

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

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The Department of World Languages and Cultures of the Uniondale Union Free School District (UFSD) houses language programs geared at providing services to pupils in order for them to meet the rigorous academic standards of the curricula constructed to prepare them for college and/or careers for the 21st century. The department houses three major programs with four substantial sub-programs, all aimed at providing the best possible educational experience for the students of the district.

The three major programs are:

1. The Transitional Bilingual Education (TBE) Program;
2. The English as a New Language (ENL) Program, and
3. The Languages Other Than English (LOTE) Program.

The four sub-programs are:

1. The Foreign Language in the Primary Schools (FLES) Program;
2. The Dual Language (DL) Program;
3. The Students with Interrupted/Inconsistent Formal Education (SIFE) Program, and
4. The New York State Seal of Biliteracy (NYSSB) Program

THE TRANSITIONAL BILINGUAL EDUCATION PROGRAM (ELEMENTARY)

The transitional bilingual education (TBE) Program in the elementary schools is designed to meet the instructional needs of pupils who are native speakers of Spanish, and who evidence limited proficiency in speaking and/or understanding the English language. In the elementary schools, the bilingual classes are taught by duly licensed elementary teachers with the bilingual extension to their licenses and they assist the pupils in adjusting to the school environment, developing a sense of social comfort and acquiring the linguistic and academic skills necessary for full integration into mainstream classes. Pupils requiring bilingual classes are identified at the time of registration.

THE TRANSITIONAL BILINGUAL EDUCATION PROGRAM (SECONDARY)

The transitional bilingual education program (TBE) at the secondary level is designed to meet the instructional needs of pupils who are native speakers of Spanish, and who evidence limited proficiency in speaking and/or understanding the English language. The bilingual classes are offered in the content areas of Math, Science and Social Studies as well as the Spanish native language arts (NLA) classes provided by the licensed bilingual teachers in the LOTE program. The bilingual content classes provide the pupil with native language support to enhance understanding and performance as well as assist them in adjusting to the new school environment and transition to the English mainstream classes. The program also allows those bilingual pupils to develop a sense of social comfort while acquiring the linguistic and academic skills necessary for full integration into the American educational system and society. Pupils requiring bilingual content classes are identified at the time of registration.

The Language Programs at Uniondale High School

ENGLISH AS A NEW LANGUAGE (ENL)

The English as a New Language (ENL) Program is designed to meet the instructional needs of pupils who are native speakers of a language other than English, and who evidence limited proficiency in speaking and/or understanding the English language. The ENL classes, the Bilingual content classes as well as the “Sheltered” content assist the pupil to adjust to the school environment, develop a sense of social comfort and to acquire the linguistic and academic skills necessary for full integration into mainstream classes. Pupils requiring ENL, Bilingual or Sheltered content classes are identified at the time of registration.

Levels of English Proficiency as Determined by the NYSITELL or the NYSESLAT

LEVEL
1-ENTERING
2-EMERGING
3-TRANSITIONING
4-EXPANDING
5-COMMANDING

ENL – ENTERING

Course No. 1808

Grades Offered: 9-12

Examination: NYSESLAT

Prerequisites - Designation of “ENTERING” on the NYSITEL, or the NYSESLAT

2 Periods

ENL Credit: 1.0

ENL – ENTERING is a stand-alone ENL class designed to provide English language communicative skills to newcomer ELL students so that they may quickly acclimate to their new school and community environment. This class is taken in conjunction with the ELL student’s grade-level Integrated English class.

ENL – EMERGING

Course No. 1796

Grades Offered: 9-12

Examination: NYSESLAT

Prerequisites - Designation of “EMERGING” on the NYSITEL, or the NYSESLAT

1 Period

ENL Credit: 1.0

ENL - EMERGING is a stand-alone ENL class designed to provide academic English language communicative skills to ELL students so that they may progress in their acquisition of the English language, specifically in an academic environment. This class is taken in conjunction with the ELL student’s grade-level Integrated English class.

ENL – TRANSITIONING**Course No. 1797****Grades Offered: 9-12****Examination: NYSESLAT****Prerequisites -Designation of “TRANSITIONING” on the NYSITEL or the NYSESLAT****1 Period****ENL Credit: 1.0**

By the completion of this stand-alone ENL class, ELL students will be able to comprehend main points and most important details in oral and written discourse in moderately demanding contexts of English language use. ELL students will be able to understand implications beyond surface meaning and will recognize and understand an expanded inventory of concrete and idiomatic language. This class is taken in conjunction with the ELL student’s grade-level Integrated English class.

