

# **MODERN LANGUAGE FOR COMMUNICATION**

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## **NEW YORK STATE SYLLABUS**

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The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234





TO: Persons With Responsibility for Developing, Implementing, and Evaluating Modern Language Programs

This publication, *Modern Languages for Communication*, is a framework for the development of local curriculum which will integrate principles of second language acquisition with New York State program requirements and the Board of Regents goals for elementary and secondary education.

The syllabus places emphasis on communicative proficiency and the understanding and appreciation of other cultures.

It is intended as a working document for educators at the district and classroom level to use when they assess, modify, or develop their local district curriculum and classroom instructional objectives. It serves as a guide to the following areas:

- Statement of philosophy
- Review of Regents goals
- Components of communication
- Description of learning outcomes
- Process of curriculum development
- Implications for instruction
- Outline for planning
- Role of evaluation
- Suggestions for interdisciplinary activities
- Uses of technology

This publication has been sent to District Superintendents, Superintendents and Administrators of Public and Nonpublic Schools, Public School Teachers of Modern Languages K(c)12 and Public School Supervisors.

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# FOREWORD

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*Modern Languages for Communication* is designed to help local school district personnel develop curricula and programs that will fulfill New York State mandates to provide students with instruction in a second language. It will also meet Board of Regents goals for elementary and secondary education and implement Part 100 of the Commissioner's Regulations.

This syllabus has been prepared to assist school personnel in developing foreign language programs consistent with the Board of Regents plan, Education for a Global Perspective, and the Regents Action Plan to Improve Elementary and Secondary Education Results in New York State.

In an increasingly interdependent world, teachers, school administrators, and curriculum supervisors must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of foreign language teachers. Communication skills in a language other than English provide direct access to the minds and spirit of the peoples of the world. The Board of Regents, governing body of education in New York State, believes that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. Not only does it prepare students for a world in which peoples and nations are becoming increasingly interdependent, but it also contributes to the development of their creativity and to their capability for critical thinking.

Curriculum specialists, administrators, classroom practitioners from the field, and staff of the Bureau of Foreign Languages Education participated in developing this syllabus. Their names appear in Appendix A, and their contributions are acknowledged with gratitude.

Special gratitude is expressed to the Federal Republic of Germany for assigning curriculum and instruction consultants to the State Education Department beginning in September 1981. Rudolf M. Stock (1981-84) and Wolfgang Schnitzler (1984 ff) brought to the project their experiences with the curriculum model for functional communication developed by the Council of Europe. Rudolf Stock worked closely with Alain Blanchet, Associate in Foreign Languages Education, on research and the preparation of a four-component framework for identifying communication skills to be developed through instruction in modern languages in New York State. Wolfgang Schnitzler subsequently demonstrated at numerous workshops instructional strategies for developing functional communication skills.

The four-component framework was discussed extensively with second language teachers and supervisors at State-wide and regional workshops. In addition, the State Education Department conducted a Curriculum Symposium in March 1984, at which participants reviewed and critiqued the framework as a model for describing communicative learning outcomes for modern languages.

In July and August 1984, contributors identified the specific learning outcomes to be achieved at three instructional levels. The instructional levels are identified in the syllabus as Checkpoints A, B, and C. During the ensuing months, Bureau of Foreign Languages Education staff developed the syllabus draft.

In March 1985, the draft was reviewed and critiqued by members of a Syllabus Review Committee and by additional consultants. During September-November 1985, 400 second language teachers selected at random participated in a field review of the syllabus draft. The State Education Department is grateful to all teachers who contributed their thoughtful comments and suggestions. The draft was revised on the basis of the field review responses.

Design (cover design, internal graphics, and format); Center for International Programs and Comparative Studies (draft review); Bureau of Bilingual Education (draft review); Bureau of English and Reading Education (draft review); Office for Education of Children with Handicapping Conditions (draft review); Office for Nonpublic Schools (draft review); and Bureau of School and Categorical Programs Evaluation (field review design and tabulation of responses).

This syllabus was completed under the direction of Edward T. Lalor, Director, Division of Program Development; and Paul E. Dammer, Chief, Bureau of Foreign Languages Education. All major activities related to this project were coordinated by Ann W. Lamkins, Associate in Curriculum Development, and Dolores N. Mita, Associate in Foreign Languages Education.

# INTRODUCTION

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*Modern Languages for Communication* integrates principles of second language acquisition with the Board of Regents goals for elementary and secondary education and New York State's program requirements. It is meant to provide for school district personnel a framework for program development, management, and implementation.

This syllabus specifies goals and identifies the components of intended outcomes of second language learning so that administrators, supervisors, and teachers may design programs to achieve them. These outcomes are stated in terms of the students' anticipated ability to communicate in a second language at three different checkpoints in the program. In each case, this ability is identified by the purposes for communication (functions), the situation or context in which the communication may occur, the topics on which communication may occur, and the proficiencies, which describe the scope and level of linguistic accuracy that are expected. The achievement of these outcomes requires the integration of skills, knowledge, and cultural insight.

Although this syllabus identifies the components of intended learning outcomes, it does not prescribe specifically the methodology to be used. It does, however, offer precise implications for instruction. The goals of modern language education in New York State necessitate the development of functional communication in the context of the target language culture, and stress communicative proficiency, understanding, and appreciation of different cultures. This focus of instruction is expected to evolve over a period of time that may vary from district to district as each produces its own plan for program development and implementation. Therefore, this is a working document for educators to use at the district level when they assess, modify, or develop their own program and plan for the next step: development of a local curriculum and appropriate instructional objectives. It includes the following:

*Philosophy* - sets the stage; describes both the necessity and the desirability of acquiring a modern language in today's world; explains the communicative approach on which the syllabus is based.

*Goals* - states the Regents Goals for Elementary- and Secondary-School Students and states the goals of this syllabus; shows how the syllabus goals relate to specific Regents goals.

*Learning Outcomes: An Introduction* - defines the components of communication and their relationships to the learning outcomes.

*Learning Outcomes: Components* - describes the four components of communication: functions, situations, topics, and proficiencies; provides the framework for local determination of more specific content, scope, and sequence.

*Learning Outcomes: Checkpoints* - represents the four components of communication graphically.

*Curriculum Development* - describes a process by which the framework of the syllabus can be used to develop a specific local curriculum for second languages.

*Implications for Instruction* - offers suggestions for developing communicative outcomes.

*Outline for Planning a Unit of Instruction* - provides one of many possible ways to develop a unit of instruction.

*Evaluation* - addresses the role of evaluation in the teaching of modern languages.

*Interdisciplinary Activities* - suggests ways to enhance the teaching of modern languages by promoting the interrelatedness of studies in all disciplines.

*Technology* - describes ways to enhance the teaching of modern languages by using available technology such as television, videotapes, and computers

"Without an increasing number of person-to-person contacts, we are unlikely ever to achieve a peaceful world."

James Cass

*Saturday Review*, Jan. 11, 1975

# PHILOSOPHY

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Language is our connection to our community and to the world. Through language, we identify the world around us, express our concerns and dreams, and share our experiences and ideas.

The ability to communicate in a second language increases the opportunities to interact with other peoples and to understand other cultures. As the world becomes increasingly interdependent, it is important for every person to acquire the skills for communication with others and for cross-cultural understanding.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of the Regents goals for elementary and secondary education.

Empirical findings indicate that second language study:

- fosters a sense of humanity and friendship;
- increases students' adaptability to different environments and modes of acting and thinking
- furnishes the key to thinking patterns, cultures, and social institutions of other peoples;
- provides insights into the human mind and language itself;
- prepares students for a world in which nations and peoples are increasingly interdependent;
- develops the skills and habits essential to the learning process, creative inquiry, and critical thinking

- helps students to increase their sensitivity to and understanding of the language, values, customs, and traditions of others;
- leads students to discover and examine their own personal values and civic responsibilities;
- provides insights into America's values and an appreciation of national responsibilities in the world community;
- is an asset to many careers and to professional advancement.

In light of these benefits, the study of a second language should be an integral part of every student's educational experience. All students deserve the opportunity to study a second language in order to prepare themselves for an informed and productive role in tomorrow's world community.

In the teaching of a modern language, the fundamental purpose is to enable students to communicate with native speakers of that language and to understand their culture better. Thus, this syllabus emphasizes a communicative rather than a linguistic approach to teaching modern languages. Rather than teaching students vocabulary words or grammatical structures in isolation, teachers are urged to help students regard and use the modern language as a tool that will enable them to accomplish a specific communicative purpose (function) in a particular form and setting (situation) about a particular subject (topic). The focus is always on **what** the students can do with the language and **how well** they can do it (proficiency).

"Global interdependence virtually demands an ability to communicate in a language other than English."

William D. Sims

*Schooling for a Global Age*



# GOALS OF MODERN LANGUAGE EDUCATION

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The goals of *Modern Languages for Communication*, in the spirit of the Regents Action Plan, address the needs of today's students as they prepare to meet the challenges of the 21st century in a rapidly changing world.

The underpinnings of the Regents Action Plan critical thinking, reasoning skills, the synthesis of knowledge, humanistic understanding, social awareness, creativity, and self esteem are the foundation of the three major goals of the modern language syllabus: Communication Goals, Cultural Goals, and General Educational Goals. Although the three major goals are listed separately, they are not intended to remain isolated, but rather to be integrated into an interdependent whole.

## COMMUNICATION

**The primary goal of second language teaching is the achievement of functional communication in the context of the target language culture.**

The goals expressed by the Regents Action Plan delineate specific areas of concentration related to second language instruction:

Each student will master communication and computation skills as a foundation to:

Comprehend written, spoken, and visual presentations in various media.

