

Descriptions of Target Student Abilities: Second-Year Spanish

Spanish Language Objectives, 2017

OVERVIEW	SPANLANG 11 (Second-Year Spanish, 1st quarter)	SPANLANG 12 (Second-Year Spanish, 2nd quarter)	SPANLANG 13 (Second-Year Spanish, 3rd quarter)
<p>During the second year of language study, students build on the interpersonal, interpretive, presentational, and intercultural abilities developed during the first year.</p>	<p>During the first quarter, students begin to access and discuss course-related content with peers, producing written reports and formal academic presentations. Students exhibit some confidence in carrying out face-to-face interactions and academic exchanges with same age, younger and older people, in culturally appropriate ways.</p> <p>Students grow in the ability to understand and interpret a variety of written and oral texts, using Spanish with greater frequency to manifest their understanding.</p> <p>Students present mainly on topics relating to the Spanish-speaking world, their academic interests and content area of focus, and exhibit growing confidence in oral and written presentation.</p>	<p>During the second quarter, students access information on course-related content and discuss this information with peers, in written reports, and in formal academic presentations. They exhibit greater confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people, in culturally appropriate ways.</p> <p>Students continue to grow in the ability to understand and interpret written and oral texts of increasing difficulty, and use Spanish to manifest their understanding.</p> <p>Students present on topics in the Spanish-speaking world as well as their academic interests and content area of focus, with evidence of greater cohesion in their oral and written presentation.</p>	<p>During the third quarter, students continue to access course-related content and to discuss this information with peers, in written reports, and in formal academic and professional presentations. They exhibit confidence in carrying out face-to-face interactions and academic or professional discussions with same age, younger and older people, in culturally appropriate ways.</p> <p>Students demonstrate the ability to understand and interpret a broad range of written and oral texts, and use Spanish to display their understanding.</p> <p>Students present on topics and issues in the Spanish-speaking world, their academic and professional interests, and their content area of focus.</p>

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IINTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	SPANLANG 11 (Second-Year Spanish, 1st quarter)	SPANLANG 12 (Second-Year Spanish, 2nd quarter)	SPANLANG 13 (Second-Year Spanish, 3rd quarter)
<p>In the second year of language study, students continue to interact with speakers of Spanish for a variety of purposes and in a variety of contexts. They move from simple to more sustained and complex conversational exchanges, and, specifically, broaden their ability to engage in academic discussions, debates, and professional dialogues.</p>	<p>Students use socially and culturally appropriate language with increasing ease and confidence to participate in a broad range of interactions, conversational as well as in academic and professional settings. They interact with growing awareness of and attention to social and cultural practices, along with underlying perspectives, that 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"> • Carry out all communicative tasks of the previous quarters with ease. • Exchange information about their content area of focus (international relations, culture, etc.). • Describe people, places, and other entities in some detail. • Begin to narrate in all time frames, with increasing accuracy and detail and some use of discourse markers. • Assert their opinions (outlooks, views of events, hopes, fears, doubts) and begin to question others' opinions. • Give basic recommendations. • Vary language according to the relative formality or informality of the context with growing awareness. • Begin to convey respect, politeness, gratitude, friendliness, distance. • Clarify and restate information. • Invite classroom speakers. • Listen to and imitate how others speak. • Seek support from others. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarters with greater ease and sophistication. • Exchange information and elaborate upon topics in their content area of focus (culture, international relations, etc.). • Describe people, places, and other entities with growing sophistication and detail. • Narrate in all time frames with accuracy and detail using some narrative structure and discourse markers. • Discuss their opinions with complexity and greater length, and question others' opinions. • Begin to engage in interactive argumentation of an academic nature. • Give more elaborate recommendations. • Vary language according to the relative formality or informality of the context with greater awareness and appropriateness. • Communicate respect, politeness, gratitude, friendliness, distance with growing awareness and appropriateness. • Explain and reiterate information. • Invite and interact with classroom speakers. • Listen for tone (humor, sarcasm). • Seek support and feedback from others. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks of the previous quarter with sophistication, ease and confidence. • Exchange information in extensive detail about their content area of focus (culture, international relations, etc.). • Give full, paragraph-length descriptions of people, places, and other entities. • Narrate in all time frames with sophistication, accuracy, and detail, with attention to narrative structure and discourse markers. • Support and begin to defend their opinions, and question the opinions of others with confidence and sophistication. • Discuss academic and professional topics and engage in interactive argumentation. • Anticipate an argument. • Contrast arguments. • Give and support recommendations. • Begin to exchange analyses and hypotheses. • Identify and vary language according to the relative formality or informality of the context, with appropriateness and confidence. • Communicate respect, gratitude, politeness, friendliness and distance confidently and appropriately. • Paraphrase information.

