

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

During the second year of language study, students will build on the interpersonal, interpretive and presentational abilities developed during the first year:

Interpersonal Abilities In the second year of language study, students will continue to interact with speakers of Spanish for a variety of purposes and in a variety of contexts, using socially and culturally appropriate forms. Additionally, students will interact with increasing sociocultural appropriateness in academic and professional settings.	Spanish 11 During the first quarter of second-year language study, students will begin to be able to access and discuss information about their content area of focus with peers, in written reports and in formal academic presentations. Students will exhibit some confidence in carrying out face-to-face interactions and academic exchanges with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:	Spanish 12 During the second quarter of second-year language study, students will access information about their content area of focus and discuss this information with peers, in written reports, and in formal academic presentations. Students will exhibit greater confidence in carrying out face-to-face interactions and academic discussions with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:	Spanish 13 During the third quarter of second-year language study, students will continue to access information about their content area of focus and to discuss this information with peers, in written reports, and formal academic and professional presentations. Students will exhibit confidence in carrying out face-to-face interactions, and academic and professional discussions, with same age, younger and older people in culturally appropriate ways. At the end of the quarter, students will be able to:
oral/written language	<ul style="list-style-type: none"> • carry out all communicative tasks of the previous quarter with ease 	<ul style="list-style-type: none"> • carry out all communicative tasks of the previous quarter with greater sophistication and ease 	<ul style="list-style-type: none"> • carry out all communicative tasks of the previous quarter with sophistication, confidence and ease
oral language	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • exchange information and elaborate upon topics in their context 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 	<ul style="list-style-type: none"> • exchange information about their content are of focus (culture, international relations, etc.) in extensive detail • 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/professional topics and engage in interactive argumentation • anticipate an argument • contrast arguments • give and support recommendations • begin to exchange analyses and hypotheses

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<p>Interpersonal Abilities oral language (cont.)</p>	<ul style="list-style-type: none"> • vary language according to the relative formality or informality of their interlocutor, with growing appropriateness • address others speakers (e.g. tú vs. usted) with increasing appropriateness according to their age, social rules, position, title • convey respect, politeness, gratitude, friendliness, distance • clarify and restate information • invite classroom speakers • listen to and imitate how others speak • seek support from others • self monitor language development 	<ul style="list-style-type: none"> • vary language according to the relative formality or informality of their interlocutor with appropriateness and confidence • address others speakers appropriately according to their age, social rules, position, title • communicate respect, politeness, gratitude, friendliness, distance with growing awareness, appropriateness and confidence • explain and reiterate information • invite and interact with classroom speakers • listen for tone (humor, sarcasm) • seek support and feedback from others • self monitor and evaluate language development 	<ul style="list-style-type: none"> • identify and vary language or register according to the relative formality or informality of their interlocutor • address other speakers according to their age, social rules, position, title • communicate respect, gratitude, politeness, friendliness, distance appropriately • paraphrase information • invite and engage with classroom speakers • listen for tone and react appropriately • seek advice from others • continue to evaluate language development
<p>written language</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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"> • 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 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	Spanish 11	Spanish 12	Spanish 13
<p>Students will understand and interpret written and oral texts on a variety of complex topics, including texts related to the individual student's academic and professional fields, demonstrating a continually 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>Students will grow in ability to interpret a variety of written and oral texts and will use Spanish with greater frequency to manifest their understanding of both oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p>	<p>Students will continue to grow in ability to interpret a variety of written and oral texts and will be able to use Spanish to manifest their understanding of both oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p>	<p>Students will demonstrate the ability to interpret a variety of written and oral texts and will be able to use Spanish to display their understanding of both oral and written texts.</p> <p>At the end of the quarter, students will be able to:</p>
oral/written texts	<ul style="list-style-type: none"> • carry out all interpretive tasks of the previous quarter with sophistication • 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 	<ul style="list-style-type: none"> • carry out all interpretive tasks of the previous quarter with sophistication and depth • 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 	<ul style="list-style-type: none"> • carry out all interpretive tasks of the previous quarter with greater sophistication, depth and complexity • continue to develop an 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
oral texts	<ul style="list-style-type: none"> • follow and document shifting topics in a conversation • list important ideas and supporting data in oral interactions between speakers 	<ul style="list-style-type: none"> • follow and restate shifting topics in a conversation • identify ideas and details in more extensive and complex oral interactions between speakers 	<ul style="list-style-type: none"> • synthesize and summarize shifting topics in a conversation • connect and synthesize information obtained when listening to extensive and complex oral interactions between speakers

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<p>Interpretive Abilities oral texts (cont.)</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • identify phrases and collocations typical of formal academic language use 	<ul style="list-style-type: none"> • evaluate and take notes on language (register, tone, syntax) and content of extended texts such as academic lectures, professional presentations, and feature films • 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</p>	<ul style="list-style-type: none"> • with respect to authentic written texts (of at least 4 pages) of a variety of genres and styles, on known and unknown topics: <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"> • 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"> • analyze the main ideas and supporting data • answer all fact-based and most analytical reading comprehension questions • connect knowledge from texts with an academic field and 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"> • with respect to 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: <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 • 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

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Presentational Abilities 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.	Spanish 11 During the first quarter, students will exhibit growing confidence in presenting information to an audience, mainly on topics relating to the Spanish-speaking world, their academic interests and content area of focus. At the end of the quarter, students will be able to:	Spanish 12 During the second quarter, students will increase in sophistication in presenting information about topics relating to the Spanish-speaking world as well as to their academic interests and content area of focus. At the end of the quarter, students will be able to:	Spanish 13 During the third quarter, students will continue to increase in sophistication in presenting information about topics relating to the Spanish-speaking world, their academic and professional interests, and their content area of focus. At the end of the quarter, students will be able to
oral/written presentations	<ul style="list-style-type: none"> • carry out all presentational tasks of the previous quarter with greater confidence • become aware of and begin to employ appropriate (oral and written) presentational language • prepare oral and written presentations using authentic materials 	<ul style="list-style-type: none"> • carry out all presentational tasks of the previous quarter with greater confidence and ease • place increasing emphasis on appropriate (oral and written) presentational language • prepare oral and written presentations using authentic materials 	<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 refined (oral and written) presentational language • prepare oral and written presentations using authentic materials
oral presentations	<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 	<ul style="list-style-type: none"> • give less-rehearsed presentations, using less extensive notes, of 15 minutes in length • begin to 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 	<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) • answer questions about the presentation topic extemporaneously • provide 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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<p>Presentational Abilities (cont.) 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 	<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 	<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
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