Speak, listen to, read, and write at least one language other than English.

Each student will develop the ability to understand and respect people of different

race; sex; ability; cultural heritage; national origin; religion; and political, economic, and

social background, and their values, beliefs and attitudes.

## CULTURE

**Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in other countries as well as in their own country and community.**

The Regents have incorporated cultural goals in the following statements:

Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in

interdisciplinary applications:

Language and literature in at least one language other than English.

Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:

Ways to develop knowledge and appreciation of the arts.

Aesthetic judgments and the ability to apply them to works of art.

Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.

Understanding of the diversity of cultural heritages.

Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:

Knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.

## GENERAL EDUCATION

**Instruction in a second language is an integral part of the students' total learning experience and will provide a basis for interdisciplinary activity.**

The following goals stated in the Regents Action Plan support this goal:

Each student will master communication and computation skills as a foundation to

Think logically and creatively.

Apply reasoning skills to issues and problems.

Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government.

Included are:

Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.

Respect for self, others, and property as integral to a self-governing, democratic society.

Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

attitudes which enable development of:

Self-esteem.

Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

The Board of Regents in its *Action Plan to Improve Elementary and Secondary Education Results in New York* has identified ten Regents Goals for Elementary- and Secondary-School Students. They are given in Appendix B, with those that especially pertain to second language instruction set in boldface type

"This nation and its people are inextricably intertwined with the rest of the world."

John Richardson

Assistant Secretary of State

1976

# LEARNING OUTCOMES: AN INTRODUCTION

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This syllabus defines communication in terms of four components: functions, situations, topics, and proficiencies. The integration of these components constitutes learning outcomes. 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. Since students are less concerned about the nature of language than about what they want to do with it, the emphasis in the foreign language classroom should be on the negotiation of meaning rather than on the structure of language. 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.

- **FUNCTIONS**
- **SITUATIONS**      **WHAT**
- **TOPICS**                                      **= LEARNING**
- **PROFICIENCY**      **HOW WELL**      **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. The functions listed in this syllabus are broad enough to include more specific purposes for communication.
- *Situation* - the context in which the communication occurs. Situations in this syllabus indicate the communicative partners, their roles, and the channels of communication.
- *Topic* - the subject of the communication. Topics are universal elements about which communication takes place.

- *Proficiency* - the degree of accuracy and the scope of the communication. Proficiency does not mean native or near-native command of the language. It refers to the various degrees of control of the basic elements of language.

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 Regents credit. (Proficiency Examination)

*Checkpoint B* - learning outcomes for three units of Regents credit. (Regents Comprehensive Examination)

*Checkpoint C* - learning outcomes for five unit-of-credit Regents sequence. (Local Examination)

Standards for local diploma credit will be established by local schools.

Functions, situations, and topics listed under one checkpoint are listed under subsequent checkpoints as well in order to reflect the cumulative, spiraling nature of language acquisition. Students progress from the simple to the complex and from the known to the unknown. It is neither possible nor feasible to expect students to master every aspect of a particular function, situation, or topic at one time. Instead, students are expected to handle these components with increasing ease as their experience with the language grows.

Curriculum planners can use this information to develop the scope and sequence of a local curriculum in modern languages. Teachers can plan specific instructional activities and select and develop materials consistent with a communicative emphasis. The components can be combined in innumerable ways to form learning objectives that meet the

challenge their abilities.

The components of learning outcomes are displayed in two different ways, first by component, and second by checkpoint. The display by component is on the following pages:

Functions, pp.

Situations, pp.

Topics, pp.

Proficiencies, pp.

point on the following pages:

Checkpoint A, pp.

Checkpoint B, pp.

Checkpoint C, pp.

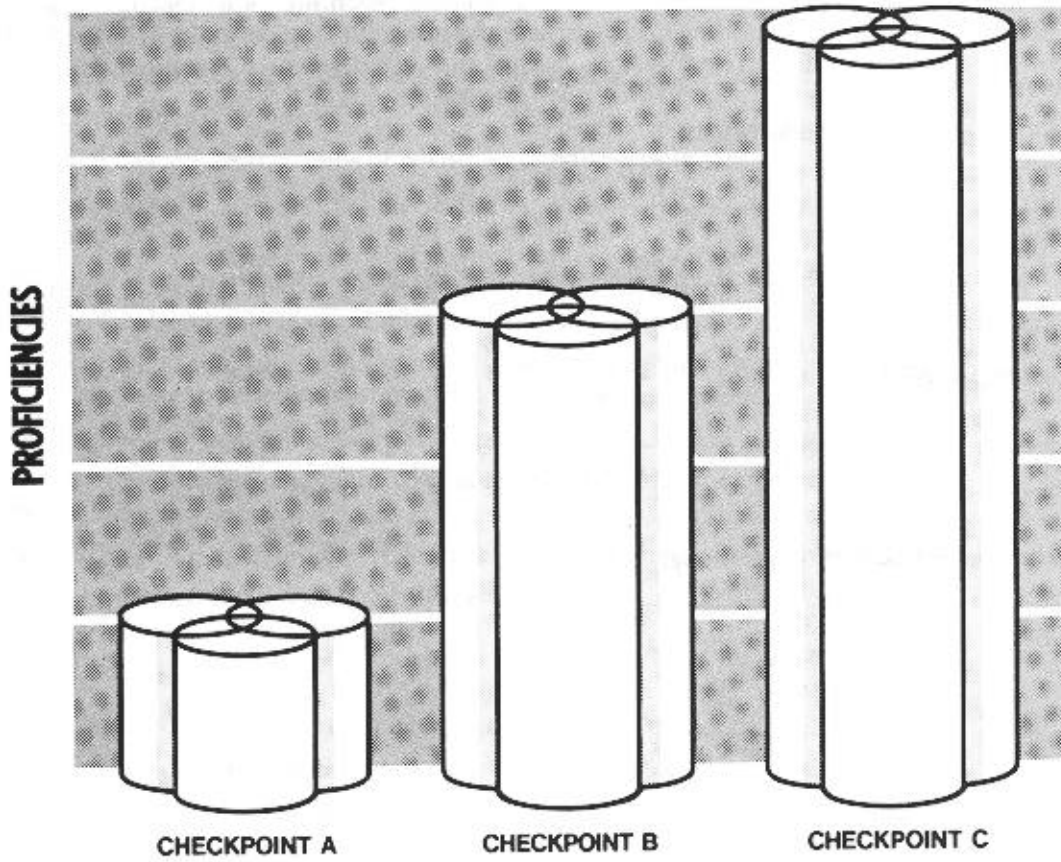
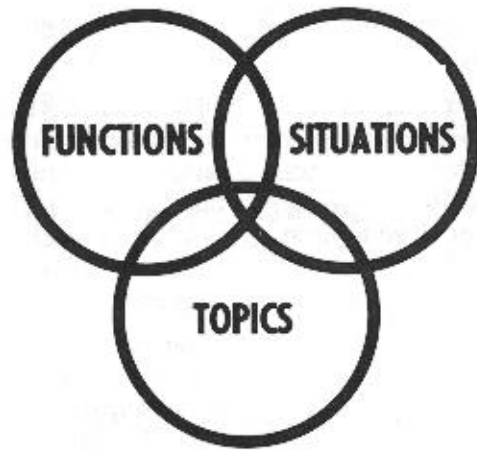
“For students, the ability to communicate with people from other cultures (at home and abroad) is fundamental for personal growth as well as for the survival and progress of mankind.”

Robert Leetsma

U.S. Office of Education

The graphic on the next page provides a visual display of the integration of the four components at each checkpoint.

# COMPONENTS OF COMMUNICATION



# LEARNING OUTCOMES: COMPONENTS

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## FUNCTIONS

Functions denote the purposes for communication. For example, in a given situation one may wish to ask for help, give advice, issue a warning, or try to convince someone. The functions listed here are broad and may be applied to any communicative situation or given topic at any checkpoint.

### FUNCTIONS

- Socializing
  - greeting
  - leave-taking
  - introducing
  - thanking
  - apologizing
- Providing and obtaining information about:
  - facts
  - events
  - needs
  - opinions
  - attitudes
  - feelings
- Expressing personal feelings about:
  - facts
  - events
  - opinions
  - attitudes
- Getting others to adopt a course of action by:
  - suggesting
  - requesting
  - directing
  - advising
  - warning
  - convincing
  - praising

## SITUATIONS

The situations listed here indicate the contexts in which communication occurs. They define the communicative partners, their roles, and the channels of communication (oral or written). They establish the parameters for the negotiation of meaning between two or more people or between one person and an oral and/or written sample of language.

The situations are listed according to the primary skill students must use: listening, listening/speaking, reading, or writing. However, it is important to note that several skills may be involved in any act of communication. In all cases, each situation must be considered in relation to the functions, topics, and proficiencies. The age, ability, and experience of the student should also be taken into consideration.

