

Grade 7 & 8

Languages Other Than English (LOTE)

Overview

Level One of the high school credit course is equal to the seventh and eighth grade LOTE courses. In the 7th grade, students cover the first semester of the Level One high school course. In the 8th grade, students cover the second semester of that course. The languages offered vary from campus to campus.

This is a novice level academic course requiring rigorous commitment on the student's part to learn vocabulary and grammatical structures as a framework for effective communication. Interaction in the language is vital, and active participation is essential for success.

Communication: Students will...

- Communicate in the language using familiar words, phrases, and sentences.
- Understand simple spoken or written passages.

Cultures: Students will...

- Learn about other cultures.
- Learn what people do (practices), what people create (products), how people view Things (perspectives).

Connections: Students will...

- Use the target language to make connections with other subject areas and to acquire information.
- Use authentic resources, including technology, to obtain information and reinforce or expand knowledge.

Comparisons: Students will...

- Make comparisons of the target language and culture with their own language and culture.
- Develop insights into the nature of language and culture through these comparisons.

Communities: Students will...

- Recognize and use the target language outside the classroom, as well as within it.
- Recognize the value of participating in community cultural events and the importance of a second language in career and personal opportunities.

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Tips for Parents

- Show a positive attitude toward learning a new language and culture.
- Point out the use of other languages in everyday life such as in sports, the arts, and the media.
- Talk to your child about your family heritage and language(s) spoken by your ancestors.
- If you or another family member speak the target language, encourage your child to speak the language with you or them.
- Encourage your child to bring souvenirs, media articles, and other artifacts to share with the class.
- If you know the target language or have traveled to a country where that language is spoken, volunteer to share your experiences with your child's class.
- Expand your child's knowledge of the culture of the language through books, videos, music, and museum visits.
- Alert the teacher to any upcoming cultural events (i.e., heritage events, special exhibits)
- Consider visiting a country/region where the language is spoken and/or where you get a sense of the culture associated with it.
- Quiz your child on vocabulary and spelling (call out vocabulary words in English and have your child respond orally in the target language).
- Ask your child to discuss the class activities and share with you the criteria involved.
- Help your child develop successful study techniques (i.e., practicing vocabulary, using flash cards, studying in small segments).
- Have your child help you cook food from the culture.
- Volunteer to organize and chaperone a trip to a restaurant or cultural site.
- Watch TV programs/videos in the target language(s) with your child.
- Watch TV programs/videos pertaining to the culture with your child.
- Help your child to study the second language on a daily basis.
- Listen to tapes/CD's in the second language in the car.
- Provide newspapers and age-appropriate magazines in the target language.

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Questions to ask your child

- When watching a cultural program, viewing a cultural exhibit, or visiting a cultural site, ask your child:
 - “What do you notice about the culture?”
 - “What do you notice about the language?”
 - “What things are the same as what we experience in our culture?”
 - “What things are different from what we experience in our culture?”
- “What similarities did you did you learn today between the ‘ target language’ and English?”
- “Can you read that passage aloud to me?”
- “Will you teach me some vocabulary words?”
- “Do you know how to spell your vocabulary?”
- “Can I help you review this vocabulary?”
- “How can you be a better listener?” (e.g., close your eyes, tune in to the target language, etc.)
- “What are you doing to learn this vocabulary?”
- “May I see your homework, please?”
- “Where are the criteria for this project?” (ask this before the due date)

Resources

- Media: newspaper, magazines, television, online sites
- Community: museums, libraries, special events, ethnic organizations
- How to Learn a Foreign Language by Graham E. Fuller
- Yes! You Can Learn a Foreign Language by Marjory Brown-Azarowicz/Charlotte Stannard/Mark Goldin

On-line Resources

- www.quia.com [vocabulary and grammar practice]
- www.vebersetzung.at/twister/index.htm [tongue twisters]
- www.atlapedia.com [on-line encyclopedia/good maps]
- www.fodors.com/language [common phrases]
- erwin.sparcky.com/hangman.html [spelling practice]
- www.promotelatin.org [Latin information]
- www.bolchazy.com [Latin information]
- www.caecilius.com [Latin information]
- www.fodors.com [travel information]
- www.xe.net/ucc [universal currency converter]
- www.isbister.com [time zones]