ELL STUDENTS WITH INCONSISTENT/INTERRUPTED FORMAL EDUCATION (SIFE)

S.I.F.E. Students are defined as LEP/ELL students who have attended school in the United States for less than twelve (12) months, and at initial enrollment are two (2) or more years below grade level in their home language literacy and/or two (2) years below grade level in math due to inconsistent or interrupted schooling before arriving in the United States.

In the Uniondale Public Schools:

- (1) Designation of “SIFE” on the forthcoming SIFE Assessment from the NYSED
- (2) New to USA
- (3) Has not been identified as having and disability or handicapping condition
- (4) Between the ages of 13 and 17
- (5) Has documentation that s/he has not been in school for two or more years

ENL – SIFE**Course No. 1752****Grade Offered: 9****Examination: NYSESLAT****Prerequisites - Has met all criteria enumerated above****5 Periods****ENL Credit: 1.0**

ENL - SIFE is a class designed to provide “basic” and “survival” English language communicative skills to newcomer LEP/ELL students that have met the criteria enumerated above. In addition, these students are provided with the necessary literacy skills in English so that they may “catch-up” with their peers and eventually fully integrate in the Bilingual/ENL program at the high school.

HOME LANGUAGE ARTS (HLA) for ELLs LEVEL-I (Newcomer & SIFE)

Course No. Spanish – 1839

Grade Offered: 9

Credit: 1.0

Examination: Class Examination

Prerequisites: Has met all criteria enumerated above

HLA is a class designed to provide home language arts skills to newcomer LEP/ELL and SIFE students that show a deficit in reading and writing skills in their home language. These students are provided with the necessary literacy skills in their home language so that they may “catch-up” with their peers and eventually fully integrate in the Bilingual/ENL program at the high school.

English Language Arts (ELA) Grade Progressions for English Language Learners (ELLs) in Uniondale High School (UHS)

ELL students coming from grade 8 in the Middle Schools to grade 9 in UHS may NOT be placed in any “Foundations” class at UHS.

ELL students coming from grade 8 in the Middle Schools to grade 9 in UHS

Grade-9	Grade-10	Grade-11	Grade-12
ENL/ELA-9	ENL/ELA-10	ENL/ELA-11	Mainstream ELA classes, if they passed the English Regents in grade 11.
			English 12RA, if they did not pass the English Regents in grade 11.

ELL students coming from a foreign country to grade 9 in UHS

Grade-9	Grade-10	Grade-11	Grade-12
ENL/ELA-Foundations	ENL/ELA-9	ENL/ELA-10	ENL/ELA-11

ELL students are not allowed to skip a grade-level ENL/ELA class.

Content Classes for English Language Learners (ELLs)

ENL/ELA Classes for English Language Learners (ELLs)

FOUNDATIONS IN ENGLISH LANGUAGE ARTS (ELA) for ELLs

Course No. 1794

Grades Offered: 9-12

English Credit: 1.0

Examination: Class Examination

Prerequisites: Placement Examination

This class is especially designed for ELLs who are newcomers to the United States. It introduces these ELL students to the basic fundamentals of English literacy and reading. This class also emphasizes the development of English literacy skills, composition and essay writing. In addition, the ELL student is introduced to the reading of literature including plays, short stories, poetry and essays all leveled/differentiated for the students' level of English proficiency. In addition to emphasizing appreciation and enjoyment of good literature in the English language, teachers will strive to help the ELL students improve their reading skills. The depth and amount of work required for this class will be differentiated for the ninth grade level of preparation needed to meet the Common Core Standards.

ENL/ELA 9

Course No. 1801

Grades Offered: 9-11

English Credit: 1.0

Examination: Class Examination

Prerequisites – ELL student MUST be in grade 9 or above,

Placement Examination, or successful completion of ENL/ELA FOUNDATIONS

Ninth grade ENL/ELA includes a review of the basic fundamentals of the English language in which the curriculum is made accessible to English language learners (ELLs) at their level of English proficiency. In the area of composition, special emphasis is given to the development of correct essay structure. The reading of literature in English includes plays, short stories, poetry and essays. In addition to emphasizing appreciation and enjoyment of good literature, the ENL and ELA teachers that co-teach this class strive to assist the ELL students improve their English reading skills. The depth and amount of work required for this class is appropriate for the ninth grade level of preparation needed to meet the Common Core Standards as differentiated with the prescribed Bilingual Progressions of the New York State Education Department (NYSED).

