



## **WORLD LANGUAGES**

In order to graduate, students must pass either the Checkpoint A Exam or a 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
- Spanish
- Arabic (\*Grades 9-12)

The checkpoint B Examinations is taken at the end of a Level IV course. The following Checkpoint B exams are offered:

- French
- Spanish
- Arabic

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 World Language and Checkpoint B exam or a five-unit sequence in the Arts or Career and Technical Education (CTE).

In order to graduate, students must earn a total of 22 credits; one credit must be in World Language. Students may earn a unit 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 World Language course in grades 9-12. Students must then pass this course or pass the checkpoint A examination to accrue the credit.

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.

Courses in French, Spanish, and Arabic are offered at Schenectady City School District to satisfy the requirement for World Language. Though only one World Language credit is necessary for graduation, students are encouraged to continue their studies in world languages throughout their high school career. University in the High School, College in the High School, and International Baccalaureate (IB) courses are also offered in all languages.

### **Primary goals in all World Language courses:**

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

### **GRADE 8 – Novice Level (1 course credit) Level I – Novice High Level (1 course credit)**

- 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 if 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 with members of the target culture

## TIPS FOR PARENTS

If your child is learning about food, it might be a good opportunity to cook a dish from a country where the foreign language is spoken. And go over food items in the foreign language with your child.

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.

Expose 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.

**Level II – Intermediate Low Level (1 course credit)****Level III – Intermediate Mid-Level (1 course credit)**

Students will:

- Understand messages and short conversations when listening to peers, familiar adults, and providers of public services in face-to-face or on the phone
- Understand the main idea, 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, employ 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 derive 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 and prepare
- Produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language

**LEVEL IV – Intermediate High-Level (1 course)**

Students will

- Understand standard speech delivered in most authentic settings
- Understand the main ideas and significant, relevant details of extended discussions or presentations, and on 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, and taught structures and those acquired through independent exposure to the language
- Comprehend nuanced details of meaning with some repetition and paraphrasing
- Engage in extended discussions with fluent speakers on a broad range of topics of general interest to the target cultures
- 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 multi paragraph 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

**ENGLISH 12: CHS ADVANCED COLLEGE PREP (1 course credit)**

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
- Engage in active two-way conversations in using appropriate register and communication strategies
- Present opinions and viewpoints, develop arguments and express yourself by describing, narrating, and inquiring 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, practice, and perspectives from around the world and make comparisons of them to those in your own community

