

<b>Subject</b>	<b>Languages Other Than English (LOTE)</b>
<b>Course Title</b>	<b>§114.33. Special Topics in Language and Culture (One Credit) Adopted 2014.</b>
<p><b>(a) General Requirements.</b> Students shall be awarded one credit for successful completion of this course. This course cannot be considered a part of the coherent sequence of languages other than English (LOTE) courses required for any endorsement. This course will not count as a level II LOTE course. Students who desire to continue with LOTE study will need to take level II or higher LOTE courses. This course may be substituted for a level II LOTE course upon approval by:</p>	
<p>(1) the student's level I LOTE classroom teacher, the principal or designee, and the student's parent or person standing in parental relation who determine that the student is not likely to be successful in a level II LOTE course;</p> <p>(2) the student's admission, review, and dismissal (ARD) committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A; or</p> <p>(3) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973.</p>	
<p><b>(b) Introduction.</b></p>	
<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) 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 three modes of communication: interpersonal, interpretive, and presentational.</p> <p>(A) In the interpersonal mode of communication, students engage in direct oral, written, or signed communication with others. Examples of this "two-way" communication include but are not limited to 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, written, or signed communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, or visual materials.</p> <p>(C) In the presentational mode of communication, students present orally, in writing, or in sign, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to a signing or presenting orally to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</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 LOTE. The use of culturally authentic resources in world 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.

(4) In the Special Topics in Language and Culture course, students demonstrate novice level communication skills acquired in a LOTE level I course, develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students enhance their personal and public lives, and meet the career demands of the 21st century, by gaining insight into other world languages and cultures.

(5) 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 Skill Statement	Student Expectation	Breakout
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(A) introduce self and others using basic, culturally-appropriate greetings	(i) introduce self using basic, culturally-appropriate greetings
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(A) introduce self and others using basic, culturally-appropriate greetings	(ii) introduce others using basic, culturally-appropriate greetings
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(B) ask simple questions and provide simple responses related to personal preferences	(i) ask simple questions related to personal preferences
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(B) ask simple questions and provide simple responses related to personal preferences	(ii) provide simple responses related to personal preferences
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(C) exchange essential information about self, family, and familiar topics	(i) exchange essential information about self
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(C) exchange essential information about self, family, and familiar topics	(ii) exchange essential information about family
(1) Communication. The student communicates an understanding of the elements of languages. The student is expected to:	(C) exchange essential information about self, family, and familiar topics	(iii) exchange essential information about familiar topics

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(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:	(A) identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations	(i) identify selected cultural practices
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(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:	(A) identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations	(iv) describe selected cultural perspectives
(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:	(B) examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes	(i) examine significant historic influences from the cultures studied
(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:	(B) examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes	(ii) examine significant contemporary influences from the cultures studied
(2) Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:	(C) describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance	(i) describe various products across cultures
(3) Connections. The student describes connections between world languages and other disciplines. The student is expected to:	(A) use authentic materials such as maps, graphs, graphic organizers, and other print and visual materials or literature to reinforce comprehension and expression of basic vocabulary in the target language	(i) use authentic materials or literature to reinforce comprehension of basic vocabulary in the target language

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(3) Connections. The student describes connections between world languages and other disciplines. The student is expected to:	(A) use authentic materials such as maps, graphs, graphic organizers, and other print and visual materials or literature to reinforce comprehension and expression of basic vocabulary in the target language	(ii) use authentic materials or literature to reinforce expression of basic vocabulary in the target language
(3) Connections. The student describes connections between world languages and other disciplines. The student is expected to:	(B) research and present information on historical and contemporary cultural influences	(i) research information on historical cultural influences
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(3) Connections. The student describes connections between world languages and other disciplines. The student is expected to:	(B) research and present information on historical and contemporary cultural influences	(iv) present information on contemporary cultural influences
(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:	(A) compare and contrast selected cultural practices and perspectives such as traditions, daily life, and celebrations to student's own culture	(i) compare and contrast selected cultural practices to student's own culture

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<p>(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:</p>	<p>(A) compare and contrast selected cultural practices and perspectives such as traditions, daily life, and celebrations to student's own culture</p>	<p>(ii) compare and contrast selected cultural perspectives to student's own culture</p>
<p>(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:</p>	<p>(B) give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are alike and different</p>	<p>(i) give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are alike</p>
<p>(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:</p>	<p>(B) give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are alike and different</p>	<p>(ii) give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are different</p>
<p>(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:</p>	<p>(C) demonstrate how media such as television, Internet, newspapers, and advertisements represent selected cultural similarities and differences</p>	<p>(i) demonstrate how media represent selected cultural similarities</p>
<p>(4) Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to:</p>	<p>(C) demonstrate how media such as television, Internet, newspapers, and advertisements represent selected cultural similarities and differences</p>	<p>(ii) demonstrate how media represent selected cultural differences</p>
<p>(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:</p>	<p>(A) participate in cultural events in local, global, or online communities and discuss experiences and perspectives gained</p>	<p>(i) participate in cultural events in local, global, or online communities</p>

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(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:	(A) participate in cultural events in local, global, or online communities and discuss experiences and perspectives gained	(ii) discuss experiences gained [from participation in local, global, or online communities
(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:	(A) participate in cultural events in local, global, or online communities and discuss experiences and perspectives gained	(iii) discuss perspectives gained [from participation in local, global, or online communities
(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:	(B) research careers in which cross-cultural awareness or LOTE language skills are needed	(i) research careers in which cross-cultural awareness or LOTE language skills are needed
(5) Communities. The student gains an understanding of cultures represented by LOTE to enhance global perspective, personal growth, and enrichment. The student is expected to:	(C) describe how cultural awareness impacts personal growth	(i) describe how cultural awareness impacts personal growth