



Languages Other Than English

West Irondequoit Central School District

Guiding Principles

Our Mission Statement

Language is the vehicle by which we express our individual and cultural identity in a global context. Through the study of languages, we gain an understanding and appreciation for the way other people live, their ideas and their impact on how we live, thereby fostering a greater sense of humanity.

The West Irondequoit program provides comprehensive and rigorous study in languages other than English for all students. The program is committed to developing effective communicators who are intellectually curious critical thinkers. Students are purposefully immersed in frequent, authentic, student-centered experiences.

Global Perspectives

The LOTE classroom fosters world citizenship as students research, analyze and interact with the culture of the target language. In addition, students explore and reflect upon interdisciplinary and real world connections.

- Second language acquisition is a reflective process which ultimately results in a deeper understanding of the components of culture and language, including one's own.
- The study of language and culture leads students to better understand and appreciate the connection between the civilizations of the past and the present.
- Language education supports cultural literacy and connections in an evolving world.
- The commitment to offer the widest variety of languages and cultural perspectives is demonstrated in the World Language program.

Student as Learner

Language proficiency is relevant and essential in preparing for higher education and broader career choices. Language skills open the door to authentic experiences in local, national, and global communities in the 21st century.

- Future education and career choices are enriched as students recognize the relevance of their language study.
- Students develop linguistic intelligence, cultural competency, and the ability to interpret, evaluate and synthesize information.
- Critical literacy in the target language empowers students to speak, read, and write with greater fluency and sophistication.
- Students are cognizant of the language learning process and reflective of their personal progress.
- Students use technology to enhance learning and interact authentically with people and institutions in the target culture.

Planning and Instruction

The LOTE department is committed to the inclusion of all students through a student-centered, differentiated approach to language instruction.

- Teachers assume the roles of mentors, facilitators, conversational partners, coaches, instructors and cultural guides in a welcoming environment that fosters active participation.
- Daily instruction is differentiated and informed by student performance and readiness as students progress through the language acquisition process.
- Language and culture are intertwined; the study of language is enriched when culture is embedded in instruction.
- Balanced instruction includes language skill development and the purposeful immersion of students in frequent, rigorous, and authentic experiences which celebrate the culture.

Assessment

Formative and summative assessments are learning opportunities used to inform planning and differentiated instruction. Assessment reflects current pedagogical research and best practices as they relate to real world language application and development of proficiency.

- Assessments are designed to include language fundamentals and the core skills of reading, listening, writing, speaking, and cultural competence, often in authentic contexts.
- Frequent, varied, and reflective assessments enable each student to construct meaning and demonstrate understanding.
- Performance-based tasks reflect authentic language experiences that require critical thinking and promote transfer.
- Timely and targeted feedback, including student self assessment, promotes growth for all learners.