

Secondary Associate of Arts in Teaching – SPANISH

The OUTCOMES are based on descriptors for an “intermediate high” student as found in the Proficiency Guidelines developed by **The American Council on the Teaching of Foreign Languages** (www.actfl.org).

The ASSESSMENT TYPES and SAMPLE ASSESSMENT TASKS are not meant to be definitive but rather examples of the wide range of assessments that can be used to allow students to demonstrate their proficiency in a variety of settings.

OUTCOMES	INDICATORS	ASSESSMENT TYPE	SAMPLE ASSESSMENT TASKS	SAMPLE TOOLS (For Teachers and Students)
<p>1. Teacher candidates will perform a range of interpersonal and presentational writing tasks in a manner largely comprehensible to natives or near-natives not used to the writing of non-natives, even if the text contains errors.</p>	<p>a. Communicate written information in the interpersonal (notes, letters) and presentational (description, reporting, narration, expressive) modes, with sufficient accuracy that readers understand what is being communicated.</p> <p>b. Formulate paragraph-length and longer written texts, in multiple time frames, on topics related to: personal, work, and school experiences; community and global interest; and current events. May show inaccuracies and/or interference from the native language when dealing with multiple time frames and/or other complex structures.</p> <p>c. Use some language reflective of cultural practices including idiomatic and culturally appropriate expressions.</p>	<p>Interpersonal mode (direct two-way communication; demonstrates some knowledge of cultural conventions and perspectives)</p> <p>a. Familiar and formal notes</p> <p>b. Familiar and formal letters</p> <p>c. Peer and teacher reaction journals</p> <p>Presentational mode (one-way communication to an audience of readers)</p> <p>a. Descriptive: describe experiences, events, objects, works of art, feelings, places, people</p> <p>b. Expository: factual report</p> <p>c. Narrative: tell stories or relate events</p> <p>d. Expressive: convey thoughts or feelings</p>	<p>Writing for communication (focus is on the content, and sufficient accuracy to facilitate understanding ; student communicates a message and/or own thoughts to a particular audience)</p> <p>a. Write a biographical essay</p> <p>b. Rewrite the end of a story or film</p> <p>c. Write a 2-3 page research paper on a topic of interest to the student.</p> <p>d. Write a short formal letter about a problematic situation.</p> <p>e. Describe a painting, an ecological event, or other, and explain what it suggests to you.</p> <p>f. Process writing: generate ideas on a topic through pre-writing activities such as brainstorming; select a purpose and audience; organize the ideas with graphic organizers (outlines, idea webs); compose; revise and rewrite throughout the writing task, attending to content as well</p>	<p>The necessary range of grammatical concepts and vocabulary to accomplish tasks (See Appendix A)</p> <p>Cultural realia</p> <p>Dictionary and research tools, including technology</p> <p>Rubrics</p> <p>Writing strategies including planning, monitoring and evaluation</p>

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	<p>d. Demonstrate some ability to use grammatical and stylistic elements in the formulation of a cohesive written text.</p>		<p>as to grammar and mechanics.</p> <p>Spontaneous writing (also for communication, but focus is on content and fluency, not accuracy)</p> <ul style="list-style-type: none"> a. Write reaction journals (peer and teacher) b. Take notes <p>Guided writing (specific guidelines are provided, content is semi-controlled):</p> <ul style="list-style-type: none"> a. Write a composition based on a series of pictures. b. Request information and responses (in notes or letters). c. Write a report/story based on a series of given facts. d. Recount a story providing substantive description and detail. e. Follow an outline as model (may also be a reading text). f. Write questions (based on a given situation), that will elicit short and long answers based on a given situation. <p>Writing as a support skill (to practice grammar, vocabulary, and syntax):</p>	

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			a. Paraphrasing exercises b. Sentence combining c. Paragraph completion d. Writing summaries e. Translations f. Text editing and error correction	
2. Teacher candidates will speak Spanish at a level comprehensible to a native or near-native speaker who is not used to dealing with non-native speakers despite errors and pauses.	a. Participate in simple, direct conversations on generally predictable topics such as those related to daily activities and personal environment using formal and informal registers appropriately. b. Obtain and give information by asking and answering questions. c. Sustain and bring to a close basic, uncomplicated communicative exchanges, often in a reactive mode. d. Satisfy simple personal needs and social demands to survive in the target language culture. e. Produce spontaneous and creative speech using pronunciation which approximates near native models. e. Make a brief oral presentation.	Interpersonal mode Perform role plays Give instructions Create and present dialogues Carry on conversations Participate in pair or group work Presentational mode Present picture descriptions Create an oral paraphrase Tell a story Present a summary	Describe what you do on a typical Monday and compare it with your partner. Look at this picture of an ecological disaster and describe what you see. Give directions to the Latino supermarket in your community. You are going through customs. Respond to the questions asked by the customs official. Imagine that you want to buy a <i>sarape</i> at a market. Bargain with the vendor to get the best price possible. Give your opinion about a current event. Tell a story from your childhood	Necessary range of grammar concepts and vocabulary to accomplish tasks (See Appendix A) Appropriate communications strategies, e.g., circumlocution, paraphrase, gestures, body language, fillers

