

Descriptions of Target Student Abilities: First-Year Spanish
Spanish Language Objectives (revised 2010)

Interpersonal Abilities Students will be able to: engage in interactions with speakers of Spanish for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions.	Spanish 1 During the first quarter of language study, students will be able to interact with members of their class and to talk about themselves. At the end of the quarter, students will be able to:	Spanish 2 During the second quarter, students base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. Communication becomes more other-oriented and students engage in interactions with Spanish speakers at Stanford, in the Bay Area, and in California. At the end of the quarter, students will be able to:	Spanish 3 During the third quarter, students expand their interests and interactions to the broader Spanish-speaking world. They base their communicative repertoire on tasks from the previous quarter and expand their repertoire to include new and more complex tasks. They become more aware of sociolinguistic appropriateness. At the end of the quarter, students will be able to:
	<ul style="list-style-type: none"> • meet, greet and introduce themselves • name their immediate world: family, place of origin, activities, personal interests, major, health and well-being, the body, possessions, foods, weather, likes and dislikes 	<ul style="list-style-type: none"> • carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression. 	<ul style="list-style-type: none"> • carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic appropriateness
	<ul style="list-style-type: none"> • express politeness within the cultural framework of their native culture 	<ul style="list-style-type: none"> • occasionally express politeness within the framework of the target culture 	<ul style="list-style-type: none"> • express politeness within the framework of the target culture with increasing frequency
		<ul style="list-style-type: none"> • become acquainted with other speakers (native or non-native) of the language (in person and through electronic means) • begin to become aware of sociolinguistically appropriate ways to address and interact with Spanish speakers. 	<ul style="list-style-type: none"> • initiate conversations with strangers and acquaintances and nominate topics of conversation in order to sustain a conversation with Spanish speakers in sociolinguistically appropriate ways
	<ul style="list-style-type: none"> • participate effectively in simulated service encounters such as: ordering a meal and asking for the check in a restaurant • in service encounters, begin to use linguistic strategies to interact and obtain information 	<ul style="list-style-type: none"> • participate in more elaborate simulated service encounters and in service encounters in the surrounding community • in service encounters, use linguistic strategies to interact and obtain information with greater frequency 	<ul style="list-style-type: none"> • participate in more elaborate simulated service encounters in the surrounding community that more accurately reflect conditions in a Spanish-speaking country • in service encounters, use linguistic strategies to interact and obtain information
(cont. next page)	<ul style="list-style-type: none"> • simulate telephone conversations 	<ul style="list-style-type: none"> • converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information) 	<ul style="list-style-type: none"> • interact with strangers and acquaintances on the telephone

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Interpersonal Abilities (cont.)	<ul style="list-style-type: none"> • describe people, places, daily activities • give, request information • ask and answer simple questions • express gratitude • apologize • give instructions, directions • communicate lack of understanding and ask for help in managing language 	<ul style="list-style-type: none"> • communicate wishes and preferences • make comparisons • give an opinion • talk about future plans for themselves and the world • express intentions • give reports on Spanish-speaking acquaintances • talk about their own interests and also those of the community 	<ul style="list-style-type: none"> • ask for favors • express emotions such as sympathy, admiration anger or surprise • accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information
	<ul style="list-style-type: none"> • begin to become aware of the role of self-monitoring in language development 	<ul style="list-style-type: none"> • become increasingly aware of the role of self-monitoring in language development 	<ul style="list-style-type: none"> • demonstrate self-monitoring in language development

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<p>Interpretive Abilities</p> <p>Students will be able to understand and interpret written and spoken language on a variety of topics and 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>Spanish 1</p> <p>During the first quarter, students will listen to and read a variety of oral and written texts relating primarily to their own lives and the classroom as community. Students will manifest their understanding of both oral and written texts, using English as necessary to demonstrate that understanding.</p> <p>At the end of the quarter, students will be able to:</p>	<p>Spanish 2</p> <p>During the second quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the surrounding community. Students will manifest their understanding of both oral and written texts, using English less frequently to demonstrate that understanding.</p> <p>At the end of the quarter, students will be able to:</p>	<p>Spanish 3</p> <p>During the third quarter, students will listen to and read a variety of oral and written texts and expand their interests to include the broader Spanish-speaking world. Students will manifest their understanding of both oral and written texts, using primarily Spanish to demonstrate that understanding.</p> <p>At the end of the quarter, students will be able to:</p>
<p>(cont. next page)</p>	<ul style="list-style-type: none"> • identify topic, focus, or purpose of interaction between members of their class when they: <ul style="list-style-type: none"> • participate in simulated service encounters such as: ordering a meal and asking for the check in a restaurant • describe people, places, daily activities • give, request information • ask and answer simple questions • express gratitude • apologize • give instructions, directions • communicate lack of understanding and ask for help in managing language 	<ul style="list-style-type: none"> • 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 focused on during the first quarter, as well as when they: <ul style="list-style-type: none"> • participate in more elaborate simulated service encounters • converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information) • communicate wishes and preferences • make comparisons • give an opinion • talk about future plans for themselves and the world • express intentions • give reports on Spanish-speaking acquaintances • talk about their own interests and also those of the community • describe experiences and events 	<ul style="list-style-type: none"> • 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 focused on during the first two quarters, as well as when they: <ul style="list-style-type: none"> • initiate conversations with strangers and acquaintances and nominate topics of conversation • interact with strangers and acquaintances on the telephone • ask for favors • express emotions such as sympathy, admiration, anger or surprise • accept apologies • offer assistance • complain • suggest/give advice • express opinions • express (lack of) agreement • share doubts • clarify and restate information