## SITUATIONS

### LISTENING

	A	B	C
Information and announcements from providers of common public services* in face-to-face communications	•	•	•
Information (bulletins/announcements) provided over loudspeakers, radio, and television	•	•	•
Short presentations of interest to the general public given in person, on radio or on television		•	•
Songs, live and recorded			•
Feature programs on television, in the movies, and on the radio			•

### LISTENING/SPEAKING

Interaction with providers of common public services* in face-to-face communications	•	•	•
Informal everyday conversations with individual peers and adults	•	•	•
Informal conversations with peers and familiar adults	•	•	•
Interaction with providers of common public services* by telephone		•	•
Group conversations among peers and familiar adults		•	•
Group discussions with peers		•	•
Informal presentations to groups of peers and familiar adults		•	•

### READING

Information provided to the general public on forms, signs, billboards and posters, labels, programs, timetables, maps, plans, menus, etc.	•	•	•
Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes	•	•	•
Simple business correspondence and pamphlets		•	•
Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)		•	•
Letters to the editor and feature articles from general-interest publications		•	•
Excerpts from poetry and prose for cultural appreciation		•	•

### WRITING

Forms to be filled out for the use of common public services	•	•	•
Informal notes for communications in everyday life situations	•	•	•
Brief reports describing simple situations and sequences of events		•	•
Personal letters to acquaintances and friends (peers and adults)		•	•
Formal letters to agencies, institutions, and businesses on topics of personal needs		•	•
Short samples of expository or creative writing			•

\*Sales personnel, bank tellers, ticket agents, police, hotel personnel, etc.



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The topics listed here form the basis for meaningful communication in any culture. They are listed in no particular order, since their use depends on the students' needs and interests. Students are not expected to acquire comprehensive, academic knowledge of the topics; but rather, to be able to engage in communication about them. Topics must be considered as they apply to functions, situations, and proficiencies. Teachers are encouraged to add topics which are of interest to the students and to adapt instruction to their students' communicative needs, ages, and abilities.

point because language acquisition is cumulative and spiraling in nature. Teachers should reintroduce, reinforce, and expand communication on the topics as the students' proficiency increases. The checkpoints are neither starting points nor ending points of instruction but are indicators of what learning outcomes should have been achieved at that interval in the learning process

1. **PERSONAL IDENTIFICATION**

A B C

**Biographical Information**

age _____	•	•	•
nationality _____	•	•	•
address and telephone number _____	•	•	•
family _____	•	•	•
occupation _____	•	•	•
place and date of birth _____	•	•	•

**Physical Characteristics**

Height _____	•	•	•
Weight _____	•	•	•
Complexion _____	•	•	•
facial features _____	•	•	•
body shape _____	•	•	•
color of hair/eyes _____	•	•	•
disabilities _____	•	•	•

**Psychological Characteristics**

Character _____	•	•	•
Personality _____	•	•	•
likes and dislikes _____	•	•	•
tastes and interests _____	•	•	•

2. **HOUSE AND HOME**

**Types of Lodging**

House _____	•	•	•
Apartment _____	•	•	•
rental/ownership _____		•	•

**Rooms and Other Lodging Components**

Identification _____	•	•	•
size/function _____	•	•	•
furnishings _____	•	•	•
garden/terrace/balcony _____	•	•	•
appliances _____		•	•

3. **SERVICES**

repairs _____		•	•
public utilities _____			•
deliveries _____			•

4. **FAMILY LIFE**

family members _____	•	•	•
activities _____	•	•	•
roles and responsibilities _____		•	•
rapport among family members _____			•

common activities _____	•	•	•
local stores/facilities _____	•	•	•
recreational opportunities _____	•	•	•
responsibilities/expectations _____			•
rapport among members of the community _____			•

## 6. PHYSICAL ENVIRONMENT

### Physical Features

big city _____	•	•	•
small town _____	•	•	•
village _____	•	•	•
suburb _____	•	•	•
country _____	•	•	•
geography of area _____	•	•	•

### Climate and Weather

seasons _____	•	•	•
temperature/precipitation/wind _____	•	•	•
natural catastrophes _____		•	•
flora and fauna _____		•	•
impact on human life _____			•

### Quality of Environment

opportunities for recreation and entertainment _____	•	•	•
ecology _____			•
economy _____			•
aesthetics _____			•

## 7. MEAL TAKING/FOOD/DRINK

### Types of Food and Drink

everyday family fare _____	•	•	•
regional and national specialties _____	•	•	•
fast food _____	•	•	•
food and drink preparation _____	•	•	•
special occasion menus _____		•	•

### Mealtime Interaction

regular family meals _____	•	•	•
eating with friends/relatives _____	•	•	•
eating out _____	•	•	•
socializing in public establishments _____			•

## 8. HEALTH AND WELFARE

### Parts of the Body

Identification _____	•	•	•
Care _____		•	•

**Illness and Accidents**

symptoms of illness _____	•	•	•
medical services/treatment _____		•	•
insurance/social services _____			•

**9. EDUCATION**

**Secondary School Organization**

types of schools _____	•	•	•
subjects _____	•	•	•
schedule/school year _____	•	•	•
programs _____		•	•
content _____		•	•
examinations/grading _____		•	•
diploma _____			•
students' organizations _____			•

**School Life**

extracurricular activities _____	•	•	•
relationships among students _____		•	•
relationships between staff and students _____		•	•
discipline _____		•	•
roles/responsibilities/expectations _____			•

**Educational System**

Structure _____			•
personnel _____			•
society's needs/expectations _____			•

**10. EARNING A LIVING**

**Types of Employment**

commonly known occupations _____	•	•	•
summer/part-time employment _____		•	•
volunteer work _____			•

**Work Conditions**

preparation/training _____		•	•
work roles/responsibilities _____		•	•
remunerations/benefits _____		•	•
relations with colleagues and employer _____			•

**Major Issues in Employment**

job market situation _____			•
new trends in employment _____			•
labor/management relations _____			•

**Available Leisure Time**

after school	•	•	•
weekends	•	•	•
holidays	•	•	•
vacations	•	•	•

**Activities**

hobbies/sports/other interests	•	•	•
use of media	•	•	•
organizations and facilities		•	•
cultural resources		•	•

**Special Occasions**

religious events	•	•	•
traditions and customs	•	•	•
family occasions	•	•	•

**12. PUBLIC AND PRIVATE SERVICES**

**Communications**

Telephone	•	•	•
Mail	•	•	•
Telegram		•	•

**Government Agencies**

post office	•	•	•
customs		•	•
police		•	•
embassies and consulates			•

**Finances**

Banks		•	•
currency exchange offices		•	•

**13. SHOPPING**

**Shopping Facilities and Products**

shopping centers	•	•	•
specialty shops	•	•	•
neighborhood merchants	•	•	•
department stores	•	•	•
markets	•	•	•
mail-order companies		•	•

**Shopping Patterns**

time (opening hours...)	•	•	•
currency	•	•	•
interaction with sales staff	•	•	•
staples and everyday purchases	•	•	•
modes of payment		•	•

### Shoppers' Information

prices _____	•	•	•
advertisements _____		•	•
consumer publications _____			•
labels/information brochures/directions _____			•

## 14. TRAVEL

### Transportation

means of transportation _____	•	•	•
maps _____	•	•	•
timetables and fares _____	•	•	•
signs and instructions _____	•	•	•
interaction at ticket counters _____	•	•	•
advertisements/promotional information _____	•	•	•
itinerary _____		•	•
interaction at travel agencies _____		•	•
travel information agencies _____			•

### Lodging

youth hostels _____		•	•
camping/caravanning _____		•	•
hotels and pensions _____		•	•
private guest arrangements _____		•	•

### Holiday Travel Patterns

Destinations _____		•	•
Activities _____		•	•

## 15. CURRENT EVENTS

### Political, Social, and Economic Aspects

miscellaneous news _____	•	•	•
political parties _____		•	•
present governments _____		•	•
current political issues _____		•	•
current economic issues _____		•	•
general description of society _____		•	•
executive, legislative, and judicial _____			•
status of the economy _____			•
trends in the economy _____			•
social classes and their relations _____			•
social programs _____			•
current social issues _____			•

**Cultural Aspects**

arts (theater/cinema/music) _____	•	•	•
people in the arts _____	•	•	•
special events _____	•	•	•
institutions/facilities _____		•	•
historical and artistic sites _____		•	•
folklore _____		•	•
trends _____			•

**Relations between United States and Target Language Countries**

opportunities for exchange _____		•	•
influence of one country on another _____			•
cultural links _____			•
economic relations _____			•
governmental relations _____			•
individual perceptions _____			•

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The proficiencies listed here are descriptions of standards of competence in listening comprehension, speaking, reading, writing, and culture that are expected to be achieved at each of the three checkpoints. The term "proficiency" does not mean native or near-native "fluency." Instead, it refers to the degree of control of the language that the student should be able to demonstrate at each checkpoint.

The proficiencies in this syllabus are stated in such a way as to accommodate the varied learning

designed to stress the successful communication of meaning rather than placing undue emphasis on attaining structural accuracy, particularly at the early stages of language learning.

Proficiencies are to be applied to the functions, situations, and topics as indicators of how well students are expected to communicate.



## **LISTENING**

### **Checkpoint A**

Can comprehend simple statements and questions. Usually comprehends the main idea of extended but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

### **Checkpoint B**

Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocutions for understanding. Can understand frequently used tense forms and word-order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension through contextual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of the listener.

### **Checkpoint C**

Can understand standard speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. Can understand the essential points of discussions or presentations on familiar topics. Tension, pressure, emotional stress, and unfavorable listening conditions as well as vocabulary and complex utterances may hinder comprehension. Can sometimes detect emotional overtones and understand inferences.

## **SPEAKING**

### **Checkpoint A**

Can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions of this level. Can be understood, with some repetitions and circumlocutions, by native speakers used to foreigners attempting to speak their language.

### **Checkpoint B**

Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms, but still makes many errors in formation and selection. Can use word order accurately in simple sentences, but still makes errors in more complex

and familiar communicative situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete utterances. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be understood by the general public.

