

# Descriptions of Target Student Abilities: First-Year Spanish

## Spanish Language Objectives, 2017

OVERVIEW	SPANLANG 1 (First-Year Spanish, 1st quarter)	SPANLANG 2 (First-Year Spanish, 2nd quarter)	SPANLANG 3 (First-Year Spanish, 3rd quarter)
<p>During the first year of language study, students begin to develop interpersonal, interpretive, presentational and intercultural sensitivities.</p>	<p>During the first quarter of language study, students are able to interact with members of their class and talk about themselves. They begin to use socially and culturally appropriate forms to participate in conversations and engage in service encounters.</p> <p>Students listen to and read a variety of oral and written texts related primarily to their own lives and the classroom as a community, and manifest their understanding of these oral and written texts, using English as necessary to demonstrate their understanding.</p> <p>Students present information, orally and in writing, about themselves and their classroom community.</p>	<p>During the second quarter, students engage in interactions with Spanish speakers at Stanford, in the Bay Area, and in California. Communication becomes more other-oriented as students increase their repertoire of new and more complex tasks. They refine their ability to perform tasks from the previous quarter and increasingly use socially and culturally appropriate forms to participate in conversations and service encounters.</p> <p>Students listen to and read a variety of oral and written texts that expand to include the surrounding community. They manifest their understanding of these oral and written texts using English less frequently to demonstrate their understanding.</p> <p>Students increase in sophistication as they present information, orally and in writing, about themselves and local communities.</p>	<p>During the third quarter, students expand their interests and interactions to the broader Spanish-speaking world. They become increasingly aware of sociolinguistic and cultural appropriateness and employ it more frequently in their discourse. Their communicative repertoire includes new and ever more complex tasks as well as tasks from previous quarters.</p> <p>Students listen to and read a variety of oral and written texts from and reflecting the broader Spanish-speaking world. They manifest their understanding of these oral and written texts, using primarily Spanish to demonstrate their understanding.</p> <p>Students continue to increase in sophistication in presenting information about themselves, local communities, and the world, orally and in writing.</p>

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<b>IINTERPERSONAL ABILITIES</b>	<b>Intercultural Competency in the Interpersonal Mode</b>	<b>SPANLANG 1 (First-Year Spanish, 1st quarter)</b>	<b>SPANLANG 2 (First-Year Spanish, 2nd quarter)</b>	<b>SPANLANG 3 (First-Year Spanish, 3rd quarter)</b>
<p>Students learn to engage in interactions with speakers of Spanish for a variety of purposes and in a variety of contexts using culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions.</p>	<p>Students will be able to use socially and culturally appropriate forms to participate in conversations and engage in service encounters. Throughout the year, students demonstrate a growing awareness of the social and cultural practices, along with the associated underlying perspectives, which guide interpersonal communication in various Spanish-speaking cultures.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Meet, greet and introduce themselves.</li> <li>• Name their immediate world: family, place of origin, activities, personal interests, major, health and well-being, the body, possessions, foods, weather, likes and dislikes.</li> <li>• Express politeness within the cultural framework of their native culture.</li> <li>• Participate effectively in simulated service encounters such as: ordering a meal and asking for the check in a restaurant.</li> <li>• In service encounters, begin to use linguistic strategies to interact and obtain information.</li> <li>• Simulate telephone conversations.</li> <li>• Describe people, places, daily activities.</li> <li>• Give, request information.</li> <li>• Ask and answer simple questions.</li> <li>• Express gratitude.</li> <li>• Apologize.</li> <li>• Give instructions, directions.</li> <li>• Communicate lack of understanding and ask for help in managing language.</li> <li>• Begin to become aware of the role of self-monitoring in language development.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all communicative tasks from the previous quarter with greater sophistication and complexity of expression.</li> <li>• Occasionally express politeness within the framework of the target culture.</li> <li>• Become acquainted with other speakers (native or non-native) of the language, in person and through electronic means.</li> <li>• Begin to become aware of sociolinguistically appropriate ways to address and interact with Spanish speakers.</li> <li>• Participate in more elaborate simulated service encounters and in service encounters in the surrounding community.</li> <li>• In service encounters, use linguistic strategies to interact and obtain information with greater frequency.</li> <li>• Converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information).</li> <li>• Communicate wishes and preferences.</li> <li>• Make comparisons.</li> <li>• Give an opinion.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all communicative tasks from the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness.</li> <li>• Express politeness within the framework of the target culture with increasing frequency.</li> <li>• Initiate exchanges with strangers and acquaintances.</li> <li>• Nominate topics of conversation in order to sustain interactions with Spanish speakers in sociolinguistically appropriate ways.</li> <li>• Participate in more elaborate simulated service encounters in the surrounding community that more accurately reflect conditions in a Spanish-speaking country.</li> <li>• In service encounters, use linguistic strategies to interact and obtain information.</li> <li>• Interact with strangers and acquaintances on the telephone.</li> <li>• Ask for favors.</li> <li>• Express emotions such as sympathy, admiration, anger or surprise.</li> <li>• Accept apologies.</li> </ul>

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IINTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	SPANLANG 1 (First-Year Spanish, 1st quarter)	SPANLANG 2 (First-Year Spanish, 2nd quarter)	SPANLANG 3 (First-Year Spanish, 3rd quarter)
<i>continued</i>			<ul style="list-style-type: none"> <li>• Talk about future plans for themselves and the world.</li> <li>• Express intentions.</li> <li>• Give reports on Spanish-speaking acquaintances.</li> <li>• Talk about their own interests and those of the community.</li> <li>• Become increasingly aware of the role of self-monitoring in language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Accept apologies.</li> <li>• Offer assistance.</li> <li>• Complain.</li> <li>• Suggest/give advice.</li> <li>• Express opinions.</li> <li>• Express (lack of) agreement.</li> <li>• Share doubts.</li> <li>• Clarify and restate information.</li> <li>• Demonstrate self-monitoring in language development.</li> </ul>

# Descriptions of Target Student Abilities: First-Year Spanish

## Spanish Language Objectives, 2017

<b>INTERPRETIVE ABILITIES</b>	<b>Intercultural Competency in the Interpretive Mode</b>	<b>SPANLANG 1 (First-Year Spanish, 1st quarter)</b>	<b>SPANLANG 2 (First-Year Spanish, 2nd quarter)</b>	<b>SPANLANG 3 (First-Year Spanish, 3rd quarter)</b>
<p>Students learn to understand and interpret written and spoken language on a variety of topics that include a focus on the cultures of the Spanish-speaking world.</p>	<p>Students manifest growing awareness of the social and cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking worlds.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify topic, focus, or purpose of interaction between their classmates when they:               <ul style="list-style-type: none"> <li>◦ Participate in simulated service encounters such as: ordering a meal and asking for the check in a restaurant.</li> <li>◦ Describe people, places, daily activities.</li> <li>◦ Give, request information.</li> <li>◦ Ask and answer simple questions.</li> <li>◦ Express gratitude.</li> <li>◦ Apologize.</li> <li>◦ Give instructions, directions.</li> <li>◦ Communicate lack of understanding and ask for help in managing language.</li> </ul> </li> <li>• List ideas expressed in brief (5 to 10 minute) oral presentations on factual topics about which they have some knowledge.</li> <li>• Identify topics in a set of television news program excerpts.</li> <li>• Identify genre of oral and written texts (movies, announcements, news broadcasts, etc.).</li> <li>• Begin to become acquainted with the sociogeography of the Spanish-speaking world.</li> <li>• Understand connected discourse in straightforward expository texts (of approximately 250 words) on known topics involving familiar vocabulary.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, restate, and explain topic, focus, or purpose of interaction between their classmates and individuals in the surrounding community when they carry out the communicative tasks from the first quarter, as well as when they:               <ul style="list-style-type: none"> <li>◦ Participate in more elaborate simulated service encounters.</li> <li>◦ Converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information).</li> <li>◦ Communicate wishes and preferences.</li> <li>◦ Make comparisons.</li> <li>◦ Give an opinion.</li> <li>◦ Talk about future plans for themselves and the world.</li> <li>◦ Express intentions.</li> <li>◦ Give reports on Spanish-speaking acquaintances.</li> <li>◦ Talk about their own interests and also those of the community.</li> <li>◦ Describe experiences and events.</li> </ul> </li> <li>• Restate key details expressed in longer (7-15 minute) oral presentations on factual topics about which they have some knowledge.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks from the first two quarters, as well as when they:               <ul style="list-style-type: none"> <li>◦ Initiate conversations with strangers and acquaintances and nominate topics of conversation.</li> <li>◦ Interact with strangers and acquaintances on the telephone</li> <li>◦ Ask for favors.</li> <li>◦ Express emotions such as sympathy, admiration anger or surprise.</li> <li>◦ Accept apologies.</li> <li>◦ Offer assistance.</li> <li>◦ Complain.</li> <li>◦ Suggest/give advice.</li> <li>◦ Express opinions.</li> <li>◦ Express (lack of) agreement.</li> <li>◦ Share doubts.</li> <li>◦ Clarify and restate information.</li> </ul> </li> <li>• Summarize key points and main ideas expressed in longer (10-20 minute) oral presentations on factual topics about which they have some knowledge.</li> </ul>

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<i>continued</i>		<ul style="list-style-type: none"> <li>Glean biographical information from written materials.</li> <li>Understand information in the types of materials found in service encounters (menus, bus and train schedules, movie and theatre listings, signs in public places, weather reports).</li> </ul>	<ul style="list-style-type: none"> <li>List topics in a set of TV news excerpts.</li> <li>Take notes on ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have little or no knowledge.</li> <li>Become better acquainted with the sociogeography of the Spanish-speaking world.</li> <li>Understand connected discourse in straightforward expository texts (of 250 to 500 words in length) about the immediate Spanish-speaking world, such as short articles from local Spanish-speaking newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Using connected discourse, list topics and some details in a set of TV news excerpts.</li> <li>Take notes on ideas expressed in longer (10-20 minute) oral presentations on factual topics about which they have little or no knowledge.</li> <li>Draw comparisons among sociogeographic features of the Spanish-speaking world.</li> <li>Understand connected discourse and identify point of view in longer, less straightforward expository texts (of 500 to 750 words in length) dealing with student interests or with contemporary issues in which the students have some background.</li> <li>Use the Spanish-language Internet and newspapers to seek and read articles that correspond to their interests.</li> <li>Compare the treatment of current events in the target language with the treatment of the same events (in English).</li> </ul>

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## Spanish Language Objectives, 2017

<b>PRESENTATIONAL ABILITIES</b>	<b>Intercultural Competency in the Presentational Mode</b>	<b>SPANLANG 1 (First-Year Spanish, 1st quarter)</b>	<b>SPANLANG 2 (First-Year Spanish, 2nd quarter)</b>	<b>SPANLANG 3 (First-Year Spanish, 3rd quarter)</b>
<p>Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics reflecting their interests.</p>	<p>Students learn to convey oral and written presentational language in a socioculturally appropriate manner and format. They begin to use presentational language to compare and contrast some of the cultural influences shaping the production of oral and written texts in the Spanish- and English-speaking worlds.</p>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present rehearsed reports (5-10 minutes) on such topics as: own autobiography, family, interests, sports, recipes, recent trips.</li> <li>• Answer questions about the prepared presentation topic.</li> <li>• Write what they can say, for example:               <ul style="list-style-type: none"> <li>◦ Describe people, places, daily activities.</li> <li>◦ Give, request information.</li> <li>◦ Ask and answer simple questions.</li> <li>◦ Express gratitude.</li> <li>◦ Apologize.</li> <li>◦ Give instructions, directions.</li> </ul> </li> <li>• Write 1-page reports on such topics as: own autobiography, family, interests, sports, recipes, recent trips.</li> <li>• Edit their work for high frequency errors.</li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present rehearsed reports (7-10 minutes) on topics of interest reflecting knowledge of the sociogeography of the Spanish-speaking world.</li> <li>• Ask and answer questions about the prepared presentation topic using language appropriate for academic presentations.</li> <li>• Write what they can say displaying a wider array of language functions than the previous quarter including:               <ul style="list-style-type: none"> <li>◦ Communicate wishes and preferences.</li> <li>◦ Make comparisons.</li> <li>◦ Give an opinion.</li> <li>◦ Talk about future plans for themselves and the world.</li> <li>◦ Express intentions.</li> <li>◦ Give reports on Spanish-speaking acquaintances.</li> <li>◦ Talk about their own interests and those of the community.</li> <li>◦ Describe experiences and situations.</li> <li>◦ Summarize readings.</li> </ul> </li> </ul>	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Present rehearsed reports (15-20 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world as well as on academic topics of particular student interest such as: their major, current events, international relations, the sciences.</li> <li>• Present information on research carried out.</li> <li>• Place greater emphasis on socioculturally appropriate presentational language.</li> <li>• Ask and answer questions about the prepared presentation topic using language appropriate for academic presentations.</li> <li>• Write what they can say displaying a wider array of language functions than the previous quarter including:               <ul style="list-style-type: none"> <li>◦ Express emotions such as sympathy, admiration anger or surprise.</li> <li>◦ Suggest/give advice.</li> <li>◦ Express opinions.</li> <li>◦ Explain.</li> <li>◦ Give examples.</li> <li>◦ Express (lack of) agreement.</li> <li>◦ Share doubts.</li> <li>◦ Clarify and restate information.</li> </ul> </li> </ul>

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<i>continued</i>			<ul style="list-style-type: none"> <li>• Write 2-page reports on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world.</li> <li>• Edit for errors based on the material taught.</li> </ul>	<ul style="list-style-type: none"> <li>• Write 3-page reports on topics reflecting knowledge of the sociogeography of the Spanish-speaking world and on academic topics of particular interest to them such as: major, current events, international relations, the sciences</li> <li>• Quote others in reports.</li> <li>• Prepare topics using authentic materials.</li> <li>• Edit for errors based on the material taught.</li> </ul>