ENL/ELA 10**Course No. 1802****Grades Offered: 10-11****English Credit: 1.0****Examination: Class Examination****Prerequisites - ELL student MUST be in grade 10 or above**

In this class the ELL students are taught to develop their skills in analyzing literature, writing in a variety of genres and increasing their vocabulary. The basic textbooks include an anthology of works by writers throughout the world. ELL students read a wide sampling of literary selections including short stories, plays, essays, poetry and novels. As all students (including ELL students) are expected to take the English Regents at the end of eleventh grade, expectations in this class are high with regards to preparing the ELL students for the work they will undertake in the English 11 (or ENL/ELA 11) class. Also, the depth and amount of work required for this class is appropriate for the tenth grade level of preparation needed to meet the Common Core Standards as differentiated with the prescribed Bilingual Progressions of the New York State Education Department (NYSED).

ENL/ELA 11**Course No. 1803****Grades Offered: 11-12****English Credit: 1.0****Examination: English Regents Examination****Prerequisites - ELL student MUST be in grade 11 or above**

This class emphasizes literature, writing, vocabulary, speaking and listening. The expectations for student achievement is high. Students are expected to respond to their leveled/differentiated reading of short stories, novels, plays, poetry and non-fiction in depth. Vocabulary is stressed throughout the year. Writing is important as the students prepare to successfully challenge the New York State Common Core English Regents Examination. ELL students are taught and are expected to write individual research papers and complete creative group projects in addition to completing reading and writing assignments. The depth, amount and level of work required for this class is appropriate to meet the Common Core standards.

MATH Classes for English Language Learners (ELLs)

Math

ENL (1362) Foundations in Mathematics I	.5 Credit
Bilingual (1482A) Algebra-1 or ENL (1356) Algebra-1 (R)	1.0 Credit
Bilingual (1361) Geometry I ENL (1358) Geometry I	1.0 Credit
Bilingual (1364) Geometry II ENL (1363) Geometry II	1.0 Credit

ENL Foundations in Mathematics Course No. 1362

Grades Offered: 9-12

Credit: 1.0

Examination: District-Created Final Examination

Prerequisite: New Entrants Scoring Unsatisfactory on Diagnostic Test

New entrants scoring unsatisfactory on the diagnostic test will explore and apply concepts, processes, and skills that are essential to successfully completing the high school graduation requirements in mathematics. Through the investigation of meaningful problems individually or in cooperative groups, while using appropriate technology, students will strengthen their foundations of mathematics.

In Math Foundations I (Semester I), students build and reinforce foundational math skills typically found in third through fifth grade for which they have not achieved mastery. They progress through carefully paced, guided instruction and engaging interactive practice. Formative assessments identify areas of weakness and prescribe lessons to improve performance. Summative assessments track progress and skill development.

In semester II, students will move on to Math Foundations II (addressing skills typically found in sixth through eighth grade) to further develop the computational skills and conceptual understanding needed to undertake the high school Algebra 1 course with confidence. Students will sit for the district created final examination at the end of this course. ***It is recommended that students provide their own scientific calculator***

Bilingual Regents Algebra 1

Course No. 1482A

Grades Offered: 9-11

Credit: 1.0

Examination: Algebra I Regents Examination

Prerequisite: Minimum grade performance in Math 8

This course is taught in English and Spanish by a licensed math with a Bilingual Extension and is designed for English Language Learners who will benefit from bilingual instruction to support learning. The course will begin primarily in Spanish but will slowly build toward more reliance on English throughout the year. Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. It is associated with mathematics content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. The concept of function is emphasized throughout the course. The course guides students in the development of critical thinking skills and algebraic problem solving skills which provide the foundation for real world problem-solving. Modeling and problem solving are at the heart of the curriculum. [This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation.](#) It is recommended that students provide their own TI-84 graphing calculator.

ENL Regents Algebra 1**Course No. 1356****Grade Offered: 9****Credit: 1.0****Examination: Algebra I Regents Examination****Prerequisite: Minimum grade performance in Math 8**

This course follows the same New York State Algebra 1 curriculum as 1523. This course is taught in English only by a licensed math teacher who is trained in SIOP or co-taught with an ENL teacher. Students will receive support through SIOP instruction which is a method for reaching students who are developing their English proficiency. [This course culminates with the NYS Algebra 1 Regents. Passing the Algebra 1 Regents is a NYS requirement for a high school diploma with Advanced Designation.](#) It is recommended that students provide their own TI-84 graphing calculator.