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<i>continued</i>		<p>Written communication</p> <ul style="list-style-type: none"> • Self-monitor language development. • Write brief messages to friends and family. • Write to an individual or agency to request information. • Use a dictionary to validate language choices. • Share information with peers about their content area of focus via the Internet. • Self-edit. • Make notes about the work of peers. 	<p>Written communication</p> <ul style="list-style-type: none"> • Self-monitor and evaluate language development. • Correspond with same-age pen pals. • Begin professional correspondence with a known receiver. • Use a dictionary to validate their choice of language. • Exchange information with peers about their content area of focus via the Internet • Self-edit with increasing frequency. • Respond to work of peers. 	<ul style="list-style-type: none"> • Invite and engage with classroom speakers. • Listen for tone and react appropriately. • Seek advice from others. <p>Written communication</p> <ul style="list-style-type: none"> • Continue to evaluate language development. • Write invitations and thank you letters. • Write simple cover letters and a simple résumé to Spanish-speaking businesses. • Continue professional correspondence with a known receiver. • Use a dictionary to validate and deepen their choice of language. • Provide information to peers about their content area of focus via the Internet. • Self-edit with confidence. • Respond to work of peers with recommendations.

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	SPANLANG 11 (Second-Year Spanish, 1st quarter)	SPANLANG 12 (Second-Year Spanish, 2nd quarter)	SPANLANG 13 (Second-Year Spanish, 3rd quarter)
<p>Students develop the ability to understand and interpret written and oral texts on a variety of complex topics, including texts related to the individual student's academic and professional interests.</p>	<p>Students manifest an ever-increasing 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"> Carry out all interpretive tasks of the previous quarter with sophistication. Exchange information about their content area of focus (international relations, culture, etc.). <p>Oral texts</p> <ul style="list-style-type: none"> Begin to develop a culturally authentic frame of reference. Identify and begin to draw comparisons. Summarize an argument. Take limited notes on content. Get meaning from immediate context. Begin to keep individual notes on language. Follow and document shifting topics in a conversation. List important ideas and supporting data in oral interactions between speakers. 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 recognize different regional varieties and social registers of Spanish. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Carry out all interpretive tasks of the previous quarter with sophistication and depth. <p>Oral texts</p> <ul style="list-style-type: none"> Continue to develop a more culturally authentic frame of reference. Draw comparisons. Analyze an argument. Take more detailed notes on content. Get meaning from intratextual 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. 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 Spanish. 	<p>At the end of the quarter, 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. <p>Oral texts</p> <ul style="list-style-type: none"> Develop more fully a culturally authentic frame of reference. Analyze and make predictions. Anticipate an argument. Contrast arguments. Take detailed notes on content. Get meaning from intra- and intertextual context. Keep detailed and elaborated notes on language. Synthesize and summarize shifting topics in a conversation. Connect and synthesize information obtained when listening to extensive and complex oral interactions between speakers. 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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<i>continued</i>		<p>Written texts With authentic written texts (of at least 4 pages) of a variety of genres and styles, on known and unknown topics:</p> <ul style="list-style-type: none"> • Summarize the main ideas and supporting data. • Answer most fact-based and some analytical reading comprehension questions. • Scan to locate information. • skim to gain a sense of organization and content. • Exhibit an unreflective understanding of what was read. • Synthesize information in charts or outline form. • Begin to identify the tone and stance typical of formal, academic writing. • Research information (using the Internet, library materials, newspapers, etc.) on academic topics, including their field of interest or content area of focus. 	<ul style="list-style-type: none"> • Identify phrases and collocations typical of formal academic language use. <p>Written texts With authentic written texts (of at least 5 pages) of a variety of genres and styles, on known and unknown topics:</p> <ul style="list-style-type: none"> • Analyze the main ideas and supporting data. • Answer all fact-based and most analytical reading comprehension questions. • Connect knowledge drawn from texts with an academic field or content area of focus when appropriate. • Read to gain information • Develop a comprehensive understanding, beyond initial impressions. • Represent the sequence of events in narratives. • Identify the tone and stance typical of formal, academic writing. • Recognize the tone of sociocultural, political or professional orientations. • Research information on various academic topics, including their field of interest or content area of focus. 	<ul style="list-style-type: none"> • Comprehend academic and professional presentations on unknown topics by speakers from a variety of regions. • Compare different regional varieties and social registers of Spanish. • Become increasingly aware of phrases and collocations typical of formal academic language use. <p>Written texts With authentic written texts (of at least 7 pages as well as a short book-length reading) of a variety of genres and styles, on known and unknown topics:</p> <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 drawn from texts with knowledge in a variety of areas. • Make observations, extrapolations and hypotheses. • Demonstrate increased understanding of the cultural nuances of meaning in written language. • Identify more subtle nuances of tone and stance typical of formal, professional or academic writing. • Research topics related to their academic and professional fields of interest.