### **Checkpoint C**

Can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary, with some circumlocutions, is sufficient to communicate.

Can handle elementary constructions accurately.

Limited control of more complex structures may interfere with communication.

## **READING**

### **Checkpoint A**

Can understand simple material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on visual cues and prior familiarity with the topic. Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can sometimes guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

### **Checkpoint B**

Can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points and some details of expository writing when dealing with areas of special interest and is able to guess meaning from context.

### **Checkpoint C**

Can understand most factual information in non-technical prose as well as some expository texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to analyze materials written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall tone or intent of the text.

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### **Checkpoint A**

Can express basic personal needs and compose short messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

### **Checkpoint B**

Can write simple notes, letters, and short reports using elementary vocabulary and commonly encountered structures. Can express present, future, and past ideas comprehensibly. Major errors still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to native speakers used to dealing with foreigners.

### **Checkpoint C**

Can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some circumlocution. Is able to show good control of the morphology of the language and of the most frequently used syntactic structures, but errors may still occur. Can express complex ideas sequentially with simple language. Writing is comprehensible to a native speaker not used to reading the writing of foreigners.

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### **Checkpoint A**

Has knowledge of some aspects of the target language culture and is aware of the existence of cultures other than his/her own. Is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

### **Checkpoint B**

Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as in the target language culture. On the basis of previous experience with the target language culture, is able to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors. Still shows misunderstandings in applying this knowledge, and miscommunicates frequently with native speakers not accustomed to foreigners.

### **Checkpoint C**

Shows understanding of most culturally determined behaviors of the target language speakers and begins to demonstrate a general appreciation for their culture. Is generally able to avoid major misunderstandings in common everyday situations with native speakers not accustomed to foreigners. Is able to use the context to guess at the meaning of some unfamiliar cultural behaviors. Shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

# LEARNING OUTCOMES: CHECKPOINTS

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The following graphics regroup the components of communication by checkpoints. These graphics provide an overview of the functions, situations, topics, **without subheadings** and proficiencies at each of the three checkpoints.

# LEARNING OUTCOMES—CHECKPOINT A

## FUNCTIONS

### Socializing

- greeting
- leave-taking
- introducing
- thanking
- apologizing

### Providing and obtaining information about: by:

- facts
- events
- needs
- opinions
- attitudes
- feelings

### Expressing personal feelings about:

- facts
- events
- opinions
- attitudes

### Getting others to adopt a course of action

- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

## SITUATIONS

### LISTENING:

Information and announcements from providers of common public services in face-to-face communications

Information (bulletins/ announcements) provided over loudspeakers, radio, and television

### LISTENING/SPEAKING:

Interaction with providers of common public services in face-to-face communications

Informal everyday conversations with individual peers and adults

Informal conversations with peers and familiar adults

### READING:

Information provided to the general public on forms, signs, billboards, posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes

### WRITING:

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

## TOPICS

**PERSONAL IDENTIFICATION:** age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character personality, likes and dislikes, tastes and interests

**HOUSE AND HOME:** house, apartment, identification, size/function, furnishings, garden/terrace/balcony

**FAMILY LIFE:** family members, activities

**COMMUNITY/NEIGHBORHOOD:** common activities, local stores/facilities, recreational opportunities

**PHYSICAL ENVIRONMENT:** big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, opportunities for recreation and entertainment

**MEAL TAKING/FOOD/DRINK:** everyday family fare, regional and national specialties, fast food, food and drink preparation, regular family meals, eating with friends/relatives, eating out

**HEALTH AND WELFARE:** parts of the body: identification, symptoms of illness

**EDUCATION:** types of schools, subjects, schedule/school year, extracurricular activities

**EARNING A LIVING:** commonly known occupations

**LEISURE:** after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, religious events, traditions and customs, family occasions

**PUBLIC AND PRIVATE SERVICES:** telephone, mail, post office

**SHOPPING:** shopping centers, specialty shops, neighborhood merchants, department stores, markets; shopping patterns: time, currency, interaction with sales staff, staples and everyday purchases, prices

**TRAVEL:** means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, advertisements/promotional information

**CURRENT EVENTS:** miscellaneous news, arts, (theater/cinema/ music), people in the arts, special events

## PROFICIENCIES

### LISTENING

Can comprehend simple statements and questions. Usually comprehends the main idea of longer but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives.

### SPEAKING

Can initiate and respond to simple statements and engage in simple face-to-face conversation within the vocabulary, structure, and phonology appropriate to the communicative situations and functions at this level. Can be understood, with some repetitions and circumlocutions, by native speakers used to foreigners attempting to speak their language.

### READING

Can understand simple material for informative or social purposes. Can understand the essential content of short, general, public statements and standardized messages. Can comprehend the main ideas of materials containing simple structure and syntax when relying on

visual cues and prior familiarity with the topic. Understanding is limited to simple language containing only the highest frequency grammatical patterns and vocabulary items. Can sometimes guess at cognates and highly contextualized unfamiliar vocabulary. May have to read the material several times in order to achieve understanding.

### WRITING

Can express basic personal needs and compose short messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Although errors in spelling and grammar are frequent, writing can be understood by native speakers used to dealing with foreigners.

### CULTURE

Has knowledge of some aspects of the second language culture and is aware of the existence of cultures other than his/her own. Is able to function in authentic, common, everyday situations but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.

**FUNCTIONS**

Socializing

- greeting
- leave-taking
- introducing
- thanking
- apologizing

Providing and obtaining information about:

- facts
- events
- needs
- opinions
- attitudes
- feelings

Expressing personal feelings about:

- facts
- events
- opinions
- attitudes

Getting others to adopt a course of action

by:

- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

*Each checkpoint contains all the topics and situations from the previous checkpoint; topics and situations that are new to the checkpoint are in bold print.*

**SITUATIONS**

**LISTENING:**

Information and announcements from providers of common public services in face-to-face communications

Information (bulletins/ announcements) provided over loudspeakers, radio, and television

**Short presentations of interest to the general public given in person, on radio, or on television**

**LISTENING/SPEAKING:**

Interaction with providers of common public services in face-to-face communications

Informal everyday conversations with individual peers and adults

Informal conversations with peers and familiar adults

**Interaction with providers of common public services by telephone**

**Group conversations among peers and familiar adults**

**Group discussions with peers**

**Informal presentations to groups of peers and familiar adults**

**READING:**

Information provided to the general public on forms, signs, billboards, posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes

**Simple business correspondence and pamphlets**

**Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)**

**Letters to the editor and feature articles from general interest publications**

**Excerpts from poetry and prose for cultural appreciation**

**WRITING:**

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

**Brief reports describing simple situations and sequences of events**

**Personal letters to acquaintances and friends (peers and adults)**

**Formal letters to agencies, institutions, and businesses on topics of personal needs**

## TOPICS

**PERSONAL IDENTIFICATION:** age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character personality, likes and dislikes, tastes and interests

**HOUSE AND HOME:** house, apartment, **rental/ownership**, identification, size/function, furnishings, garden/terrace/balcony, **appliances**

**SERVICES: Repairs**

**FAMILY LIFE:** family members, activities, **roles and responsibilities**

**COMMUNITY/NEIGHBORHOOD:** common activities, local stores/facilities, recreational opportunities

**PHYSICAL ENVIRONMENT:** big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, **natural catastrophes, flora and fauna**, opportunities for recreation and entertainment

**MEAL TAKING/FOOD/DRINK:** everyday family fare, regional and national specialties, fast food, food and drink preparation, **special occasion menus**, regular family meals, eating with friends/relatives, eating out

**HEALTH AND WELFARE:** parts of the body: identification, **care**, symptoms of illness **medical services/treatment**

**EDUCATION:** types of schools, subjects, schedule/school year, **programs, content, examinations/grading**, extracurricular activities, **relationships between staff and students, discipline**

**EARNING ALIVING:** commonly known occupations, **summer/part-time employment, preparation/training, work roles/responsibilities, remunerations/ benefits**

**LEISURE:** after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, **organizations and facilities, cultural resources**, religious events, traditions and customs, family occasions

**PUBLIC AND PRIVATE SERVICES:** telephone, mail, **telegram**, post office, **customs, police, banks, currency exchange offices**

**SHOPPING:** shopping centers, specialty shops, neighborhood merchants, **mail-order companies**; department stores, markets; shopping patterns: time, currency, interaction with sales staff, staples and everyday purchases, **modes of payment, weights/sizes, prices; measurements, advertisements**

**TRAVEL:** means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, advertisements/ promotional information, **itinerary, interaction at travel agencies, youth hostels, camping/caravanning, hotels and pensions, private guest arrangements, destinations, activities**

**CURRENT EVENTS:** miscellaneous news, **political parties, present governments, current political issues, current economic issues, general description of society**, arts, (theater/cinema/ music), people in the arts, **special events, institutions/facilities, historical and artistic sites, folklore**, opportunities for exchange

## PROFICIENCIES

### LISTENING

Can comprehend short conversations on simple topics in everyday situations. Limited vocabulary range necessitates repetitions and/or circumlocutions for understanding. Can understand frequently used tense forms and word-order patterns in simple sentences. Has both general and detailed understanding of short, discrete expressions, but has only general understanding of longer conversations and messages within familiar communicative situations. Can sustain comprehension through contextual inferences in short communications on familiar topics with native speakers who are aware of the non-native status of the listener.

### SPEAKING

Can initiate and sustain a conversation, but limited vocabulary range necessitates hesitation and circumlocution. Can use the more common verb tense forms, but still makes many errors in formation and selection. Can use word order accurately in simple sentences, but still makes errors in more complex patterns. Can sustain coherent structures in short and familiar communicative situations. Can employ selectively basic cohesive features such as pronouns and verb inflections. Extended communication is largely a series of short, discrete utterances. Can articulate comprehensibly but has difficulty in producing certain sounds in certain positions or combinations. Speech is usually labored. Has to repeat to be

### READING

Can understand simple narrative and descriptive authentic materials and edited texts within a familiar context. Has specific comprehension of selected passages in familiar sentence patterns. Can follow essential points as well as some details of expository writing when dealing with areas of special interest and is able to guess meaning from context.

### WRITING

Can write simple notes, letters, and short reports using elementary vocabulary and commonly encountered structures. Can express present, future, and past ideas comprehensibly. Major errors still occur when expressing more complex thoughts. Begins to develop sequential relationships. Writing is comprehensible to native speakers used to dealing with foreigners.

### CULTURE

Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain behavior patterns in his/her own culture as well as in the target language culture. On the basis of previous experience with the target language culture, is able to distinguish some culturally authentic patterns of behavior from idiosyncratic behaviors. Still shows misunderstandings, in applying this knowledge, and miscommunications occur frequently with native speakers not accustomed to foreigners.

**FUNCTIONS**

Socializing

- greeting
- leave-taking
- introducing
- thanking
- apologizing

Providing and obtaining information about:

- facts
- events
- needs
- opinions
- attitudes
- feelings

Expressing personal feelings about:

- facts
- events
- opinions
- attitudes

Getting others to adopt a course of action

by:

- suggesting
- requesting
- directing
- advising
- warning
- convincing
- praising

*Each checkpoint contains all the topics and situations from the previous checkpoint; topics and situations that are new to the checkpoint are in bold print.*

**SITUATIONS**

**LISTENING:**

Information and announcements from providers of common public services in face-to-face communications

Information (bulletins/ announcements) provided over loudspeakers, radio, and television

Short presentations of interest to the general public given in person, on radio, or on television

**Songs, live and recorded**

**Feature programs on television, in the movies, and on the radio**

**LISTENING/SPEAKING:**

Interaction with providers of common public services in face-to-face communications

Informal everyday conversations with individual peers and adults

Informal conversations with peers and familiar adults

Interaction with providers of common public services by telephone

Group conversations among peers and familiar adults

Group discussions with peers

Informal presentations to groups of peers and familiar adults

**READING:**

Information provided to the general public on forms, signs, billboards, posters, labels, programs, timetables, maps, plans, menus, etc.

Announcements, ads, and short reports of general interest in newspapers, magazines, and other publications; short, informal notes

Simple business correspondence and pamphlets

Facts, opinions, feelings, and attitudes in correspondence from acquaintances and friends (peers and adults)

Letters to the editor and feature articles from general interest publications

Excerpts from poetry and prose for cultural appreciation

**WRITING:**

Forms to be filled out for the use of common public services

Informal notes for communications in everyday life situations

Brief reports describing simple situations and sequences of events

Personal letters to acquaintances and friends (peers and adults)

Formal letters to agencies, institutions, and businesses on topics of personal needs

**Short samples of expository or creative writing**



**PERSONAL IDENTIFICATION:** age, nationality, address and telephone number, family, occupation, place and date of birth, height, weight, complexion, facial features, body shape, color of hair/eyes, disabilities, character personality, likes and dislikes, tastes and interests

**HOUSE AND HOME:** house, apartment, rental/ownership, identification, size/function, furnishings, garden/terrace/balcony, appliances

**SERVICES:** Repairs, **public utilities, deliveries**

**FAMILY LIFE:** family members, activities, roles and responsibilities, **rapport among members of the community**

**COMMUNITY/NEIGHBORHOOD:** common activities, local stores/facilities, recreational opportunities, **responsibilities/expectations, rapport among members of the community**

**PHYSICAL ENVIRONMENT:** big city, small town, village, suburb, country, geography of area, seasons, temperature/precipitation/wind, natural catastrophes, flora and fauna, **impact on human life** opportunities for recreation and entertainment, **ecology, economy, aesthetics**

**MEAL TAKING/FOOD/DRINK:** everyday family fare, regional and national specialties, fast food, food and drink preparation, special occasion menus, regular family meals, eating with friends/relatives, eating out, **socializing in public establishments**

**HEALTH AND WELFARE:** parts of the body: identification, care, symptoms of illness medical services/treatment, **insurance/ social services**

**EDUCATION:** types of schools, subjects, schedule/school year, programs, content, examinations/grading, **diploma, students' organizations** extracurricular activities, relationships between staff and students, discipline, **roles/responsibilities/ expectations, structure, personnel, society's needs/expectations**

**LEARNING/LEARNING:** commonly known occupations, summer/part-time employment, **volunteer work**, preparation/training, work roles/responsibilities, remunerations/ benefits, **relations with colleagues and employer, job market situation, new trends in employment, labor/management relations**

**LEISURE:** after school, weekends, holidays, vacations, hobbies/sports/other interests, use of media, organizations and facilities, cultural resources, religious events, traditions and customs, family occasions

**PUBLIC AND PRIVATE SERVICES:** telephone, mail, telegram, post office, customs, police, **embassies and consulates**, banks, currency exchange offices

**SHOPPING:** shopping centers, specialty shops, neighborhood merchants, mail-order companies; department stores, markets; shopping patterns: time, currency, interaction with sales staff, staples and everyday purchases, modes of payment, weights/sizes, prices; measurements, advertisements, **consumer publications, labels/information brochures/directions**

**TRAVEL:** means of transportation, maps, timetables and fares, signs and instructions, interaction at ticket counters, advertisements/ promotional information, itinerary, interaction at travel agencies, **travel information agencies**, youth hostels, camping/caravanning, hotels and pensions, private guest arrangements, destinations, activities

**CURRENT EVENTS:** miscellaneous news, political parties, present governments, current political issues, current economic issues, general description of society, **executive, legislative and judicial; status of the economy; trends in the economy; social classes and their relations; social programs; current social issues**, arts, (theater/cinema/ music), people in the arts, special events, institutions/facilities, historical and artistic sites, folklore, **trends**, opportunities for exchange, **influence of one country on another; cultural links; economic relations; governmental relations; individual perceptions**

## PROFICIENCIES

### LISTENING

Can understand standard speech delivered with some repetition and rewording by a native speaker not used to dealing with foreigners. Can understand the essential points of discussions or presentations on familiar topics. Tension, pressure, emotional stress, and unfavorable listening conditions as well as vocabulary and complex utterances may hinder comprehension. Can sometimes detect emotional overtones and understand inferences.

### SPEAKING

Can handle most communicative situations with confidence but may need help with any complication or difficulty. Vocabulary, with some circumlocutions, is sufficient to communicate. Can handle elementary constructions accurately. Limited control of more complex structures may interfere with communication.

### READING

Can understand most factual information in non-technical prose as well as some expository texts on topics related to areas of special interest. Can read excerpts from literature for pleasure. Is able to separate main ideas from lesser ones and thus begins to

analyze material that is written for the general public. Is able to use linguistic context and prior knowledge to increase comprehension. Can detect the overall tone or intent of the text.

### WRITING

Can compose unified and organized texts on everyday topics with sufficient vocabulary to express oneself simply with some circumlocution. Is able to show good control of the morphology of the language and the most frequently used syntactic structures, but error may still occur. Can express complex ideas sequentially with simple language. Writing is comprehensible to a native speaker not used to reading the writing of foreigners.

### CULTURE

Shows understanding of most culturally determined behaviors of the second language speakers and begins to demonstrate a general appreciation for their culture. Is generally able to avoid major misunderstandings in common everyday situations with native speakers not accustomed to foreigners. Is able to use the cultural context to guess at the meaning of some unfamiliar cultural behaviors. Shows some initiative and ease in using culturally appropriate behaviors acquired by observation of authentic models.

# CURRICULUM DEVELOPMENT

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## AN OVERVIEW

Curriculum development takes place at the State, regional, district, and classroom levels. It consists of three major categories of activities:

- I State-level — development of a syllabus which contains statements of goals and learning outcomes;
- II District level — development of a written curriculum based on the State syllabus
- III Classroom level— development of courses of study with units and daily lessons based on the district's curriculum.

These activities are shown below:



## AT THE LOCAL LEVEL

Curriculum development at the local level should involve classroom teachers, special education teachers, supervisors, administrators, and chairpersons; it may involve parents, members of the community, and students as well.

The task is to design a foreign language program that is directed toward the systematic accomplishment of the goals provided by the Regents, the foreign language syllabus, and the local board of education. Professional organizations of foreign language teachers can be a valuable asset to planning and facilitating program development. The total program should be articulated at the local level in order to provide continuity for students' growth and development over the period of years covered by the program.

The process of curriculum development involves planned, sequential activities that require the commitment of time, and of human and financial resources from the district. The objective is to provide a written document with the following parts:

- a statement of philosophy regarding foreign language study for the district
- broad goals for the program based on the syllabus goals and the district's goals
- a scope and sequence for content and skills to be taught K(c)12 if the program begins in the elementary school
- learning outcomes and objectives to be achieved at predetermined checkpoints
- model or suggested teaching/learning activities
- evaluation strategies based on the syllabus and the district curriculum
- ideas for modifying instructional methods and materials for students with handicapping conditions
- ways to assess growth and achievement of students with handicapping conditions.

the local level cannot be underestimated. The curriculum is the link between the State syllabus and the classroom teacher. A written district wide curriculum serves the following purposes:

- It informs the Board of Education, administrators, teachers, and the community about the program.
- It is the basis for district(c)wide financial and educational decisions about instructional methods and materials, resources for learning experiences, grouping arrangements, time allocations, staff development, and supervision.
- It is the basis for development of courses of study and daily lesson plans.
- It provides continuity and direction for teachers' efforts at all levels.
- It provides strategies for systematic assessment of student achievement.
- It ties together the critical elements of learner outcomes, learning experiences, and evaluation.
- It ensures that the teacher's creative efforts and unique contributions to students are made part of a larger design.