ENL Regents Algebra Seminar**Course No. 1428****Grades Offered: 9 (If took and failed Examination in Grade 8) 10, 11, 12****Credit: 0****Examination: Algebra I Regents Examination****Prerequisite: Minimum grade performance of 65% in the Algebra 1 course**

This course is for students who obtained a minimum course grade of 65%, but failed the Algebra 1 Regents Examination June or August. This course prepares students to retake the Algebra 1 Regents Examination in January. Students MUST also be enrolled in another math course. Students will drop this course if they passed Algebra 1 in January and continue in the other math course ONLY. Students who failed the January Regents MUST continue with both courses. Students who obtained a course grade less than 65% MUST retake the course (1523).

ENL GEOMETRY I**Course No. 1358****Grades Offered: 10-11****Credit: 1.0****Examination: District-Created Final Examination****Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Examination and Teacher Recommendation**

This Regents course meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Examination. Students will be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3 Topic A: Extending to Three Dimensions are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator

ENL GEOMETRY II**Course No. 1363****Grades Offered: 10-11****Credit: 1.0****Examination: District-Created Final Examination****Prerequisite: Minimum grade performance of 65 – 70% in the Algebra 1 Regents Examination, Geometry I and Teacher Recommendation**

This Regents course is the second half of a two year course and meets every day for students who obtained a minimum score of 65 - 70% in Algebra I Regents Examination and Geometry I. Students will be provided with opportunities to explore Geometric concepts within the New York State Regents Geometry curriculum. Module 3 Topic B: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles With and Without Coordinates are the main areas of focus in this course. This knowledge and skills are designed to prepare students for the Geometry Regents examination and meet part of the N.Y.S. graduation requirement. It is recommended that students provide their own TI-84 graphing calculator.

BILINGUAL GEOMETRY I**Course No. 1361****Grade Offered: 10****Credit: 1.0****Examination: Common Core Regents Examination****Prerequisite: Minimum grade performance of 71-84% in the Algebra 1 Regents Examination and Teacher Recommendation**

This course is designed to support English Language Learners. It follows the New York State Geometry curriculum and is the second course of a three-year sequence required for the Regents Diploma with Advanced Designation. Geometry Module 1: Congruence, Proof, and Constructions, Module 2: Similarity, Proof, and Trigonometry and Module 3: Extending to Three Dimensions, Module 4: Connecting Algebra and Geometry through Coordinates and Module 5: Circles With and Without Coordinates are the main areas of focus in this course. Students will take the NYS Geometry Regents Examination at the end of this course. It is recommended that students provide their own TI-84 graphing calculator.

SCIENCE Classes for English Language Learners (ELLs)

FOUNDATIONS OF SCIENCE (ENL)

Course No. 2062

Grades Offered: 9-10

Credit 1.0

Examination: Class Examination

Prerequisites - ENL/ELL "ENTERING" designation on NYSITELL or NYSESLAT

This class is especially designed for limited English proficient/English language learner (ELL) newcomer students who need to be brought up to grade level in science. It introduces them to the items, vocabulary and concepts of science they will need to successfully challenge the "Living Environments" and "Earth Science" Curriculums.

BILINGUAL LIVING ENVIRONMENT

Course No. 1886

Grades Offered: 9-12

Credit: 1.0

Examination: Regents

Prerequisites - Spanish fluency; LEP/ELL "ENTERING" or "EMERGING" or "TRANSITIONING" designation on NYSITELL or NYSESLAT

This class, taught by a licensed science teacher who holds a bilingual extension and who is fluent in the LEP/ELL students' native language, is especially designed for Spanish language dominant limited English proficient/English language learners (LEP/ELLs) at the "Entering," "Emerging" or "Transitioning" level of English proficiency. It is geared at preparing ELLs to successfully challenge the "Living Environment" Regents Examination.