Descriptions of Target Student Abilities: Second-Year Spanish

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	SPANLANG 11 (Second-Year Spanish, 1st quarter)	SPANLANG 12 (Second-Year Spanish, 2nd quarter)	SPANLANG 13 (Second-Year Spanish, 3rd quarter)
<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. Their oral and written presentations grow in length and complexity.</p>	<p>Students learn to incorporate in their oral and written presentation an array of socioculturally appropriate conventions, formats, and linguistic devices. By the end of the second-year sequence, they are able to compare and contrast, orally and in writing, 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"> Carry out all presentational tasks of the previous quarters with sophistication. Prepare oral and written presentations using authentic materials. <p>Oral presentations</p> <ul style="list-style-type: none"> Give rehearsed presentations, using some notes, of 10 minutes in length. Answer questions about the presentation topic. Orally summarize main points of authentic texts (both oral and written) and of class discussions. Begin to summarize extemporaneously. Begin to monitor their speech for features not characteristic of formal academic language. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Carry out all presentational tasks of the previous quarters with sophistication and depth. Prepare oral and written presentations using authentic materials.. <p>Oral presentations</p> <ul style="list-style-type: none"> Give less-rehearsed presentations, using less extensive notes, of 15 minutes in length . Begin to anticipate and answer questions about the presentation topic extemporaneously. 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. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Carry out all presentational tasks of the previous quarters with greater sophistication, depth, and complexity. Prepare oral and written presentations using authentic materials. <p>Oral presentations</p> <ul style="list-style-type: none"> Give upper-register, more extemporaneous presentations of 20 minutes in length. Give an audiovisual presentation using computer software such as PowerPoint. Anticipate and answer questions about the presentation topic extemporaneously. Provide increasingly cohesive oral analyses of authentic texts (both oral and written) and of class discussions. Compare and analyze extemporaneously. Begin to hypothesize and conjecture extemporaneously. Evaluate their speech for features not characteristic of formal academic language and refine accordingly.

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<i>continued</i>		<p>Written presentations</p> <ul style="list-style-type: none"> • Write short reports in response to oral texts. • Write 2- to 3-page papers in expository prose. • Begin to write persuasive papers stating and supporting an opinion. • Self-edit with increasing frequency. • Edit their work for high frequency errors. 	<p>Written presentations</p> <ul style="list-style-type: none"> • Write reports in response to oral texts. • Write 3- to 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 frequency and accuracy. • Edit their work for errors. • Begin to edit their work for style, register and syntax appropriate to academic language. • Begin to employ appropriate rhetorical devices.. 	<p>Written presentations</p> <ul style="list-style-type: none"> • Write more extensive reports in response to oral texts. • Complete a research paper of 5 to 7 pages and cite sources. • Write persuasive papers stating and supporting an opinion. • In supporting an opinion, use logical reasoning (e.g., cause and effect), comparison and contrast, and appropriate rhetorical devices. • Self-edit with frequency, accuracy and confidence. • Edit their work for errors as well as for style, register and syntax appropriate to academic language. • Employ appropriate rhetorical devices.