

LEARNING OUTCOMES: CHECKPOINTS

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

Expressing personal feelings about:

- facts
- events

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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

LEARNING/LEIVING: 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, vaca-

CURRICULUM DEVELOPMENT

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

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:

financial

IMPLICATIONS FOR INSTRUCTION

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

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

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

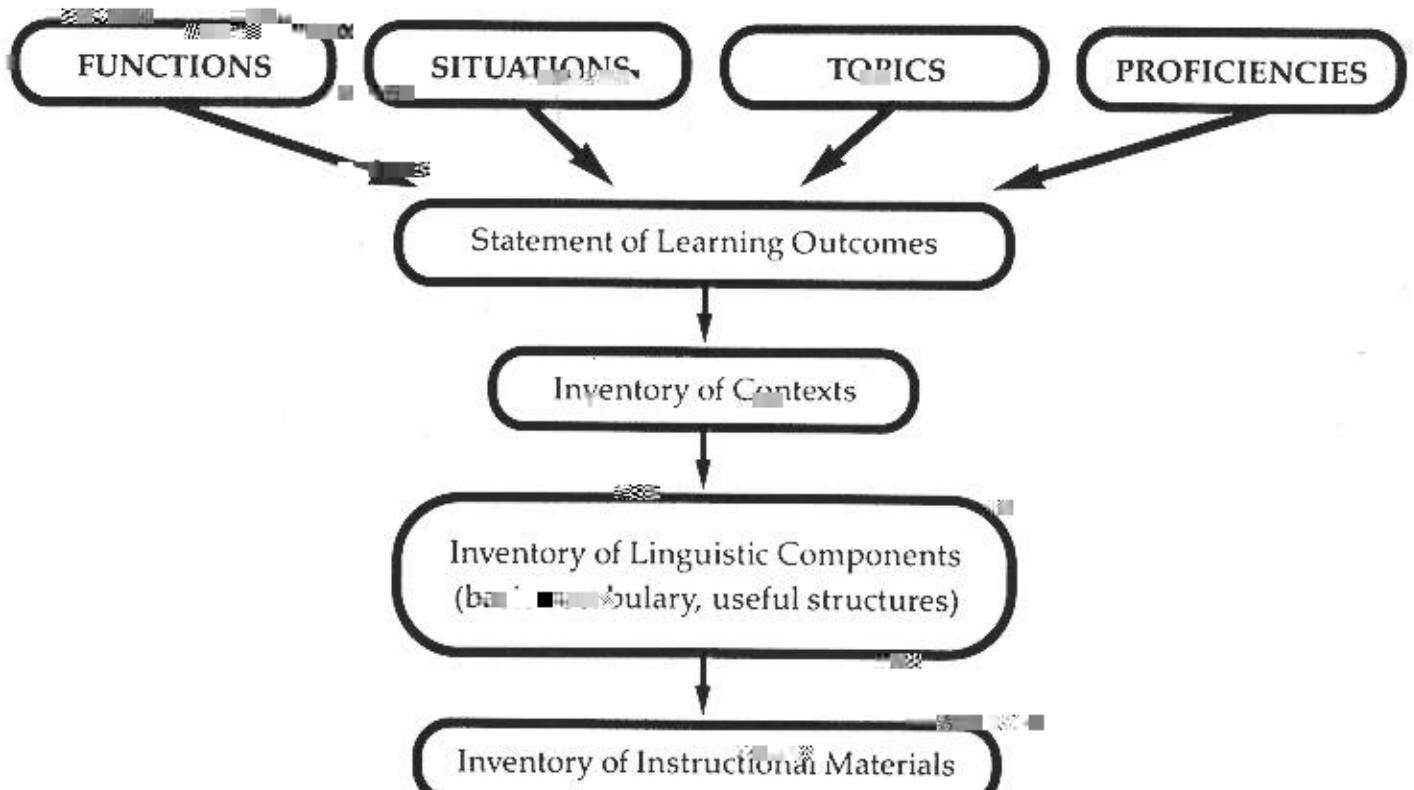
OUTLINE FOR PLANNING A UNIT OF INSTRUCTION

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 previ

EVALUATION

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.

INTERDISCIPLINARY ACTIVITIES

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.

APPENDIX A
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APPENDIX B

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.

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.