

The Foundation of LOTE curricula in the Rochester City School District:

The Rochester City School District's LOTE curricula is thematically organized per New York State's Guidelines for LOTE Checkpoint A (Formerly "Proficiency" level), Checkpoint B (Formerly Regents" level) and Checkpoint C (Post "Regents" level study) level study.

It is a District and New York State expectation that units of instruction are designed around the NYS State Topics (frequently referred to in this document as "thematic topics" Themes). Please see below for links to the NYS curricular resources including the Topics that must be covered by the end of Checkpoint A, Checkpoint B and/or Checkpoint C. The Checkpoint exams (A and B exams , for example) assess students learning around these thematic topics, some of which spiral through all the Checkpoints.

Checkpoint A thematic topics are covered in 3 possible ways: a) over a 2 year sequence in 7th (1 B course) and 8th grade (1 C course), or **b)** as a one year accelerated 8th grade offering (1 P course), or **c)** over one year in a high school Level I LOTE course. The Checkpoint A exam is typically given at the end of 8th grade, after the 2 year sequence or at the end of Level I in the high school.

Checkpoint B thematic Topics are covered during Level II (in 9th or 10th grade) and Level III LOTE study (in 10th or 11th grade). The Checkpoint B exam is given at the end of Level III (The Level II exam is a local exam)

Checkpoint C: Advanced level study. Exams will vary depending on the coursework (i.e.) Level IV, V IB or AP.

The NYS syllabus defines communication in a Language Other Than English in terms of four components: functions, situations, topics, and proficiencies. The integration of these components constitutes learning outcomes, which are exit expectations. These outcomes are presented at three instructional intervals, Checkpoints A, B, and C. In the context of a communicative emphasis teachers should be concerned with the skills to be developed and the way students process information according to their learning styles, needs, interests, and abilities. According to NYS, since students are less concerned about the nature of language than about what they want to do with it, the emphasis in the LOTE classroom should be on the negotiation of meaning rather than on the structure of language during the communicative stages of language learning. The crucial issue is what students communicate and how well. The "what" refers to the purpose and the content of the communication (functions, situations, and topics); the "how well" relates to the linguistic accuracy, originality, scope, and cultural authenticity with which the communicative task is carried out (proficiency). All four components are essential in constructing learning outcomes. The four components are defined as follows:

Function - the purpose of communication. In any given communication, an attempt is made to achieve one or more ends, for example, asking for help, giving advice, or seeking information.

Situation - the context in which the communication occurs.

Topic - the subject of the communication. Topics are thematic units such as “Travel” or “Meal Taking” or cultural or universal elements about which communication takes place.

Proficiency - the degree of accuracy and the scope of the communication. Proficiency does not necessarily mean native or near-native command of the language. It refers to the various degrees of control of the elements of language students build throughout the Checkpoints.

Of course Culture is an integral part of communication. The aspirations, beliefs, and understandings that shape patterns of behavior of a linguistic group form the cultural context that makes accurate and meaningful communication possible. This cultural dimension pervades all four of the components of communication. The combination of these four components constitute the learning outcomes. These outcomes are measured at the following three instructional intervals:

Checkpoint A - learning outcomes for one unit of LOTE credit necessary to earn a Regents Diploma. (Checkpoint A Examination is generally administered at the end of 8th grade upon completion of a 2 year sequence, or at the end of a High School Level I LOTE course – typically in 9th Grade)

Checkpoint B - learning outcomes for three units of LOTE credit towards a Regents diploma with Advanced Designation. (Checkpoint B Examination administered after a High School Level III LOTE course – typically in 10th or 11th Grade)

Checkpoint C – Study beyond the Checkpoint B exam (Advanced level courses)

For further explanation of the LOTE curricula design and the NYS Syllabus please click on the following websites:

- For the LOTE Standards: <http://www.p12.nysed.gov/ciai/lotte/pub/lotelea.pdf>
- For Syllabus/Curricula information including the thematic topics covered in Checkpoints A, B and C: <http://www.p12.nysed.gov/ciai/lotte/pub/modernl.pdf>
- For NYS LOTE Learning Outcomes: <http://www.p12.nysed.gov/ciai/lotte/pub/modernl2.pdf>
- For Syllabus/Curricula information including the thematic topics covered in Checkpoints A, B and C in American Sign Language: <http://www.p12.nysed.gov/ciai/lotte/pub/amsign.pdf>

Included in other documents on Sharepoint are other resources including some “work in progress” Spanish Language examples of LOTE curricula: