

Descriptions of Target Student Abilities: Accelerated Second-Year Portuguese

Portuguese Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	PORTLANG 11A (Accelerated Second-Year Portuguese, Part 1)	PORTLANG 12A (Accelerated Second -Year Portuguese, Part II)
<p>In the accelerated second-year sequence (2 quarters), students continue to apply skills learned in first-year Portuguese in order to interact with other Portuguese speakers in a range of contexts, both academic and professional.</p> <p>In spontaneous oral discourse, students produce increasingly longer and more complex utterances: sentences of varying length and sentence groups in the first quarter, connected sentences and paragraph-length discourse by the end of the sequence.</p>	<p>Students learn to target social and cultural appropriateness with increasing accuracy in their interpersonal exchanges. They show a developing awareness of similarities and differences that exist between their own culture and the Portuguese-speaking world. In observing authentic interactions and situations, they imitate and internalize norms of interpersonal communication (e.g. forms of address, gestures and behaviors). They exhibit growing confidence in carrying out most informal and some formal face-to-face interactions and academic discussions with speakers of Portuguese of all ages. By the end of the sequence, they will be able to interact with competence in familiar and some unfamiliar Lusophone cultural contexts.</p>	<p>During the first half of the sequence, students refine skills developed during the previous year. They discuss personal interests more elaborately and express reactions to concrete topics of social and economic interest in the Brazilian and Lusophone world. Students share information and various viewpoints with their peers.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous year with greater confidence and ease. • Describe in detail people, events and activities related to their immediate environment, e.g., self, family and friends, habits and pastimes, living arrangements, personal aspirations and academic interests. • Express opinions, likes and dislikes, and emotions (e.g., surprise, admiration, approval, doubt) in relation to familiar and personal topics. • Describe traditions and practices (e.g., holidays, festivals, religious events, art and music, cuisine) within their own cultures and within the Portuguese-speaking world. • Negotiate diverse social encounters such as making appointments, undergoing a preliminary interview, and commercial transactions. • Use circumlocution strategies to resolve difficulties in communication. • Clarify and restate information. • Listen for tone (e.g. humor, sarcasm). • Begin to use appropriate register by addressing other speakers with growing appropriateness according to their age, social rules, position, title. 	<p>During the second half of the sequence, students access information about their content area of focus and exchange, debate, and discuss this information with peers.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarter with greater sophistication, confidence and ease. • Share information with peers about their content area of focus. • Discuss new areas of academic and professional interest and describe details. • Continue to discuss their opinions with growing complexity. • Engage in interactive argumentation on familiar and personal topics. • Begin to engage in interactive argumentation of an academic nature. • Begin to support opinions and contrast arguments. • Navigate an array of social and cultural situations. • Extricate themselves from a cultural misunderstanding. • Explain and reiterate information. • Listen for tone and react appropriately. • Vary language according to the relative formality or informality of the context with greater awareness and confidence. • Address other speakers appropriately according to their age, social rules, position, title. • Communicate respect, gratitude, politeness, friendliness and distance appropriately.

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<i>continued</i>		<ul style="list-style-type: none"> • Communicate respect, politeness, gratitude, friendliness, distance with growing confidence and appropriateness. • Invite and interact with classroom speakers. • Write invitations and thank you letters. • Interact with peers to seek and give advice/feedback. • Begin to recognize errors and self-correct in oral discourse, especially instances of interference from other languages. • Use a dictionary to validate their choice of language. • Share information with peers about their content area of focus via the Internet. • Respond to work of peers. 	<ul style="list-style-type: none"> • Invite and engage with classroom speakers. • Write simple cover letters and a simple résumé to Portuguese-speaking businesses. • Seek support and feedback from others. • Self-monitor, self-edit, and evaluate language development with increased frequency. • Use a dictionary to validate their choice of language. • Continue to respond to work of peers with greater confidence.

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	PORTLANG 11A (Accelerated Second-Year Portuguese, Part 1)	PORTLANG 12A (Accelerated Second -Year Portuguese, Part II)
<p>Students will understand and interpret written and oral texts in Portuguese on a variety of complex topics, including texts related to the individual student's academic and professional fields.</p> <p>They will be able to identify main cultural features of authentic informational and literary texts narratives with a clear underlying structure, and increasingly explain social and cultural influences shaping the production of oral and written texts.</p>	<p>Students learn to identify, understand and interpret an ever greater range of cultural products, practices and perspectives in Portuguese-speaking cultures. They will be able to explain which features uniquely represent the Lusophone world and discern patterns of similarity and difference, contrasting this with other cultures and their own. They begin to develop awareness of cultural nuance and expand their understanding of the sociocultural influences that shape oral and written texts in Portuguese.</p>	<p>Students grow in their ability to interpret a variety of written and oral materials and will use Portuguese with greater frequency to manifest their understanding of both oral and written texts.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity. • Continue to develop a more culturally authentic frame of reference. • Draw comparisons. • Analyze an argument. • Take more detailed notes on content. • Get meaning from context. • Keep individual notes on language. • Follow and restate shifting topics in a conversation. • Identify ideas and details in more extensive and complex oral interactions between speakers (of the type that they themselves can carry out). • Understand the main ideas and significant details of extended texts such as news and radio broadcasts. • Understand the main ideas and significant details of live oral presentations. • Begin to comprehend academic and professional presentations on unknown topics by speakers from a variety of regions. • Begin to recognize different regional varieties and social registers of Portuguese. • Identify phrases and collocations typical of formal language use. 	<p>During the second half of the sequence, students access information about their content area of focus and exchange, debate, and discuss this information with peers.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity. • Continue to develop a more culturally authentic frame of reference. • Analyze and make predictions. • Start to anticipate an argument. • Start to contrast arguments. • Take detailed notes on content. • Get meaning from context. • Keep detailed individual notes on language. • Follow and summarize shifting topics in a conversation. • Connect and synthesize information obtained when listening to relatively extensive and complex oral interactions between speakers (of the type that they themselves can carry out). • Start to analyze and reflect upon the meaning of extended texts such as academic lectures, and documentary and feature films. • Comprehend academic presentations on a variety of topics by speakers from a variety of regions. • Recognize different regional varieties and social registers of Portuguese. • Become increasingly aware of phrases and collocations typical of formal language use.