School districts may wish to work cooperatively in this effort. One way to do this is through the COSER (Cooperative Service) development process of BOCES (Board of Cooperative Educational Services), which enables several districts to work together on a mutually agreeable curriculum project. Districts may wish to examine other regional consortium possibilities, which might involve colleges, universities, and/or regional or state language associations as means for bringing interested districts into a common curriculum project.

# IMPLICATIONS FOR INSTRUCTION

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The stated purpose of this syllabus is to identify the goals of second language instruction in New York State in order to enable school districts to meet the second language requirements as specified by the Board of Regents. Since the goals call for a significant change in the nature of second language programs, and since the components of intended learning outcomes clearly imply a change of emphasis in second language teaching and learning, the syllabus contains important implications for the instructional process. It is not within the domain of this syllabus to specify a particular curriculum, and it would not be appropriate to suggest specific materials, either commercially prepared or otherwise. These decisions are and should remain the responsibility of individual school districts so that the curriculum and materials will reflect their available resources and particular needs, as long as the goals of this syllabus are met. However, this document does contain important implications for instruction. A discussion of some of those implications is offered below.

Instruction in all disciplines is a continuous, spiraling, and cumulative process in which students move from the familiar to the unfamiliar, from the simple to the more complex, always using what has been learned previously to assist them in understanding and mastering that which they do not yet know. Teaching languages for communication is no exception. The ability to communicate is not the result of isolated and compartmentalized efforts. Instead, it is the cumulative result of all previous instruction. The ability to communicate effectively at any given level of proficiency, or at a particular checkpoint, may require a specific vocabulary, a specific set of linguistic structures, or specific knowledge of certain cultural elements, but it cannot be acquired in one single unit of instruction. Students acquire it gradually as their range of functions, situations, and topics increases and as their proficiency within each one of those components of communication becomes more advanced. The components are revisited again and again, each time at a more advanced level of proficiency. It is important for students to be aware of the relationships among the various components of communication and to recognize that the language needed for communication in one component is valid for other components as well. The sooner they are exposed to the relationships among the various components, the faster their growth in proficiency will be.

The goals and the components of communication in this syllabus are organized to reflect the cumulative

effect of continued instruction through Checkpoints A, B, and C. Teachers and curriculum writers are encouraged to refer to the checkpoint graphics (pp. ) in preparing their instructional objectives.

The shift from a linguistic to a communicative emphasis also has major implications for language educators. Units of language instruction can no longer be organized in terms of linguistic structures but in terms of what people want to communicate. Language instruction, therefore, moves from an academic to a more practical realm in which the language structures that the students learn are dictated by what they want to do with the language. The learning outcomes listed in this syllabus emphasize the development of practical language skills that have immediate application to communicative situations in the second language. Teaching for communication, the overall goal, will require teachers to use for instruction authentic materials (samples of the second language as it is used by native speakers to communicate among themselves) drawn from a wide variety of sources rather than from a single textbook series.

Under the mandate of the Board of Regents, virtually all students will be enrolled in second language classes. As a result, it will be increasingly necessary for teachers to formulate instructional objectives and create lessons and materials that will accommodate the learning styles and abilities of a diverse student population. Instructional techniques, materials, and assessment tools may have to be modified so that students with handicapping conditions, for example, will have alternative ways to demonstrate their proficiencies without being limited by their handicaps. Students who have difficulty reading and writing in English will need special attention, and instructional objectives and techniques will have to be structured in such a way as to maximize their chances for success. Much of this, of course, will depend upon the resourcefulness and sensitivity of the classroom teacher. Regional Special Education Training and Resource Centers (SETRC) are available to assist teachers in developing appropriate instructional activities and strategies for students with handicapping conditions.

There are many ways to assure achievement of an objective. Methodological choices may vary with the characteristics of the students and the teachers and with the circumstances under which the learning/teaching process takes place. In general, however, to be effective in teaching for communication, a teacher should:

and its culture;

- identify the students' learning styles;
- manage within the same classroom a variety of small-group work, promoting face-to-face interaction;
- use simulations, role-play situations, and games;
- develop a nonthreatening learning climate;
- use informal and/or formal testing to assure achievement of the objectives; and develop appropriate activities for teaching the four language skills and culture.

## LISTENING

Listening comprehension skills should develop the students' capacity to derive meaning and understanding from authentic speech. The samples of speech may be delivered in a variety of ways, in person as well as through the media of television, telephone, radio, recordings, and loudspeakers.

Because the listener has little or no control over the nature of the language or its rate of delivery, listening is an important skill to acquire and one that must be practiced regularly. Developing listening fluency requires providing a sequence of listening activities that are appropriate to the students' listening skill level. These activities should challenge but not frustrate students as they proceed from easy to more complex listening activities.

As soon as possible, students should be exposed to authentic samples of speech, either live or recorded. At the same time, carefully constructed samples of speech should be presented to students so that they can derive meaning from simple language composed of familiar elements. In all cases, the context from which the samples of speech are drawn should be clear. Live and/or recorded samples of communication among native speakers in a culturally authentic setting should be used extensively.

At the initial stages of instruction, listening comprehension skill development may be limited to understanding the gist of a message. As comprehension improves, students should be encouraged to identify as many specific details as possible. Eventually they should be able to recall most of the significant details from authentic speech samples of an appropriate length and level of difficulty.

Students should be taught to use the linguistic context to overcome difficulty caused by unknown elements of speech and to preserve their focus on global comprehension. They should also be taught to use interaction, whenever possible, to seek understanding through repetition, paraphrase, clarification,

English in the classroom can be an efficient instructional tool for checking students' comprehension, clarifying meaning, and providing general enrichment. Translation, however, involves an altogether different set of skills and should not be used except in very limited cases when specific words, expressions, or phrases would impede understanding.

## SPEAKING

The teaching of speaking should develop the students' ability to express themselves effectively. Form or linguistic polish is important, but not as important as the ability to express oneself on a de range of topics in a wide range of situations.

Early in the instructional process, the focus may be placed on the correct production of predetermined samples of speech using authentic models. These samples should always be presented in a communicative situation so that real meaning can be communicated between the students and their peers and/or teachers. Throughout the process, the communicative situations should be as realistic and authentic as possible.

To develop speaking skills, teachers should emphasize spontaneity and creativity. Students should have the opportunity to be themselves and to express their own thoughts, opinions, and observations. They should be encouraged to experiment with formulating new messages on their own or with the help of the teacher, rather than being restricted to question/answer drills or to structured messages that are memorized or written before being uttered.

Students should learn grammar as a by-product of communication. A point of grammar should be taught only when students have demonstrated that they need that structure in order to convey accurately an important message. This approach is more effective than engaging students in a contrived situation for the sole purpose of "practicing" the application of a point of grammar.

Accurate pronunciation, intonation, and grammar are desirable, but they should not be pursued at the cost of restricting or inhibiting the speakers' range of possible communications. They are important only to the extent that they make communication possible. In all cases, the correction of errors should be undertaken only after the interaction has been completed. Corrections should never interfere with the dynamics of communication.

Some students with handicapping conditions communicate through alternative means such as signing or using communication boards. Appropriate accommodations will be required for these students.

Reading instruction should focus, as early as possible, on deriving meaning from samples of written language consistent with the students' needs, interests, and abilities and with their proficiency level in the target language.

Even at the earliest stage of reading instruction, students should be encouraged to look at simple, short excerpts of authentic texts. Any authentic samples of language chosen for students should reflect topics of general or specific interest to them. The material should be current, relevant, and representative of situations or topics encountered commonly in daily life.

As their proficiency level increases, students should be asked to read authentic texts of greater complexity, and there should be increased emphasis on both details and general comprehension. Teachers should help students use contextual clues to decode the meaning of unfamiliar parts of that text. It is advisable to select content that will evoke strong reactions on the part of students, thus stimulating other communicative activities such as oral and written reports and class discussions.

## WRITING

The purpose of instruction in writing is to enable students to express themselves accurately in a variety of situations. In order to motivate students to write, it is important that they help determine the topics and content of what they write. It is equally important, in producing a sample of writing, that they have access to all available help and resources including reference materials, their peers, and their instructors.

The instructional process should not be limited to a pattern in which the teacher assigns a common topic to the entire class, has students compose in isolation on that topic, corrects and grades their compositions, and returns them with brief comments. Instead, it should begin with an array of prewriting tasks. First, the students should carefully delineate their topics based on classroom activities, readings, or their own personal experiences. Once the teacher and each student have agreed upon a topic, each student should prepare an outline containing the points to be covered and the repertoire of elements of language she/he expects to use in order to complete the task.

After the prewriting tasks have been completed, the students produce their first drafts and submit them to groups of their peers, who will react and make suggestions. Second, they prepare drafts and submit them to the teacher for comments, reactions, advice, and suggestions. Finally, they prepare final drafts, which they give to the teacher for evaluation and comments. Each of the steps described above may have to be

sitions convey the intended meaning effectively.

