Languages Other Than English (LOTE)

(a) General Requirements.

Proclamation 2017

Subject

Course Title

Languages Other Than English (LOTE)

§114.40. Level II, Novice High to Intermediate Low Proficiency (One Credit), Adopted 2014.

system. As the students become more proficient, a balanced emphasis of all four skills becomes more attainable

(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce th

instructional time available on a campus and the language ability, access to programs, and motivation of students

(b) Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of h the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively co more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world (2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present in audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies th communication: interpretonal, interpretive, and presentational.

Knowledge and Skill	Student Expectation	Breakout	
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Knowledge and Skill	Student Expectation	Breakout
(1) Interpersonal communication: speaking and we The student negotiates meaning through the sport written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements and se with appropriate and applicable grammar structure processes at the specified proficiency levels. The is expected to:	ken and (B) express and exchange personal opinions or preferences with simple supporting statements ir entences and written conversation res and	(iii) exchange personal opinions or preferences v spoken supporting statements in spoken conversation
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Knowledge and Skill	Student Expectation	Breakout
(2) Interpretive communication: reading and lister student comprehends simple connected stateme culturally authentic print, digital, audio, and audio materials as appropriate within contextualized sit and sources. The student uses the interpretive m communication with appropriate and applicable grammatical structures and processes at the spe proficiency levels. The student is expected to:	nts from visual (B) identify the main idea, theme, and supporting uations from fiction and nonfiction texts and audio and au iode in materials	details udi (jiii)side htify the main idea from audio materials
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(3) Presentational communication: speaking and The student presents information orally and in wr using a mixture of phrases and sentences with a and applicable grammar structures and processe specified proficiency levels. The student is expect	riting (A) express and support an opinion or preference and in writing with supporting statements at the	e o(iiä)lysupport an opinion or preference orally with supportin statements
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(3) Presentational communication: speaking and writing.

The student presents information orally and in writin(B) describe people, objects, and situations orally and in using a mixture of phrases and sentences with a writing using a series of sequenced sentences with sentences with essential details and applicable grammar structures and processes as the tial details and simple elaboration specified proficiency levels. The student is expected to:

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