

Subject Languages Other Than English (LOTE)

Course Title §114.52. Seminar in Classical Languages, Advanced (One-Half to One Credit), Adopted 2014.

(a) General Requirements.

Students shall be awarded one-half to one credit for successful completion of this course. Products and presentations need not be produced entirely in the target language. A prerequisite to enroll into this course is a minimum proficiency level of Advanced Mid in reading and a minimum performance level of Novice High in listening, speaking, and writing on the American Council on the Teaching of Foreign Languages (ACTFL) scale. The student may take this course with different course content for a maximum of three credits. The course need not be conducted entirely in the target language. Fluency in the target language should reflect a minimum proficiency level of Novice High in the speaking, listening, and writing skills.

(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 human communication: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students may be provided ample opportunities to engage in conversations, to present information to an audience, or to interpret culturally authentic materials in or about the language of study. ACTFL identifies three modes of communication: interaction, interpretation, and mediation. The following table lists the ACTFL proficiency levels and their corresponding descriptions.

(c) Knowledge and Skills.		
Knowledge and Skills	Student Expectation	Breakout
(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(A) generate relevant questions with instructor guidance and approval
(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:	(A) generate relevant and researchable questions with instructor guidance and approval	(A) generate researchable questions with instructor guidance and approval
(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:	(B) communicate with clarity in order to participate and effectively in conversations on a variety of topics from multiple perspectives in formal and informal settings	(B) communicate with clarity in order to participate fully in conversations on a variety of topics from multiple perspectives in formal settings
(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:	(B) communicate with clarity in order to participate and effectively in conversations on a variety of topics from multiple perspectives in formal and informal settings	(B) communicate with clarity in order to participate fully in conversations on a variety of topics from multiple perspectives in informal settings
(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:	(B) communicate with clarity in order to participate and effectively in conversations on a variety of topics from multiple perspectives in formal and informal settings	(B) communicate with clarity in order to participate fully in conversations on a variety of topics from multiple perspectives in formal settings
(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:	(B) communicate with clarity in order to participate and effectively in conversations on a variety of topics from multiple perspectives in formal and informal settings	(B) communicate with clarity in order to participate fully in conversations on a variety of topics from multiple perspectives in informal settings

Knowledge and Skills	Student Expectation	Breakout
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<p>(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:</p>	<p>(C) comprehend language from within the cultural framework or genre, including the use of nuance and subtlety</p>	<p>(i) comprehend language from within the cultural framework or genre, including the use of nuance and subtlety</p>
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<p>(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:</p>	<p>(C) comprehend language from within the cultural framework or genre, including the use of nuance and subtlety</p>	<p>(ii) comprehend language from within the cultural framework or genre, including the use of nuance and subtlety</p>
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<p>(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:</p>	<p>(D) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics</p>	<p>(i) produce in-depth summaries, reports, or research papers on a variety of social, academic, or professional topics</p>
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<p>(1) The student inquires through assigned topics and research in or about the target language. The student is expected to:</p>	<p>(E) pose relevant questions from the research findings or conclusions for further study</p>	<p>(i) pose relevant questions from the research findings or conclusions for further study</p>
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<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(A) collect a variety of visual images such as photographs of mosaics, frescoes, graffiti, coins, statues, architectural reliefs, and other media</p>	<p>(i) collect a variety of visual images such as photographs of mosaics, frescoes, graffiti, coins, statues, architectural reliefs, and other media</p>
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<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(B) compile written ideas and representations</p>	<p>(i) compile written ideas and representations</p>
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Knowledge and Skills	Student Expectation	Breakout
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(B) compile written ideas and representations</p>	<p>(ii) compile written representations</p>
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(C) interpret information and draw conclusions from a range of sources</p>	<p>(i) interpret information from a wide range of sources</p>
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(C) interpret information and draw conclusions from a range of sources</p>	<p>(ii) draw conclusions from a wide range of sources</p>
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(D) identify bias in written, oral, or visual material</p>	<p>(i) identify bias in written, oral, or visual material</p>
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(E) use writing or speaking skills for reflection and exploration</p>	<p>(i) use writing or speaking skills for reflection</p>
<p>(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to:</p>	<p>(E) use writing or speaking skills for reflection and exploration</p>	<p>(ii) use writing or speaking skills for exploration</p>

Knowledge and Skills	Student Expectation	Breakout
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(2) The student applies critical-thinking skills to build a portfolio that organizes and uses information acquired from a variety of sources, including technology. The student is expected to: