

Subject

Languages Other Than English (LOTE)

Course Title

Øβê îťó á±ã9ýž°úÚ•_ "áoõ{ úöž0rB2A !'1 \$ Ɔ \$¾Â1~ !â 2ÂC> «£:ÂNP ϕC2? £3? !£#333#¾ÂAŽ# !ê £*³.!2 72

(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 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 cultural 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.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies the components of communication: interpersonal, interpretive, and presentational.

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(1) Interpersonal communication: speaking and writing.
 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. The student is expected to:

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation</p>	<p>(iii) exchange personal opinions or preferences with simple supporting statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(B) express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation</p>	<p>(iv) exchange personal opinions or preferences with simple supporting statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(C) ask and tell others what they need to, should, or must do with simple supporting reasons in spoken and written conversation</p>	<p>(i) ask others what they need to, should, or must do with simple supporting reasons in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation;</p>	<p>(i) articulate requests with simple supporting statements in spoken conversation</p>
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation</p>	<p>(ii) articulate requests with simple supporting statements in written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(D) articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation</p>	<p>(iii) offer alternatives with simple supporting statements in spoken conversation</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(iv) react in spoken conversation using culturally appropriate expressions</p>
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(v) react in spoken conversation using culturally appropriate register</p>
<p>(1) Interpersonal communication: speaking and writing. 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. The student is expected to:</p>	<p>(E) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures</p>	<p>(vi) react in spoken conversation using culturally appropriate gestures</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) identify the main idea from audio materials</p>
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) identify the main idea from audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(iv) identify the theme from fiction texts</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(w) identify the theme from nonfiction texts</p>
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(w) identify the theme from audio materials</p>
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(w) identify the theme from audiovisual materials</p>

Knowledge and Skill	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(B) identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials</p>	<p>(xii) identify the supporting details from audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials</p>	<p>(ii) infer meaning of unfamiliar words or phrases in highly contextualized texts</p>
<p>(2) Interpretive communication: reading and listening. 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. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials</p>	<p>(ii) infer meaning of unfamiliar words or phrases in highly contextualized audio materials</p>

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(2) Interpretive communication: reading and listening. 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

on mctati

Knowledge and Skill	Student Expectation	Breakout
---------------------	---------------------	----------

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and support an opinion or preference orally and in writing with supporting statements

(iii) support an opinion or preference orally with supporting statements

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(A) express and support an opinion or preference orally and in writing with supporting statements

(iv) support an opinion or preference in writing with supporting statements

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration

(i) describe people orally using a series of sequenced sentences with essential details

(3) Presentational communication: speaking and writing.

The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration

Knowledge and Skill	Student Expectation	Breakout
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration</p>	<p>(iii) describe situations orally using a series of sequenced sentences with essential details</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration</p>	<p>(iv) describe people in writing using a series of sequenced sentences with simple elaboration</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration</p>	<p>(v) describe objects in writing using a series of sequenced sentences with simple elaboration</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases and sentences with applicable grammar structures and processes specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration</p>	<p>(vi) describe situations in writing using a series of sequenced sentences with simple elaboration</p>