

# **St Theresa's School, Albion**

## **L.O.T.E. Policy**

### **Rationale :**

- The awareness of other cultures and languages is a valuable asset to students in our ever-changing society.

### **Beliefs :**

- The study of languages has intrinsic educational value which contributes to the development of cognitive and communication skills.
- Students are able to gain direct insight into another culture through the study of a LOTE and an appreciation of Australia's multi-cultural society.
- Students can understand how language works and is structured through comparisons with English.
- The study of a LOTE is a valuable asset in many aspects of life.
- LOTE study adds to students' general knowledge.

### **Aims :**

- To give students an enjoyable and successful experience in learning a second language.
- To develop the important communication skills of listening, speaking, reading and writing in the target language.
- To enable students to communicate in another language via a meaningful and wide range of language activities.
- To develop a positive attitude towards Australia's cultural and linguistic diversity and expose them to traditions, customs and lifestyles of another cultural group.
- To give students a solid grounding in the basics of LOTE thereby enabling them, should they wish, to successfully continue studying LOTE at secondary school and in further education.

### **Implementation :**

- The LOTE program at St. Theresa's runs from P – 6.
- Each class is allotted a 45 minute session per week.
- Units of work are planned to enable and ensure a sequential acquisition of the target language from Prep to Year 6.
- Where appropriate the LOTE program will integrate with units of work that classroom teachers have planned.
- In lessons, a variety of teaching methods will be implemented to enable language acquisition to take place in an enjoyable and rewarding atmosphere.
- Incursions, excursions and celebrations are also planned when these coincide with work done in class.

## **Overview of L.O.T.E. program**

Students are on a continuum from beginner to effective user.

Units of work in the Italian Program have been planned under C.S.F. Levels:

Level 1 – Prep.

Level 2 - One/Two

Level 3 – Three/Four

Level 4 – Five/Six

Where possible the Program will also endeavour to link up with topics covered in core subject areas.

Below is a list of topics from which units of work are selected for each C.S.F. level.

### LEVEL 1

- Language of introductions and greetings
- Body Parts
- Numbers 1 to 10
- Colours
- Language from stories/units of work from the Arcobaleno series.
- Rhymes, chants, songs
- Farm animals, pets and endangered or zoo animals.
- Language associated with festivals such as Easter, Christmas, Mothers’/Fathers’ Day
- Fruit and healthy foods.

### LEVEL 2

- More greetings
- Age
- Numbers 11 to 20
- Members of the family
- More colours
- The seasons and weather
- The days of the week
- Aspects of Italian culture.

### LEVEL 3

- Vacations
- Writing the date in Italian using days and months.
- Extension of language associated with the seasons and weather
- Numbers 20 to 50
- Language of clothing
- Introduction to adjectives and descriptive language
- Aspects of Italian culture
- Language associated with school: classroom objects, commands, subjects, action
- Shops and asking for directions.

#### LEVEL 4

- Vacations – “La Mia Vacanza”
- Use of bi-lingual dictionary
- Numbers 50 to 100, mille, mila, milione.
- Definite articles “il, la, l’”
- Singular masculine and feminine nouns
- Adjectives to describe physical attributes and characteristics
- Aspects of Italian geography, history and culture.
- Telling the time and describing common daily activities
- Language associated with modes of transport, sport, hobbies, holidays, shopping.
- Foods, meals and restaurants.

#### ASSESSMENT

Assessment is a constant and ongoing process. Learning outcomes and indicators are organized under four Strands – listening, speaking, reading and writing, all which relate to communication in the target language. Assessment is therefore done in the following ways:

- Students’ work sheets
- Speaking and listening activities
- Reading and writing activities
- Projects and assignments
- Interaction in class or group activities
- Participation in songs, games, and role-plays.
- Tests and quizzes.
- General observation of students’ performance.