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<i>continued</i>		<ul style="list-style-type: none"> • With respect to authentic written texts (of at least 5 pages) of a variety of genres and styles, on known and unknown topics: <ul style="list-style-type: none"> ◦ Summarize and analyze the main ideas and supporting data. ◦ Answer all fact-based and most analytical reading comprehension questions. ◦ Connect knowledge from texts with their academic field and content area of focus when appropriate. ◦ Read to gain information. ◦ Develop a more complete understanding, beyond initial impressions. ◦ Synthesize information in charts or outline form. ◦ Recognize the tone of sociocultural, political or professional orientations. • Research information on topics of personal interest, using Lusophone websites, as well as on their academic field or content area of focus. • Take notes on language (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and feature films. 	<ul style="list-style-type: none"> • With respect to authentic written texts (of at least 7 pages) of a variety of genres and styles, on known and unknown topics: <ul style="list-style-type: none"> ◦ Analyze and synthesize the main ideas and supporting data. ◦ Answer all fact-based and all analytical reading comprehension questions. ◦ Connect knowledge from texts with knowledge in a variety of areas. ◦ Represent the sequence of events in narratives. ◦ Identify features of formal writing. ◦ Make observations. • Research information (print as well as Internet sources) on various academic topics, including their field of interest or content area of focus. • Evaluate and take notes on language (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and feature films.

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	PORTLANG 11A (Accelerated Second-Year Portuguese, Part 1)	PORTLANG 12A (Accelerated Second -Year Portuguese, Part II)
<p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic and professional topics.</p>	<p>Students learn to deliver oral and written presentations in Portuguese with increasing sociolinguistic appropriateness. They will be able to incorporate cultural conventions and norms from Lusophone countries in addressing groups and larger audiences and in writing reports and analyses.</p> <p>Oral and written presentations focus on culturally-relevant phenomena in the Portuguese-speaking world. Students describe and explain these authentic products and practices, e.g. visual art, festivals, music, literary pieces, etc., as they analyze and draw comparisons with those of other cultures and their own. By the end of the sequence, they demonstrate an emerging ability to connect concrete artifacts or experiences with broader issues and perspectives.</p>	<p>Students exhibit growing confidence in presenting information to an audience, mainly on topics relating to the Portuguese-speaking world, their academic interests and content area of focus.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous year with greater sophistication, confidence and ease. • Prepare oral and written presentations using authentic materials. • Give less rehearsed presentations, using less extensive notes, of 15-20 minutes in length. • Begin to answer questions about the presentation topic extemporaneously. • Give an audiovisual presentation using computer software (such as PowerPoint). • Present oral analyses of authentic texts (both oral and written) and of class discussions. • Summarize extemporaneously. • Begin to compare and analyze extemporaneously. • Increasingly monitor their speech for features not characteristic of formal academic language. • Write reports in response to oral texts. • Write 5-page papers in expository prose. • Write persuasive papers stating and supporting an opinion. • In supporting an opinion, begin to use logical reasoning (e.g., cause and effect), comparison and contrast. • Self-edit with increasing frequency. • Edit their work for high-frequency errors. • Begin to edit their work for style, register and syntax appropriate to academic language. • Begin to employ appropriate rhetorical devices in their oral and written reports. 	<p>Students increase in sophistication in presenting information about topics relating to the Portuguese-speaking world, their academic interests and content area of focus..</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarter with greater sophistication, confidence and ease. • Place increasing emphasis on appropriate (oral and written) presentational language. • Prepare oral and written presentations using authentic materials. • Give less rehearsed, more extemporaneous presentations of 15 minutes in length. • Answer questions about the presentation topic extemporaneously. • Present oral analyses of authentic texts (both oral and written). • Continue to compare and analyze. • Extemporaneously with greater confidence. • Begin to hypothesize and conjecture extemporaneously. • Increasingly monitor their speech for features not characteristic of formal language. • Write more extensive reports in response to oral texts. • Complete a research paper of at least 8 pages and cite sources. • Write papers stating and supporting an opinion. • In supporting an opinion, use logical reasoning (e.g., cause and effect), comparison and contrast. • Self-edit with greater precision. • Edit their work for high-frequency errors. • Edit their work for style, register and syntax appropriate to formal language. • Employ appropriate rhetorical devices (e.g., coordinating and subordinating connectors).