Drill and practice-writing exercises should be used in very limited fashion and only for the specific purpose of helping individual students to master needed structural patterns. It is important to note that writing will vary in length and complexity depending upon the nature of the task and the students' actual writing ability.

## CULTURE

Culture is as important a component of communication as the lexical and structural language elements it pervades. Knowledge of the cultural value of various elements of language is essential to accurate communication, and knowledge of the second language culture makes meaningful interaction with native speakers possible. Furthermore, the skills and knowledge acquired while developing an understanding of one culture can readily be applied to contacts with representatives of other cultures abroad and within the American society. These understandings will enrich the students' own cultural identity and enhance the prospects for harmonious human relations.

Culture is not limited to a variety of facts about a group's heritage or customs. It is the entire context of human interaction within that group including shared aspirations, beliefs, and knowledge as well as patterns of behaviors that manifest themselves in common everyday life. The teaching of culture is closely related to the development of the communicative skills, and as a result, culture pervades the whole instructional process.

In teaching culture, teachers should focus initially on enabling students to avoid cultural blunders and misunderstandings in such mundane situations as paying and responding to compliments, greeting someone, or leave-taking. Students should learn that there are different registers of language for different people and that patterns of eye contact and various aspects of body language may convey meanings that are very different from the ones with which they are familiar. They should be encouraged not only to recognize and interpret cultural manifestations in communications but also to begin using them in order to convey meaning.

Some students may want to remain at a functional level of cultural understanding, but for many the exploration of a foreign culture may take on an affective dimension. This is the point at which appreciation for its beauty and respect for its human value can be developed. Students always have enjoyed exposure to various aspects of a culture, with its people, their daily lives and customs, special events,

media, visitors to the classroom, and spontaneous informal discussion may be used to bring additional interest to the classroom and provide opportunities to broaden the students' view of the world.

ting for the communication or as enrichment, is to foster respect for the understanding of others, to reduce the negative effects of ethnocentrism, and to prepare students to participate sensitively in a culturally pluralistic world.

"The future we face inevitably will be more international than the past. Global interdependence is a pervasive reality and probably irreversible."

Robert Leetsma  
U.S. Office of Education

# OUTLINE FOR PLANNING A UNIT OF INSTRUCTION

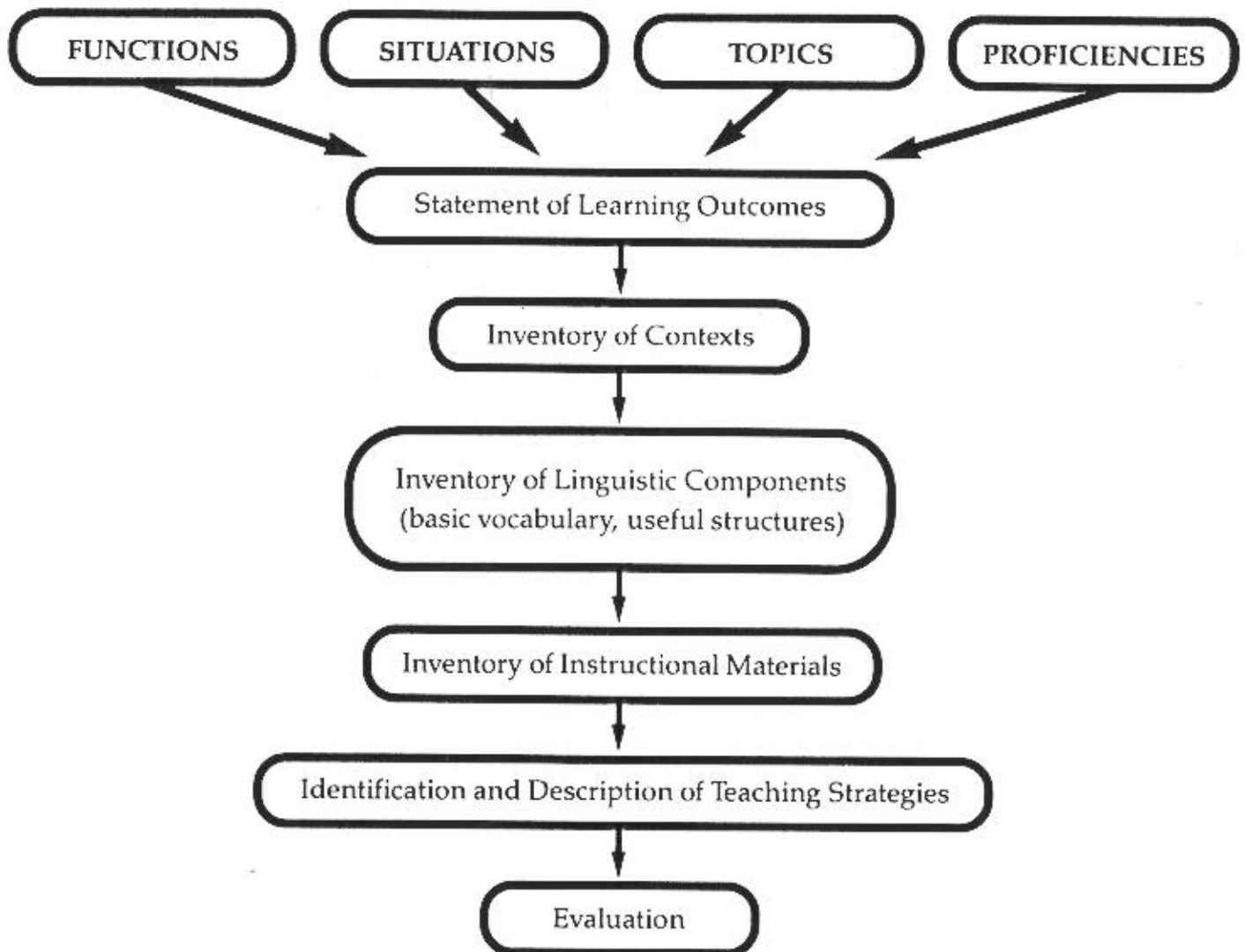
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Learning a language is a cumulative, spiraling process, and any communicative function can apply to a variety of situations and topics. Once the functions, situations, and topics are identified, they can be combined in innumerable ways to provide the focus of a unit of instruction. The units can be interrelated and contribute to the progressive accumulation of knowledge and skills if each unit reinforces previous units.

The statement of learning outcomes for a unit should delineate the specific communicative tasks

that the students will be able to perform as the result of instruction. It should be clear, relevant, and attainable, and should reflect both the students' communicative needs and their interests. It is important that the learning outcomes be realistic for the students. Teachers are advised to refer to the proficiencies described for each checkpoint in formulating their statements of learning

The following schematic represents **one of many possible approaches** to developing a unit of instruction:





it is necessary to specify the instructional content of that unit. This includes the details that ultimately give rise to the daily lesson plans. In preparing this content, the teacher may wish to do the following:

- **Identify the cultural contexts in which the communication can take place and provide for presentation and discussion of the cultural characteristics inherent in those contexts.**
- **Inventory the basic vocabulary and useful structures**
  - What previously used words will be included
  - What new words will be introduced?
  - What structures that have been used previously will be included again
  - What structures will be incorporated for the first time?

**in achieving the learning outcomes.**

- What types of activities will lead to the acquisition of the language needed for communication?
- What types of activities will give students the opportunity to practice and demonstrate what they have learned?
- **Select the instructional materials to be used, either commercial, teacher-made, or derived from various sources, with particular attention to the use of authentic materials wherever possible.**
- **Prepare the format/schedule for evaluating student proficiency.**

# EVALUATION

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Evaluation is essential because it aids the teacher in determining whether and to what extent the learning outcomes have been attained or the desired proficiency levels achieved. It enables the teacher to determine whether additional learning activities must be applied and what form those activities should take to be most effective either for a class as a whole or for individual students.

Recognizing that learning styles and time are both important factors in second language acquisition, teachers must make provisions to accommodate them in the evaluation of individual students. Evaluation, whether formal or informal, should be ongoing, but it should not intrude upon the natural flow of the development of communicative skills.

Teachers will want to employ many different kinds of techniques in evaluating student performance of the learning outcomes. These techniques may vary from the actual performance of the learn-

ing activities included in the unit to specially designed instruments that measure cumulatively the degree of proficiency attained in a given unit.

The purpose of the syllabus is not to prescribe any particular form of evaluation because there is no single best form. These decisions must be left to the individual school districts and teachers who will develop evaluative procedures based on their programs and the nature of the students they teach. It must be remembered, once again, that the evaluation should reflect the instructional unit and the communicative function on which it was based. Regardless of how it is done, the evaluation should enable students to show how well they communicate meaning within the given situations and topics rather than concentrating primarily on the intricacies of structure and form. In constructing the evaluation procedures, teachers are encouraged to refer to the proficiency levels described in this syllabus.

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## INTERDISCIPLINARY ACTIVITIES

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In order to develop a modern language program that promotes functional communication and integrates linguistic and cultural skills, teachers are encouraged to initiate and/or participate in interdisciplinary committees to explore the interrelationships that exist among different subject areas. It is important for all teachers to be aware of these interrelationships so that they may identify topics of common interest in the various curricula.