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Interpretive Abilities (cont.)	<ul style="list-style-type: none"> • list ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have some knowledge • identify topics in a set of television news program excerpts • identify genre of oral and written texts (movies, announcements, news broadcasts, etc.) 	<ul style="list-style-type: none"> • restate key details expressed in longer (7-15 minute) oral presentations on factual topics about which they have some knowledge • list topics in a set of TV news excerpts • take notes on ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have little or no knowledge 	<ul style="list-style-type: none"> • summarize key points and main ideas expressed in longer (10-30 minute) oral presentations on factual topics about which they have some knowledge • using connected discourse, list topics and some details in a set of TV news excerpts • take notes on ideas expressed in longer (10-20 minute) oral presentations on factual topics about which they have little or no knowledge
	<ul style="list-style-type: none"> • begin to become acquainted with the sociogeography of the Spanish-speaking world 	<ul style="list-style-type: none"> • become better acquainted with the sociogeography of the Spanish-speaking world 	<ul style="list-style-type: none"> • draw comparisons among socio-geographic features of the Spanish-speaking world
	<ul style="list-style-type: none"> • understand connected discourse in straightforward expository texts (of approximately 250 words) on known topics involving familiar vocabulary • glean biographical information from written materials • 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) 	<ul style="list-style-type: none"> • understand connected discourse in straightforward expository texts (from 250 to 500 words) about the immediate Spanish-speaking world, such as short articles from local Spanish-speaking newspapers 	<ul style="list-style-type: none"> • understand connected discourse and identify point of view in less straightforward, editorial expository texts (from 500 to 750 words) dealing with student interests or with contemporary issues in which the students have some background • using the Internet and newspapers, seek and read articles that correspond to their interests • compare the treatment of current events in the target language with the treatment of the same events (in English)

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Presentational Abilities	Spanish 1	Spanish 2	Spanish 3
<p>Students will be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of academic topics.</p> <p>(cont. next page)</p>	<p>During the first quarter, students will present information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • present rehearsed reports (5-10 minutes) on such topics as: own autobiography, family, interests, sports, recipes, recent trips • answer questions about the prepared presentation topic 	<p>During the second quarter, students will increase in sophistication in presenting information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • present rehearsed reports (7-10 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world • ask and answer questions about the prepared presentation topic using language appropriate for academic presentations 	<p>During the third quarter, students will continue to increase in sophistication in presenting information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • present rehearsed reports (10-15 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world as well as reflecting knowledge of academic topics of particular interest to students such as: their major, current events, international relations, the sciences • present information on research carried out • place greater emphasis on socioculturally appropriate presentational language • ask and answer questions about the prepared presentation topic using language appropriate for academic presentations

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<p>Presentational Abilities (cont.)</p>	<ul style="list-style-type: none"> • write what they can say, for example: <ul style="list-style-type: none"> • describe people, places, daily activities • give, request information • ask and answer simple questions • express gratitude • apologize • give instructions, directions • write 1-page reports on such topics as: own autobiography, family, interests, sports, recipes, recent trips • edit their work for high frequency errors 	<ul style="list-style-type: none"> • write what they can say displaying a wider array of language functions than the previous quarter including: <ul style="list-style-type: none"> • communicate wishes and preferences • make comparisons • give an opinion • talk about future plans for themselves and the world • express intentions • give reports on Spanish-speaking acquaintances • talk about their own interests and also those of the community • describe experiences and situations • summarize readings • write 2-page reports on topics of broader interest reflecting knowledge of the sociogeography of the Spanish-speaking world • edit for errors based on the material taught 	<ul style="list-style-type: none"> • write what they can say displaying a wider array of language functions than the previous quarter including: <ul style="list-style-type: none"> • express emotions such as sympathy, admiration anger or surprise • suggest/give advice • express opinions • support opinions • explain • give examples • express (lack of) agreement • share doubts • clarify and restate information • write 3-page reports on topics reflecting knowledge of the sociogeography of the Spanish-speaking world as well as reflecting knowledge of academic topics of particular interest to them such as: major, current events, international relations, the sciences • quote others in reports • prepare topics using authentic material • edit for errors based on the material taught
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