

World Languages Program Overview

Spanish and French levels 1 – 5: 2023–2024



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Program Description:

The NYS World Languages Program consists of Checkpoints A, B, and C, each of which is covered in two years. Each World Language course provides opportunities to advance proficiency through interpersonal, interpretive, and presentational communication via activities that are based on reading, writing, listening, speaking and the study of culture. Traditionally at Brockport High School, all levels have a final exam or culminating project.

Our mission is to inspire students to communicate through an appreciation of languages and cultures enabling them to be respectful and confident citizens in a rapidly changing world.

Overarching Student Goals/Objectives:

- Develop an appreciation for languages and diverse cultures.
- Develop logical and critical creative thinking skills to facilitate communication.
- Communicate clearly and confidently through interpretive, interpersonal, and presentational communication.
- Develop patience and persistence in becoming a life-long language learner.
- Utilize technology to enhance learning.

Essential Questions 6-12:

1. How does knowing a second language foster a further understanding of my own communication and culture?
2. Why is it important to learn a second language?
3. How will learning a second language and culture enhance my growth and participation as a citizen in a global community?
4. When can I apply the skills that I acquired in my target language classes in other contexts throughout my life?

Checkpoint A is typically completed at the middle school level by passing **both** the courses required **and** the 8th grade Regional Proficiency Exam. A student who does not meet the checkpoint A requirement in middle school, must **either** pass the full year high school level 1 course **or** the associated final exam in June. Completion of checkpoint A (level 1) is required for all graduation diplomas.

Checkpoint B is typically completed in grades 9 (level 2) and 10 (level 3). Successful completion of levels 2 **and** 3 **and** the corresponding Regional Comprehensive Final Exam at the end of level 3 are one pathway to a Diploma with Advanced Designation.

Checkpoint C is typically completed in grades 11 (level 4) and 12 (level 5). Level 4 offers an opportunity to elect up to 5 MCC College credits and Level 5 offers an opportunity to elect up to 5 MCC College Credits or SUNY Brockport 3-1-3 College credit (fees may apply). Additionally in level 5, eligible students may choose to pursue the NYS Seal of Biliteracy, the highest high school World Language accomplishment to add to their graduation diploma.

Target Proficiency Ranges		
Checkpoint A: Level 1	Checkpoint B: Levels 2 & 3	Checkpoint C: Levels 4 & 5
Novice Mid—Novice High	Intermediate Low—Mid	Intermediate Mid– High
		Intermediate High Intermediate High learners are usually comprehensible to most native speakers of the language.
	Intermediate Low Intermediate Low learners are sometimes comprehensible to a native speaker accustomed to engaging with non-native speakers of their language.	Intermediate Mid Intermediate Mid learners are generally comprehensible to a native speaker accustomed to engaging with non-native speakers of their language.
Novice Mid Novice Mid learners are sometimes comprehensible to a person accustomed to engaging with language learners.	Novice High Novice High learners are usually comprehensible to a person accustomed to engaging with language learners.	

Cell phones: BHS Cell Phone Policy will be utilized.

Department Grading/Evaluations: There will be two weighted categories on Infinite Campus. There will be a minimum of 5 grades every quarter in the assessment category. BHS Plagiarism Policy will be applied to grading as appropriate.

- **Assessments: 85%** - Grades will be focused on target language work in the NYS standards of interpersonal, interpretive, and presentational communication in the World Language (any assignments, assessments, projects done and scored in the target language). This category will not include completion scores.
- **Learning Engagement: 15%** - Every 5 weeks students will be scored on the learning engagement rubric below. This category may also include completion grades for assignments at teacher discretion.
 - Assignments may be given by each classroom teacher for out-of-class-time-completion. These practices may vary in each classroom and each teacher will communicate directly with parents and students regarding expectations.
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Learning Engagement in World Language Class: Total points: /18

Activities	7- bonus exceeding & leading	6 5 4 proficient & efficient	3 2 1 needs improvement
INDEPENDENT		Earned by completing assignments in or out of class	
<ul style="list-style-type: none"> ○ Gets started ○ Stays focused ○ Asks questions if needed ○ Regularly completes suggested activities ○ If done early, engages in other WL learning 			
PEER - PEER		Earned by completing group/partner work	
<ul style="list-style-type: none"> ○ Gets started ○ Participates or listens appropriately ○ Encourages or helps others to participate ○ Uses as much WL as possible ○ Ask questions to peer, another peer, then teacher ○ If done early, engages in other WL learning 			
STUDENT - TEACHER		Earned by participating in direct instruction	
<ul style="list-style-type: none"> ○ Interacts as invited by teacher ○ Contributes to lessons, uses WL when possible ○ Stays focused and present in the work ○ Ask questions appropriately as/if needed ○ Seeks help of class if needed or suggested 			

Empty boxes are for teacher comments.

New York State World Language Standards

Anchor Standard: Communication Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

Standard 1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.

Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.

Standard 3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.

Anchor Standard: Cultures Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

Standard 4: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.

Standard 5: Cultural Comparisons Learners use the target language to compare the products and practices of the cultures studied and their own.

Topics & Themes by Checkpoint (A(level 1), B(levels 2&3), C(levels 4 and 5))

A. Identity & Social Relationships	A	B	C
Identity	X	X	X
Family & Social Relationships	X	X	X
Celebrations, Customs, & Traditions	X	X	X
B. Contemporary Life	A	B	C
Food & Meal Taking	X	X	X
House & Home	X	X	X
School Life & Education	X	X	X
Travel	X	X	X
Leisure	X	X	X
Communities & Neighborhood	X	X	X
Shopping	X	X	X
Earning a Living		X	X
C. Science, Technology, & the Arts	A	B	C
Health & Wellness	X	X	X
Physical Environment, Climate, Weather, & Geography	X	X	X
Technology, Media, & Social Media	X	X	X
The Arts		X	X
D. Global Awareness & Community Engagement	A	B	C
Environmental Issues & Sustainability		X	X
Social Justice & Human Rights			X