LIVING ENVIRONMENT REGENTS (ENL)

Course No. 2013

Grades Offered: 9-12

Credit: 1.0

Examination: Regents

Prerequisites - LEP/ELL "EMERGING or TRANSITIONING" designation on NYSITELL or NYSESLAT

This class, taught by a licensed science teacher who holds a bilingual extension or an ESOL license, or who has been trained in the Sheltered Instruction Observation Protocol (SIOP), is especially designed for limited English proficient/English language learner (LEP/ELL) at the "Beginning" or "Intermediate" level of English proficiency. It is geared at preparing ELLs to successfully challenge the "Living Environment" Regents Examination. This biology course is aligned to the NYS Living Environment Core Curriculum. This contemporary biology course emphasizes current topics in molecular genetics and ecological relationships, while providing students with a foundation in scientific method, biological concepts, skills and problem solving. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination. This requirement includes successful completion of 1200 lab minutes, plus the four NYS mandated laboratories.

EARTH SCIENCE REGENTS ENL**Course No: 1896****Grades Offered: 9-12****Credit 1.0****Examination: Earth Science Regents Examination****Prerequisites - Living Environment Regents, LEP/ELL****“EMERGING or TRANSITIONING” designation on NYSITELL or NYSESLAT.**

This class, taught by a licensed science teacher who holds a bilingual extension or an ESOL license, or who has been trained in the Sheltered Instruction Observation Protocol (SIOP), is especially designed for limited English proficient/English language learner (LEP/ELL) at the “Beginning” or “Intermediate” level of English proficiency. It is geared at preparing ELLs to successfully challenge the “Earth Science” Regents Examination. This course is aligned to the NYS Physical Setting/Earth Science Core Curriculum. Topics include Earth and celestial phenomena, the origin of the universe and solar system, weather patterns, seasonal changes, plate tectonics, landforms, the rock cycle, the chemical and physical properties of minerals, weathering and erosion and other related topics. Hands-on laboratory work is an integral part of the curriculum. Students must meet the NYS laboratory requirement to be eligible to sit for the Regents examination, which includes a Laboratory Performance Test that will be administered before the written portion of the Regents examination in Physical Setting/Earth Science.

FORENSIC CHEMISTRY ENL**Course No: 2060EL****Grades Offered: 11-12****Credit: 1.0****Examination: School Examination****Prerequisite: must be 11th or 12th grade**

This class is especially designed for limited English proficient/English language learner (ELL) newcomer students who need to be brought up to grade level in science. This course is a "hands-on" introduction to the contemporary field of Forensic Science. Forensic Chemistry applies concepts of chemistry to the investigation of physical evidence in matters of the law. Laboratory investigation and problem-solving techniques will involve chemistry topics involved in criminalistics (recognition, identification and evaluation of evidence), toxicology (study of physical and chemical agents on living systems), arson, fingerprints, and forgery. Questions will be answered such as: Was the fire in the boy's room of natural causes? Are there detectable traces of gasoline? Is the stain on the suspect's clothes blood? Forensic Chemistry is recommended for students who are interested in careers in medicine, law, environment, police work, or security work. This course meets the Physical Setting lab requirement of the Regents or Advanced Regents Diploma. Pending NCAA Approval.

Social Studies Classes for English Language Learners (ELLs)

Foundations in the Social Sciences for ELLs

Course No. 0889

Credit: 1.0

Examination: Class Examination

Prerequisites - ELL Students who Score Beginning on NYSITELL Examination and are New Entrants into UHS School

This social studies course is mandatory for all English Language Learners (ELLs) who are newcomers and who score at the “Entering” level on the NYSITELL or NYSESLAT Exams. The course will concentrate on social studies vocabulary, concepts, skills and the foundations of the Social Studies core curriculum.

GLOBAL HISTORY & GEOGRAPHY for ELLs Year-1 and Year-2/REGENTS

Bilingual Year-1 Course No. 0896

ENL Year-1 Course No. 0894

Bilingual Year-2 Course No. 0898

ENL Year-2 Course No. 0897

Credit: 1.0

Examination: Year-1: Class Examination

Year-2: Global Regents Examination

Prerequisites - ELL student who have passed the ENL- Foundations in Social Studies Class and/or scored “Transitioning” on the NYSITELL or NYSESLAT Exams

This Global History course is aligned to the NYS Global History Core Curriculum. This course was developed to integrate language and cultural differences into the social studies classroom. Students will develop English listening, reading, speaking, and writing skills. At the completion of this two year sequence, students may take the English and/or Spanish or Haitian Creole version of the Global History & Geography Regents examination. Direct translation may be provided for students when an examination version in their language is not available.

