Subject Area Expectations

In order to graduate, students must earn a total of 22 credits; one credit must be in a language other than English (LOTE). Students may earn a unit of credit in a language other than English by successfully completing course work and passing the Checkpoint A exam prior to grade 9. If students do not earn the unit of credit prior to grade 9, they are required to enroll in a Level I LOTE course in grades 9-12. Students must then pass this Level I course or pass the Checkpoint A examination in order to accrue the credit. Please note all students enrolled in a Level I course must take the Checkpoint A examination regardless of class average.

Courses in French, Spanish, Italian and Mandarin are offered in BPS to satisfy the requirement for languages other than English. Though only one LOTE credit is necessary for graduation, students are encouraged to continue their studies in world languages throughout their high school career. Advanced Placement (AP) and International Baccalaureate (IB) courses are also offered in some languages.

Students who do not successfully complete core courses may be asked to participate in recovery programs to make up credits. Depending on the course the student needs to make up, credit recovery may be offered online, via summer school, or scheduled during the school year.

Primary goals in all LOTE courses:

- Listening, speaking, reading and writing for the purposes of socializing, gaining and sharing information, expressing feelings and opinions, and getting others to adopt a course of action

LEVEL I – Intermediate (1 course credit)

Students will

- understand simple vocabulary and language structures in the target language in face-to-face conversation with peers and familiar adults
- use repetition, rephrasing, nonverbal cues to understand or convey meaning in the target language
- begin to use appropriate strategies to engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services
- understand the main idea and some details of simple informative materials written for native speakers of the target language
- compose short, informal messages in the target language to exchange information with members of the target culture

LANGUAGES OTHER THAN ENGLISH

9-12

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

- French
- Italian
- Spanish
- Mandarin

The Checkpoint B Examination is taken at the end of a Level III course. The following Checkpoint B exams are offered:

- French
- Italian
- Spanish
- Mandarin

Students who wish to earn a Regents Diploma with Advanced Designation must pass eight Regents exams with a score of 65 or better. In addition, the student must choose either two additional credits in Languages Other Than English (LOTE) and the locally developed Checkpoint B LOTE exam or a five-unit sequence in the Arts or Career and Technical Education (CTE).

The NYS Seal of Biliteracy is also available to students who demonstrate proficiency in English and another language based on criteria set by the State Education Department. School counselors can provide additional clarification including information on the Seal of Biliteracy and options for transfer students, alternative pathways, or honors designations.
TIPS FOR PARENTS

If your student is learning about food, it might be a good opportunity to cook a dish from a country where the foreign language is spoken and review food items in the foreign language with your student.

Encourage students to read or speak to you in the target language.

Practice makes perfect. Don’t focus on the pronunciation or getting it right the first time.

Be creative. Come up with a game to learn vocabulary words or to remember a tricky pronunciation.

Exposure your student to people from varied language and cultural backgrounds.

Speak positively about the value of learning a second language.

Provide videos, music and books in other languages. Your local library or the internet can be a great, free bank of resources.

Once students know the basics in a foreign language, a pen pal is a great way to practice the language. This helps students learn about the culture of another country and appreciate the differences in lifestyle, including school, food, holidays, and hobbies.

LEVEL II – Intermediate High-Level (1 course credit)
LEVEL III – Intermediate High/Advanced-Level (1 course credit)
Students will

- understand messages and short conversations when listening to peers, familiar adults, and providers of public services face-to-face or on the phone
- understand main idea and discrete information in TV, radio, live presentations
- initiate and sustain conversations, face-to-face or on the phone, with native speakers or more fluent individuals
- select vocabulary appropriate to a range of topics, use simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers
- interact spontaneously, but often rely on familiar utterances
- use repetition, circumlocution, and nonverbal cues to sustain conversation
- read materials with familiar topics and language written for native speakers
- use cognates and contextual and visual cues to make meaning from texts that contain unfamiliar words, expressions, and structures
- read simple materials independently
- write short notes, simple letters, brief journals, and short reports
- write analyses of more complex content given chances to organize & prepare
- produce written narratives and opinions about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language

LEVEL IV – Advanced (1 Course Credit)
Students will

- understand standard speech in most authentic settings
- understand the main ideas and significant, relevant details of extended discussions or presentations, recorded songs, radio and television, movies, and other media designed for use by native speakers
- draw on a wide range of language forms, vocabulary, idioms, taught structures, and structures acquired through independent exposure to the language
- comprehend nuanced details of meaning with some repetition and rephrasing
- engage in extended discussions with fluent speakers on a broad range of topics of general interest to the target culture
- understand the content of most texts of interest to native speakers
- draw on a broad range of learned vocabulary, idioms, and structures, including time frames, as well as language acquired through independent reading
- compose organized multiparagraph essays, journals, letters, creative texts
- use culturally appropriate vocabulary and structures such as simple and complex sentences to communicate through the full range of time frames

ADVANCED PLACEMENT
Students will

- understand target language spoken by native speakers at a natural pace, with a variety of regional pronunciations
- interpret audio, audio-visual, authentic written sources without a dictionary
- participate in active two-way conversations using appropriate register and communication strategies
- present opinions and viewpoints, develop arguments and describe, narrate, and inquire in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts
- understand the significance of cultural products, practices, and perspectives from around the world and make comparisons to those in the student’s own community