



# SUBJECT AREA EXPECTATIONS

In order to graduate, students must pass a total of 22 credits; a credit must be in a language other than English (LOTE). Students will be able to earn a credit in a language other than English by completing coursework and passing the Checkpoint A exam before grade 9. If students do not obtain the credit unit before grade 9, they will be required to enroll in a LEVEL I LOTE course in grades 9-12. Students will need to pass this course or the Checkpoint A exam in order to earn credit. Please note that all students enrolled in the Level I course will be required to take the Checkpoint A exam regardless of class average.

Courses in French, Spanish, Italian and Mandarin are offered at BPS to meet the requirements for languages other than English. Although a single LOTE credit is required for graduation, students are encouraged to continue their studies in world languages through their high school years. Advanced Placement (AP) courses are also offered in some languages.

Students who do not satisfactorily pass the courses may be required to participate in programs to replenish credits. Depending on the course, the student will need to replenish credits, to replenish credits it can be online, in summer school or scheduled during the school year.

## Primary Goals in all LOTE Courses:

- ✓ Listening, speaking, reading, and writing for socialization purposes, acquiring, and sharing information, expressing feelings and opinions, getting others to adopt a course of action.

## LEVEL I – Intermediate (1 course credit)

Students must:

- Understand simple vocabulary and language structures in the designated language in face-to-face conversations with peers and family adults
- use repetition, reformulate, nonverbal cues to and identify the meaning in the designated language
- begin to use appropriate strategies to employ in conversations more fluently or with native speakers of the same age, family adults, and common public service providers
- understand the main idea and some details of simple informational material written for native speakers of the designated language
- compose informal short messages in the designated language to exchange information with members of the designated culture

## LANGUAGES OTHER THAN ENGLISH 9-12

In order to graduate, students must pass the Checkpoint A exam or a Level I course in high school or have completed coursework and passed the Check-point A exam before grade 9. The following Checkpoint A exams are offered:

- French
- Spanish
- Italian
- Mandarin

The Checkpoint B exam is taken at the end of the Course at Level III. The following Checkpoint B exams are offered:

- French
- Spanish
- Italian
- Mandarin

Students who wish to earn the State Diploma with Advanced Designation must pass eight state exams with scores of 65 or higher. In addition, the student must choose between 2 additional credits in languages other than English (LOTE) and Checkpoint B LOTE exam or a sequence of five units in the Arts or Career and Technical Education (CTE).

The NYS Bilingualism seal is also available to students who demonstrate proficiency in English or another language based on criteria established by the State Department of Education. School counselors can provide additional clarification including information about the Seal of Bilingualism and options for transferring students, alternate paths, or honor designations.



Office of Instruction  
Buffalo Public Schools

# LANGUAGES OTHER THAN ENGLISH 9-12



## TIPS FOR PARENTS

If your student is learning about food, it could be a good opportunity to cook a dish from the country where the language they are learning is spoken as well as review foods in that language.

Encourage your students to read or speak to you in the language of focus.

Practice makes perfect. Don't focus on pronunciation or doing it right first.

Be creative. Invent a game to learn vocabulary words or to remember a difficult pronunciation.

Expose your student to people from various languages and cultural backgrounds.

Speak positively about the value of learning a second language.

Provide videos, music and books in other languages. Your local bookstore or the internet can be good and free sources.

Once the student knows the basics in another language, a card friend is a good way to practice. This helps students learn about another country's culture and appreciate differences in lifestyles including schools, food, and hobbies.

**Level II – Upper Intermediate-Level** (1 course credit)

**Level III – Upper Intermediate/Advanced-Level** (1 course credit)

Students must:

- understand short messages and conversations when interacting with peers, family adults, and public service providers face-to-face or over the phone
- understand the main idea and discreet information by television, radio, and live performances
- initiate and maintain conversations, face-to-face or by phone, with native individuals or with individuals who speak more fluently
- select appropriate vocabulary in a range of topics, use simple and complex sentences in the present, past and future framework, express details, and nuances using the appropriate modifiers
- interact spontaneously, but often rely on familiar statements
- use repetition, circumlocution, and nonverbal cues to maintain conversation
- read materials with familiar topics and written language for native speakers
- use contextual and visual cognates and cues to make sense of texts containing unfamiliar words, expressions, and structures
- read simple material independently
- write short notes, simple letters, short journals, and short reports
- write analysis of opportunities of complex content dado to organize and prepare
- produce written narratives and opinions on radio and television programs, newspaper, and magazine articles, select stories, songs, and literature of the learned language

**Level IV – Advanced** (1 Course Credit)

Students must:

- understand the standard language in authentic situations
- understand meaningful main ideas, relevant details of extended discussions or presentations, recorded songs, radio and television, films and other media designed for native-speaking individuals
- understand a wide range of language forms , vocabulary, languages, taught structures and structures acquired through independent exposure to language
- understand details of meaning with some repetitions and paraphrasing
- engage in extensive discussions with fluent speakers on a wide range of topics of general interest to the culture of focus
- understand the content of most texts of interest to native individuals
- understand a wide range of learned vocabulary, language, structures including time frames as well as language acquired through reading
- compose organized essays with multiple paragraphs, diaries, letters creative texts
- use culturally appropriate vocabulary and structures such as simple, compound sentences to communicate across all time frames

## ADVANCED DESIGNATION

Students must:

- understand the focus language spoken by natives at a natural pace, with a variety of regional pronunciations
- interpret audio, audio-visual, authentic fonts written without a dictionary
- engage in active two-way conversations using appropriate registration and communication strategies
- present opinions and points of view, develop arguments and describe, narrate and inquire in Spanish, oral and writing, with reasonable fluency, using different strategies for different audiences and communicative contexts
- understand the meaning of cultural products, practices, perspectives from around the world and make comparisons with those of the student's community