HISTORY & GOVERNMENT for ELLs 11/REGENTS

Bilingual Course No. 0911

ENL Course No. 0899

Credit: 1.0

Examination: U.S. History Regents Examination

Prerequisites - ELL Student who have passed the ENL- Global History & Geography Regents Course and/or scored “Transitioning” on the NYSITELL or NYSESLAT Exams

This U.S. History course is aligned to the NYS U.S. History Core Curriculum. This course was developed to integrate language and cultural differences into the social studies classroom. Students will develop English listening, reading, speaking, and writing skills. At the completion of this one year course, students may take the English and/or Spanish or Haitian Creole version of the U.S. History & Government Regents examination. Direct translation may be provided for students when an examination version in their language is not available.

ENL- PARTICIPATION IN GOVERNMENT**Course No. 0917****Credit: 0.5****Examination: Class Examination****Prerequisites - ELL Student who have passed the ENL- U.S. History Regents Course and/or scored "Transitioning" on the NYSITELL or NYSESLAT Exams**

This government course is aligned to the NYS social studies standards and curriculum framework. This course was developed to integrate language and cultural differences into the participation in government classroom. Students will develop English listening, reading, speaking, and writing skills. There is a 10 hour community service requirement for this course.

ENL- ECONOMICS & ECONOMIC DECISIONMAKING**Course No. 0918****Credit: 0.5****Examination: Class Examination****Prerequisites - ELL Student who have passed the ENL Participation in Government Course and/or scored "Transitioning" on the NYSITELL or NYSESLAT Exams**

This economics course is aligned to the NYS social studies standards and curriculum framework. This course was developed to integrate language and cultural differences into the participation in the economics classroom. Students will develop English listening, reading, speaking, and writing skills. There is a 10 hour community service requirement for this course.

LANGUAGES OTHER THAN ENGLISH (LOTE)

The Languages Other Than English (LOTE) Program is dedicated to motivating and expanding students' ability to appreciate the worth of studying a foreign language as well as becoming fluent and bi-literate in either French or Spanish. To achieve this, the program offers a complete language immersion experience in the middle schools and the high school. In order to build fluency, audio-lingual, student-oriented activities are used in every class. The program aims to prepare qualified students for the Advanced Placement class, which is offered in both French and Spanish. Teacher and peer tutoring are available in these languages. Checkpoint A examinations are given after the completion of the Intermediate-I class and Checkpoint B examinations are given after the completion of the Advanced class. All students must complete one year of a LOTE to graduate. Additional levels are offered for advanced students who demonstrate proficiency in the language.

UNIONDALE HIGH SCHOOL LOTE PROGRAM PHILOSOPHY

The District's LOTE Program is built on the philosophy of three major New York State documents. They include the Learning Standards for Languages Other than English, Modern Languages for Communication Syllabus, and The Learning Centered Curriculum and Assessment. The high school aim is to provide students with learner-centered classrooms that emphasize a communicative approach. We believe that the purpose of our LOTE Program is to:

- Cultivate an awareness of, and sensitivity to other languages and cultures in order to broaden an individual's world and to promote personal growth.
- Give students language skills so that they are able to communicate in an interdependent world.

Uniondale High School offers language study in two major languages: French, and Spanish. A Regents-level sequence is available in each of the four languages. Students are encouraged to continue their language study through Grade 12. The LOTE curriculum represents a focus on proficiency at Checkpoint A and competency at Checkpoint B, as defined by the New York State syllabi: "Modern Languages for Communication" and "Latin for Communication."

ADVANCED PLACEMENT COURSES

These courses prepare students for the College Board Advanced Placement (AP) Examinations. All students who enroll in AP courses are expected to take the AP examinations for those courses, and the cost of every examination is paid for by the student. Cost is determined by College Board and varies year to year. Students who take these examinations can have the results forwarded to the college(s) of their choice for evaluation. Some colleges will grant advanced credit, but the taking of AP examinations does not guarantee such credit.

NEW YORK STATE (NYSED) LOTE GRADUATION REQUIREMENT

Students entering 9th grade in the fall of 2002 and thereafter must complete two Units of Study in a second language by the end of 9th grade AND must have a passing grade on a district Checkpoint A Assessment OR must have a passing grade in a high-school level second language course in order to receive a Regents diploma.

- Regents Diploma: 1 high school credit LOTE is required
- Regents Diploma with Advanced Designation: Students must pass Checkpoint B courses AND the District Checkpoint B Assessment in a LOTE
- All students must meet the requirement in LOTE except those who have an IEP that specifically identifies a disability that "...adversely affects the child's ability to learn a LOTE."

