and in daily life.</p> <p>Students will be able to: 1) discuss their likes and dislikes in more detail regarding school subjects, schedule, after schools activities, and teachers; 2) invite others to activities at certain dates and times; 3) compare their school setting to schools in the target language countries; 4) discuss every-day technology and compare its use with that of the target language countries; 5) observe the effect of social media on their social lives with that in the culture of the target language countries; 6) address other</p>	<p>9 class periods (90-min. each) or 20 class periods (45-min. each)</p> <p><i>Teacher Service Day (No students)</i> Oct. 4</p> <p><i>Fall Holiday</i> Oct. 5</p>	<p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. Ⓡ LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. Ⓡ LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. Ⓡ LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. Ⓡ LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style. <p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. Ⓡ LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. Ⓡ LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. Ⓡ LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (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>

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	Oct. 3 - Nov. 4, 2022	
Unit 4.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.		<p>Student is expected to:</p> <ul style="list-style-type: none"> ® LOTE I.3A State and support an opinion or preference orally and in writing. ® LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>Student is expected to:</p> <ul style="list-style-type: none"> ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.

Cycle 3	28 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 7 - Dec. 21, 2022	
Unit 5.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Factors that Impact the Quality of Life (Cycles 3 and 4)</p> <p>Students will learn to talk about daily life in basic terms.</p> <p>Students will be able to: 1) describe their homes, research and compare them with those in the target language countries; 2) engage in basic discussions about their health and factors that can affect it; 3) ask for help when ill and give advice to others about their health; 4) become familiar with basic facts about quality of life and its factors such as poverty, health, and language barriers in the target language countries and compare them with their own culture; 5) address other level-</p>	<p>11 class periods (90-min. each) or 23 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 21-22</p> <p><i>Winter Break (students)</i> Dec. 22 - Jan. 6</p> <p><i>Winter Break (teachers)</i> Dec. 22 - Jan. 4</p>	<p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. Ⓡ LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. Ⓡ LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. Ⓡ LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. Ⓡ LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style. <p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. Ⓡ LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. Ⓡ LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. Ⓡ LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (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>

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Unit 5.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
appropriate thematic and cultural contexts as defined in the TEKS for LOTE.		<p>Student is expected to:</p> <ul style="list-style-type: none"> ® LOTE I.3A State and support an opinion or preference orally and in writing. ® LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>Student is expected to:</p> <ul style="list-style-type: none"> ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.

Cycle 4	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 9 - Feb. 24, 2023	
Unit 5.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Factors that Impact the Quality of Life (Cycles 3 and 4)</p> <p>Students will learn to talk about daily life in basic terms.</p> <p>Students will be able to: 1) describe their homes, research and compare them with those in the target language countries; 2) engage in basic discussions about their health and factors that can affect it; 3) ask for help when ill and give advice to others about their health; 4) become familiar with basic facts about quality of life and its factors such as poverty, health, and language barriers in the target language countries and compare them with their own culture; 5) address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.</p>	<p>13 class periods (90-min. each) or 26 class periods (45-min. each)</p> <p><i>Winter Break (students)</i> Dec. 22 - Jan. 6</p> <p><i>Winter Break (teachers)</i> Dec. 22 - Jan. 4</p> <p><i>MLK Jr. Day</i> Jan. 16</p> <p><i>Teacher Prep Day (No students)</i> Jan. 5</p> <p><i>Teacher Service Day (No students)</i> Jan. 6</p> <p><i>Teacher Service Day (No students)</i> Feb. 20</p>	<p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. Ⓡ LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. Ⓡ LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. Ⓡ LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. Ⓡ LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style. <p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. Ⓡ LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. Ⓡ LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. Ⓡ LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (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>

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Unit 5.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Student is expected to:</p> <ul style="list-style-type: none"> ® LOTE I.3A State and support an opinion or preference orally and in writing. ® LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>Student is expected to:</p> <ul style="list-style-type: none"> ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.

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	Feb. 27 - Apr. 14, 2023	
Unit 6.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Environmental, Political, and Social Challenge (Cycles 5 and 6)</p> <p>Students will learn and discuss food and other factors that influence the quality of life.</p> <p>Students will be able to: 1) use basic target language to order, make, and describe foods; 2) compare the foods they eat with those in the target language cultures; 3) use simple expressions to talk about purchasing food at a market and ordering in a restaurant; 4) talk about food in the context of health issues and the environment; 5) compare the quality of life and its factors from their own culture to the cultures of the target language countries; 6) address other level-appropriate thematic and cultural contexts</p>	<p>12 class periods (90-min. each) or 24 class periods (45-min. each)</p> <p><i>Spring Break</i> Mar. 13-17</p> <p><i>Chávez-Huerta Day</i> Mar. 31</p> <p><i>Spring Holiday</i> Apr. 7</p>	<p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. Ⓡ LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. Ⓡ LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. Ⓡ LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. Ⓡ LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style. <p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. Ⓡ LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. Ⓡ LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. Ⓡ LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (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>

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as defined in the TEKS for LOTE.		<p>Student is expected to:</p> <ul style="list-style-type: none"> ® LOTE I.3A State and support an opinion or preference orally and in writing. ® LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>Student is expected to:</p> <ul style="list-style-type: none"> ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.

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	Apr. 17 - May 31, 2023	
Unit 6.2	# Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Environmental, Political, and Social Challenge (Cycles 5 and 6)</p> <p>Students will learn and discuss food and other factors that influence the quality of life.</p> <p>Students will be able to: 1) use basic target language to order, make, and describe foods; 2) compare the foods they eat with those in the target language cultures; 3) use simple expressions to talk about purchasing food at a market and ordering in a restaurant; 4) talk about food in the context of health issues and the environment; 5) compare the quality of life and its factors from their own culture to the cultures of the target language countries; 6) address other level-appropriate thematic and cultural contexts</p>	<p>12 class periods (90-min. each) or 24 class periods (45-min. each)</p> <p><i>Spring Holiday</i> April 21</p> <p><i>Memorial Day</i> May 29</p> <p><i>Teacher Prep Day</i> (No students) June 1</p>	<p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. Ⓡ LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. Ⓡ LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. Ⓡ LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. Ⓡ LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style. <p>Strand: (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>Student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. Ⓡ LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. Ⓡ LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. Ⓡ LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (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>

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