The topics of study in this syllabus represent the vast heritage of human civilization the knowledge, beliefs, customs, and skills acquired as members of a given society. They represent the "universals of culture" that are found in some form

in every culture on earth and are also the concerns of other disciplines such as social studies, English language arts, science, mathematics, music, the visual and performing arts, and occupational education. Thus, through interdisciplinary projects, teachers may draw from related fields to expand the horizons of their students by acquiring and extending new knowledge and by integrating what is taught in the other disciplines. By integrating knowledge and skills from these disciplines, students can strengthen the values of civic responsibility and develop logical and creative thinking as well as an ability to think holistically and apply reasoning skills.

# TECHNOLOGY

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An important challenge facing teachers of modern languages is the development of practical second language communication skills by a varied school population. Limited opportunities for students to use a second language in the classroom present a serious obstacle in meeting this challenge. A teacher, regardless of his/her talent or dedication, is but one voice and cannot be expected to replicate the full range of practical communicative situations. Drill and practice activities, however authentic, are contrived. There is a need to explore new methods that can expand students' opportunities to practice a second language in authentic ways in the classroom.

Modern technology has the potential to fill the gap. Computers may epitomize technological advancement, but television may be more effective in bringing language and culture into the classroom. In particular, programs televised in foreign countries could provide students with an opportunity to hear a second language as it is used by native speakers to communicate among themselves. Foreign television also has the advantage of showing nonverbal and cultural dimensions of the language, and, perhaps more important, it offers visual identification of the speakers.

In its recorded form, television is flexible and easily used in the classroom. Programs can be rewound and replayed for comprehension and practice or stopped in freeze-frame position to give time for explanations, comments, discussions, and repetitions by the students. The content of foreign television can be used at any level, from beginning to advanced, depending on the program and the teacher's objectives. Commercials, newscasts, soap operas, and television "magazines" that appeal to foreign values systems, for instance, can be analyzed from a linguistic as well as from a cultural point of view.

Access to second language programming on television, however, is limited to certain languages in particular areas. Video cassettes from Germany, France, Spain, Italy, Russia may be incompatible with the American standard. Tapes can be transcoded, but this is a very expensive process. A more

acceptable solution is for interested schools to purchase a multistandard video deck and monitor that would enable them to play cassettes from any country in the world including the United States. A multistandard deck and monitor has multiple applications in the school. It could be used in the arts and music, social studies, and English departments as well as in modern language departments. Through exchange programs with similarly equipped schools in other countries, it is possible to obtain recordings of any program not restricted by copyright laws. With the addition of a camera, it is possible to change traditional pen pal correspondence to school- or class-level "tape pal" programs. This gives students from distant lands a much better chance to know and understand each other and each other's environment. Video correspondence programs of this type have already been initiated in the United States and other parts of the world.

While the future offers exciting possibilities for programs on video cassette, the computer is still largely limited to drill and practice activities. Although such exercises may provide important building blocks for developing individual students' communication skills, they lack the dynamic interaction implied by a communicative emphasis. Most computer programs address learning needs related to reading and writing a language. The application of the computer to speaking and listening skills requires the addition of sophisticated peripheral equipment still in experimental stages. Problem-solving simulations and games programs are somewhat better because they require a more comprehensive approach to language. However, they are not widely available.

In addition to packaged computer programs, teachers may use second language authoring systems to produce exercises better adapted to their needs or instructional methods. Word processing and electronic mail applications also offer possibilities. Research shows that students like to use computers. This motivating factor should be considered, particularly for students who need extra time for drill and practice.

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## APPENDIX B

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### STUDENTS WITH DISABILITIES

The Board of Regents, through the Part 100 Regulations of the Commissioner, the Action Plan, and *The New Compact for Learning* has made a strong commitment to integrating the education of students with disabilities into the total school program. According to Section 100.2(s) of the Regulations of the Commissioner of Education, "Each student with a handicapping condition as such term is defined in Section 200.1(ii) of this Chapter, shall have access to the full range of programs and services set forth in this Part to the extent that such programs and services are appropriate to such student's special educational needs." Districts must have policies and procedures in place to make sure that students with disabilities have equal opportunities to access diploma credits, courses, and requirements.

The majority of students with disabilities have the intellectual potential to master the curricula content requirements for a high school diploma. Most students who require special education attend regular education classes in conjunction with specialized instruction and/or related services. These students must attain the same academic standards as their nondisabled peers in order to meet these requirements. For this reason, it is very important that at all grade levels students with disabilities conditions receive instruction in the same content areas so as to receive the same informational base that will be required for proficiency on statewide testing programs and diploma requirements.

The teacher providing instruction through this syllabus/curriculum has the opportunity to provide an educational setting which will enable the students to explore their abilities and interests. Instruction may be provided to students with disabilities either by teachers certified in this subject area or by special education teachers. Teachers certified in this subject area would be providing instruction to students with disabilities who are recommended by the Committee on Special Education (CSE) as being able to benefit from instruction in a regular educational setting and are appropriately placed in this setting. Special education teachers may also provide this instruction to a class of students with disabilities in a special class setting.

Teachers certified in the subject area should become aware of the needs of students with disabilities who are participating in their classes. Instructional techniques and materials must be modified to the extent appropriate to provide students with disabilities the opportunity to meet diploma requirements. Information or assistance is available through special education teachers, administrators, the Committee on Special Education (CSE), or a student's Individualized Education Program (IEP).

Additional assistance is available through consultant teacher services. The implementation of this service allows school districts to provide direct and indirect services to students with disabilities who are enrolled full-time in a regular education program. Direct consultant teacher services consist of individualized or group instruction which would provide such students with instructional support in the regular education classroom to help them benefit from their regular education program. Indirect consultant teacher services provides support to the regular education teacher in the modification and development of instruction and evaluation that effectively deals with the specialized needs of students with disabilities.

### STRATEGIES FOR MODIFYING INSTRUCTIONAL TECHNIQUES AND MATERIALS

1. Prior to having a guest speaker or taking field trips, it may be helpful to structure the situation. Use of a checklist or a set of questions generated by the class will help students focus on relevant information. Accessibility for students with disabilities should be considered when field trips are arranged.
2. The use of computer software may be appropriate for activities that require significant amounts of writing by students.
3. Students with disabilities may use alternative testing techniques. The needed testing modifications must be identified in the student's Individualized Education Program (IEP). Both special and regular education teachers need to work in close cooperation so that the testing modifications can be used consistently throughout the student's program.

continuous reinforcement for some students with disabilities. It would also be helpful to provide a list of these key words to the special education teacher in order to provide additional reinforcement in the special educational setting.

5. Check periodically to determine student understanding of lectures, discussion, demonstrations, etc. and how this is related to the overall topic. Encourage students to express their understanding. It may be necessary to have small group discussions or work with a partner to determine this.
6. Provide students and special education teachers with a tape of lectures that contain substantial new vocabulary content for further review within their special education class.
7. Assign a partner for the duration of a unit to a student as an additional resource to facilitate clarification of daily assignments, timelines for assignments, and access to daily class notes.
8. When assigning long-term projects/reports, provide a timeline with benchmarks as indicators for completion of major project/report sections. Students who have difficulty with organizational skills and time sequence may need to see completion of sections to maintain the organization of a lengthy project/report.

Special education teachers providing this instruction must also become familiar with the goals and objectives of the curriculum. It is important that these teachers provide their students with the same or equivalent information contained in the curriculum.

Regardless of who provides the instruction, the cooperation between teachers of regular and special education programs is essential. It is important for the students as well as the total school environment.

## **ALTERNATIVE TESTING TECHNIQUES**

Another consideration in assisting students with disabilities to meet the requirements of regular education is the use of alternative testing techniques. Alternative testing techniques are modifications of testing procedures or formats which provide students with disabilities equal opportunity to participate in testing situations. Such techniques provide the opportunity to demonstrate mastery of skills and attainment of knowledge without being limited or unfairly restricted by the existence of a disability.

The Committee on Special Education (CSE) is responsible for identifying and documenting the student's need for alternative testing techniques. This determination is made when a student is initially referred to the CSE, is reviewed annually for as long as the student receives special education services, and is reviewed when the student is determined to no longer need special education services. **These modifications are to be used consistently throughout the student's educational program.** Principals ensure that students who have been identified by the CSE as disabled are provided the alternative testing techniques which have been recommended by the CSE and approved by the board of education.

**Alternative testing techniques which have been specified on student IEPs for use by a student must be used consistently in both special and regular education settings.** Regular classroom teachers should be aware of possible alternative testing techniques and should be skilled in their implementation.

The coordination and cooperation of the total school program will assist in providing the opportunity for a greater number of students with disabilities to meet the requirements needed to pursue a high school diploma. The integrated provision of regular education programs, special education programs, remediation, alternative testing techniques, modified teacher techniques and materials, and access to credit through alternatives will assist in enabling such students to pursue the high school diploma to a greater degree. The teacher who provides instruction through this curriculum has a unique opportunity to assist such students in achieving their individual goals.

For additional information on alternative testing procedures, contact:

The New York State Education Department  
Office for Special Education Services  
Room 1624 One Commerce Plaza  
Albany, NY 12234

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In keeping with the concept of integration, the following subgoal of the Action Plan was established:

*In all subject areas, revisions in the syllabi will include materials and activities related to generic subgoals such as problem solving, reasoning skills, speaking, capacity to search for information, the use of libraries and increasing student awareness of and *information about the disabled*.*

The purpose of this subgoal is to ensure that appropriate activities and materials are available to increase student awareness of disabilities.

This curriculum, by design, includes information, activities, and materials regarding persons with disabilities. Teachers are encouraged to include other examples as may be appropriate to their classroom or the situation at hand. Teachers are also encouraged to assess the classroom environment to determine how the environment may contribute to student awareness of persons with disabilities.