THE NEW YORK STATE SEAL OF BILITERACY (NYSSB) PROGRAM

The New York State Seal of Biliteracy (NYSSB) was established to recognize high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to affirm the value of diversity in a multilingual society, encourage the study of languages, identify high school graduates with language and biliteracy skills for employers, provide universities with additional information about applicants seeking admission, prepare students with twenty-first century skills and to recognize the value of world and home language instruction in schools.

The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission.

The Uniondale Public Schools offers all its potential high school graduates the opportunity to obtain the New York State Seal of Biliteracy on their high school diplomas and their transcripts by:

- Meeting all requirements for graduating with a Regents diploma and also demonstrate proficiency in both English and another world language. Meeting these requirements entail the following:
 1. Scoring 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core);
 2. Complete all 11th and 12th grade ELA courses with an average of 85 or higher;
 3. Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English;
 4. Complete a Checkpoint C level World Language course, with a grade of 85 or higher;
 5. Score at a proficient level on an accredited Checkpoint C World Language assessment
 6. Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.

AWARDING LOTE CREDITS TO FOREIGN STUDENTS

Uniondale High School Schools may award three (3) to five (5) units of credit in LOTE for documented school attendance and residence in an “other than-English-speaking” environment, provided that the experience occurs at age 11 or older and that the residence resulted in direct contact with that environment, its language and people.

- If residence and school attendance occurs up to age 11, Uniondale High School may award up to three (3) units of credit under the conditions described above;
- If residence and school attendance occurs up to age 12, Uniondale High School may award up to four (4) units of credit under the conditions described above.
- If residence and school attendance occurs up to age 13 and beyond, Uniondale High School may award up to five (5) units of credit based on the conditions described above.

COURSE	COURSE CODE	LENGTH	CREDIT
FRENCH COURSES			
French-I <i>Checkpoint A</i>	1650	40 Weeks	1
French-II	1640	40 Weeks	1
French-III <i>Checkpoint B</i>	1630	40 Weeks	1
French-IV Civilization	1610	40 Weeks	1
Advanced Placement (AP) French Civilization & Culture <i>AP Examination Required</i>	1600	40 Weeks	1
SPANISH COURSES			
Spanish-I <i>Checkpoint A</i>	1720	40 Weeks	1
Spanish-II	1700	40 Weeks	1
Spanish-III <i>Checkpoint B</i>	1680	40 Weeks	1
Spanish Home Language Arts (Level-I)	1839	40 Weeks	1
Spanish Home Language Arts (Level-II)	1682	40 Weeks	1
Spanish -IV Civilization	1675	40 Weeks	1
Advanced Placement (AP) Spanish Civilization & Culture - <i>AP Examination Required</i>	1661	40 Weeks	1
Advanced Placement (AP) Spanish Literature - <i>AP Examination Required</i>	TBD	40 Weeks	1
SPANISH ELECTIVES			
Spanish For Health Professionals	1724	20 Weeks	½
Commercial/Business Spanish	1724	20 Weeks	½
Spanish For Health Law Enforcement	TBD	20 Weeks	½

FRENCH I (1650)**SPANISH I (1720)****Grades Offered: 9-12****Credit: 1.0****Examination: Class Examination****Prerequisites: None**

These classes are geared at the students at the high school level taking a foreign language class for the first time in their school careers. The four language skills of listening, speaking, reading, and writing are introduced as well as everyday vocabulary is taught through language practice and interaction. Grammatical structures are learned through oral/aural practice as well as written practice. Emphasis is given to communication skills and to culture using the rigorous themes of current world issues such as Global Challenges, Science and Technology, Issues in Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. These themes are covered throughout the foreign language classes and consist of additional studies of geography, social customs, heritage and cultural influences on contemporary living.

It is the goal of these classes to have the students develop proficiency in comprehending spoken and written presentations in the target language. Students will also acquire knowledge and an understanding of the artistic, cultural and intellectual accomplishments of the people and their culture. The aim of these courses is to introduce the themes and strengthen the four language skills. Emphasis is placed upon increasing vocabulary and comprehension while refining the mechanics of language (lexicon).

