

Subject	Languages Other than English (LOTE)
Course Title	§114.47. Classical Languages, Level I, Novice Low to Intermediate Low Proficiency (One Credit), Adopted 2014.
(a) General Requirements.	
<p>(1) Level I can be offered in elementary, middle, or high school. At the high school level, students shall be awarded one credit for successful completion of this course. There is no prerequisite for this course.</p> <p>(2) Students of classical languages such as Latin and Greek read and comprehend proficiency-level appropriate texts. The communicative skills of listening, speaking, and writing are used to enhance the interpretive communication mode of reading.</p> <p>(3) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.</p>	
(b) Introduction.	
<p>(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 existence: 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 difference and 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.</p> <p>(2) The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational. Interpretative communication is the overarching goal of classical language instruction. Students of classical languages should be provided ample opportunities to interpret culturally appropriate materials in the language of study, supported by opportunities for interpersonal and presentational communication.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others such as conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts such as comprehension of digital texts as well as print, audio, and audiovisual materials.</p> <p>(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction such as presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English. The use of culturally authentic resources in classical language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</p>	

- (4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, and genre.
- (5) At the end of Level I, students of classical languages should reach a Novice High to Intermediate Low proficiency level in reading, a Novice Low to Novice Mid proficiency level in listening, a Novice Low to Novice Mid proficiency level in speaking, and a Novice Mid proficiency level in writing. Proficiency levels are aligned with the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.
- (A) Students at the Novice Low proficiency level express meaning on some very familiar topics, using single words and phrases that have been practiced and memorized. They are best able to understand a few memorized words and phrases when heard. Novice Low students may be difficult to understand by the most sympathetic listeners and are likely to make frequent errors in pronunciation and syntax.
- (B) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.
- (C) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.
- (D) Students at the Intermediate Low proficiency level express meaning in straightforward and personal contexts by combining and recombining what they know, what they read, and what they hear in short statements and sentences. Intermediate Low students are able to understand some information from simple connected statements in oral or written sources. Intermediate Low students are generally understood by sympathetic listeners and readers accustomed to dealing with language learners. Intermediate Low students are inconsistently successful when performing Intermediate-level tasks.
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.		
Knowledge and Skills	Student Expectation	Breakout
(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(A) ask and respond to questions, such as yes/no questions, either/or questions, or who/what/where/when questions, in spoken or written conversation in classroom contexts	(i) ask questions in spoken or written conversation in classroom contexts
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(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:	(B) articulate memorized requests, greetings, and introductions in spoken or written conversation	(i) articulate memorized requests in spoken or written conversation

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<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) articulate memorized requests, greetings, and introductions in spoken or written conversation</p>	<p>(ii) articulate memorized greetings in spoken or written conversation</p>
<p>(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in a variety of contexts. The student uses a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) articulate memorized requests, greetings, and introductions in spoken or written conversation</p>	<p>(iii) articulate memorized introductions in spoken or written conversation</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant 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. The student is expected to:</p>	<p>(A) demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts</p>	<p>(i) demonstrate an understanding of culturally relevant print, digital, audio, or audiovisual materials in classroom contexts</p>

Knowledge and Skills	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant 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. The student is expected to:</p>	<p>(B) identify key words and details from fiction or nonfiction texts or audio or audiovisual materials</p>	<p>(i) identify key words from fiction or nonfiction texts or audio or audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant 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. The student is expected to:</p>	<p>(B) identify key words and details from fiction or nonfiction texts or audio or audiovisual materials</p>	<p>(i) identify details from fiction or nonfiction texts or audio or audiovisual materials</p>
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant 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. The student is expected to:</p>	<p>(C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials</p>	<p>(i) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, or audiovisual materials</p>

Knowledge and Skills	Student Expectation	Breakout
<p>(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally relevant 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. The student is expected to:</p>	<p>(D) identify cultural practices from authentic print, digital, audio, or audiovisual materials</p>	<p>(i) identify cultural practices from authentic print, digital, audio, or audiovisual materials</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(A) express an opinion or preference orally or in writing</p>	<p>(i) express an opinion or preference orally or in writing</p>
<p>(3) Presentational communication: speaking and writing. The student presents information orally or in writing using a mixture of words and phrases with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<p>(B) describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences</p>	<p>(i) describe people, objects, or simple situations orally or in writing using a mixture of words, phrases, or simple sentences</p>