FRENCH-II (1640)**SPANISH-II (1700)****Grades Offered: 9-12****Credit: 1.0****Examination: Class Examination****Prerequisites:**

1. **Successful completion of French/Spanish - I, or**
2. **Successful completion of French/Spanish (Level-I -- grade 8 -- in the middle schools), and**
3. **Passing of the Checkpoint A Examination**

The student continues the use of the communicative skills with more emphasis on conversational language, language structure and pattern. Reading materials from the text and supplementary selections from a reader are used. At this level, students also begin writing guided compositions. They continue to further their ability to understand the spoken language and develop oral fluency while continuing to cover the broad themes of Global Challenges, Science and Technology, Issues in Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

FRENCH-III (1630)

SPANISH-III (1680)

Grades Offered: 9-12

Credit: 1.0

Examination: FLACS Checkpoint B Examination

Prerequisites:

- 1. Successful completion of French-II or Spanish-II**
- 2. Teacher's Recommendation**

During this year, the development of speaking, listening, reading and writing skills are emphasized. The use of the basic, text is continued but additional selections are equally important. Through projects, trips and cultural discussion in the target language, the students are given the opportunity to use skills already developed.

LOTE Electives

SPANISH FOR HEALTH PROFESSIONALS

Course No. 1724

Grades Offered: 11-12

Credit: 0.5

Examination: Class Examination

Prerequisites:

- 1. Successful completion of Spanish-III**
- 2. Teacher's Recommendation**

In this course, students will learn simple words for everyday topics including colors, numbers, conversational phrases, family names, and words for asking questions. Next, they will learn to ask about pain, symptoms, medical histories, insurance, and patients' feelings. They will also learn to talk about body parts, diets, and medical care and treatment. Along the way, entertaining games and stories will help them practice their new vocabulary as they gain awareness about the cultures that speak the language.

By the end of this course, students will have a strong foundation in basic medical Spanish that they can build on for years to come.

SPANISH FOR LAW ENFORCEMENT

Course No. 1726

Grades Offered: 11-12

Credit: 0.5

Examination: Class Examination

Prerequisites:

- 1. Successful completion of Spanish-III**
- 2. Teacher's Recommendation**

This course presents basic law enforcement Spanish vocabulary and terminology. It focuses on customs and communication, including interviews, letter writing and simultaneous interpretation. Instruction is in Spanish.

LOTE Advanced Courses

FRENCH-IV Civilization Course No. 1610

SPANISH-IV Civilization Course No. 1670

Grades Offered: 10-12

Credit: 1.0

Examination: Checkpoint C Examination

Prerequisites:

- 1. Scoring at the 80th percentile (or above) on the Checkpoint B French or Spanish exams**
- 2. Teacher's Recommendation**

This course aims to further develop the four language proficiencies of listening, speaking, reading and writing with emphasis on authentic oral and written communication. The course will enhance the skills, concepts and understandings developed in the first three courses in French/Spanish while advancing the students' fluency in French/Spanish by preparing them for actual workplace uses of the language with native speakers. The career uses of French/Spanish will be targeted for employment in education, human resources, law enforcement, business and the medical professions. The course will make use of authentic materials in French/Spanish. Students will read, discuss and compose professional quality resumes, application forms, newspaper articles, press releases and brochures. The overall goal is to increase fluency to a near native ability. It is also designed to motivate and equip the students to speak fluent French/Spanish in a variety of professional and career situations.

Advanced Placement (AP) FRENCH LANGUAGE AND CULTURE Course No. 1600
Advanced Placement (AP) SPANISH LANGUAGE AND CULTURE Course No. 1661

Grades Offered: 10-12

Credit: 1.0

Examination: Advanced Placement (AP) Examination

Prerequisites:

- 1. Scoring at the 80th percentile (or above) on the Checkpoint C French or Spanish exams**
- 2. Teacher recommendation**
- 3. Director permission**

This course is designed to promote proficiency in French/Spanish and for students to explore culture in contemporary and historical contexts. The course helps students develop language skills that can be applied beyond the French / Spanish course in further language study and everyday life. This course's objectives are to help students:

Focus on communication

- Demonstrate skills and abilities in the Interpersonal, Interpretive and Presentational modes of communication.
- Engage in conversations,
- exchange opinions,
- Understand and interpret a variety of topics,
- Present information and ideas all using written and spoken French /Spanish.

Encourages cultural awareness:

Students will:

- Develop an understanding and appreciation of various aspects of the cultures of the French / Spanish -speaking world including cultural products, customs and perspectives.
- Incorporate themes by studying a variety of topics in interesting, meaningful and engaging contexts such as:
 - Global Challenges
 - Science and Technology
 - Contemporary Life
 - Personal and Public Identities
 - Families and Communities
 - Beauty and Aesthetics