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<p>3. Teacher candidates will understand and interpret a range of authentic and pedagogically prepared texts for which they have been prepared through pre-reading activities</p>	<ul style="list-style-type: none"> a. Identify topics and main ideas of a text. b. Scan text for particular details, such as dates and names. c. Demonstrate a basic understanding (i.e. principal characters, main ideas and themes) of brief literary excerpts that have been glossed. d. Understand connected texts dealing with basic personal and social needs. e. Predict meaning using syntactical, grammatical and / or linguistic cues. f. Demonstrate a basic knowledge of cultural products, practices and perspectives found in texts. 	<p>Pre-reading</p> <ul style="list-style-type: none"> a. prediction b. study visual and/or contextual aids c. skim (find and give the gist) d. use a <u>KWL</u> e. complete a self-inventory of background knowledge <p>During reading</p> <ul style="list-style-type: none"> a. use a graphic organizer b. identify patterns of organization c. identify cause and effect d. compare and contrast information <p>Post-reading</p> <ul style="list-style-type: none"> a. multiple choice b. short answer c. summary d. <u>KWL</u> e. reaction f. sequencing exercise g. cloze exercise 	<p>Read the following text and create a title or change the ending or rewrite one paragraph from the perspective of one of the characters.</p> <p>Answer the following multiple choice questions based on the text.</p> <p>Place events in the order in which they occurred in the story.</p> <p>Read the following calendar of events in a newspaper from an Hispanic country and discuss which events you would like to attend and why; compare them to events you might find in your local newspaper.</p> <p>Complete the table based on the text you read.</p> <p>Fill out the attached Mexican Tourist Card form which you will need in order to visit Mexico as a tourist.</p>	<p>Use a variety of authentic texts (print and non-print)</p> <p>Necessary background knowledge from previous experience or provided by the instructor to interpret text</p> <p>Necessary vocabulary from previous knowledge or provided by the instructor to comprehend and discuss the text</p> <p>Necessary reading strategies including: skimming, scanning, predicting, summarizing, paraphrasing</p>

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			<p>Look at a U.S. Customs Immigration form for visitors to the U.S. and write the questions you would need to ask a Spanish-speaking visitor in order for you to complete the form for him / her.</p> <p>Read the following newspaper article and separate the facts from the author’s opinions.</p>	
<p>4. Teacher candidates will should understand and interpret native or near-native speakers of Spanish in uncomplicated and controlled contexts for which they have been prepared through pre-listening activities.</p>	<p>Comprehend predictable and concrete exchanges necessary for survival in the target culture:</p> <p>a. personal information pertaining to self, family, home, daily activities, interests, and personal preferences;</p> <p>b. physical and social needs, such as food, shopping, travel and lodging;</p> <p>c. work and school;</p> <p>d. cultural information related to social, political, literary or artistic concerns.</p> <p>Develop an awareness of other types of important information as conveyed in a spoken form:</p> <p>a. cultural differences among Spanish-speaking</p>	<p>Multiple choice</p> <p>Role play</p> <p>Short answer</p> <p>Dictation</p> <p>Paraphrase</p> <p>Summary</p> <p>Directed drawing</p> <p>Following a map/diagram</p>	<p>Listen to the directions, follow the map, and mark your ending point.</p> <p>Take notes while listening to the events of a typical day at a university in a Spanish-speaking country; then write a summary of the events of the day in chronological order.</p> <p>Listen to a phone message by a Spanish-speaking caller, and then list in sequence the instructions given by the caller.</p> <p>Write a short dictation by a Spanish speaker on an aspect of Hispanic culture.</p> <p>Listen to two Spanish speakers from different countries talking about the same cultural topic; then list the differences in customs and in their vocabulary and other</p>	<p>Necessary range of grammatical concepts and vocabulary to accomplish tasks (see Appendix A)</p> <p>Necessary comprehension strategies: planning, monitoring, evaluating work</p> <p>Speakers</p> <p>Videos</p> <p>Cassette tapes</p> <p>Films</p> <p>Television</p>

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	<p>countries;</p> <p>b. linguistic differences among speakers from Hispanic countries.</p>		linguistic characteristics.	
<p>5. Teacher candidates will have a basic knowledge of culture and cultural values as these relate to Spanish-speaking societies, and should be able to appreciate and convey cultural differences as these might manifest themselves within Spanish-speaking societies.</p>	<p>Develop an awareness of</p> <p>a. some of the ways in which cultural values are marked in the Spanish language (e.g. use of and understanding of <i>tú (vos)</i> and <i>usted, vosotros</i> and <i>ustedes</i>);</p> <p>b. physical and human geography and historical trends as they impact on culture;</p> <p>c. the contributions of Spanish-speaking peoples in art, film, literature, and music;</p> <p>d. the practices, products and perspectives of a culture and their relationships.</p>	<p>Discussion</p> <p>Essay</p> <p>Identifications on a map</p> <p>Multiple choice</p> <p>Role play</p> <p>Simulations</p> <p>Comparison and contrast</p>	<p>Listen to short dialogues, or video clips and identify formal and informal uses of language and explain social relationships.</p> <p>Identify some of the key stereotypes about Spanish-speaking societies that one finds in the United States, and identify how these stereotypes may or may not be reflected in a given text, film or story.</p> <p>Give an oral presentation on the contributions of Hispanics/Latinos in the United States.</p> <p>Write an essay or present a poster describing the salient cultural differences between two Spanish-speaking countries (Argentina and Guatemala for example) including ethnic diversity and socio-economic conditions</p> <p>Identify countries within a map of the Spanish-speaking world, and various sub-regions</p>	<p>Films</p> <p>Literature</p> <p>Newspapers (printed or available on the internet)</p> <p>Other internet sites</p> <p>Speakers</p> <p>Textbooks</p> <p>Realia</p> <p>Videos</p> <p>Community resources</p>

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			<p>(North America: Mexico, Central America, Caribbean; South America: Northern countries, Andean, Southern Cone, Spain).</p> <p>Identify five key physical and human geography characteristics related to each sub-region.</p> <p>Create a skit in a restaurant with a companion, and interact with an elderly waiter or waitress, using appropriate registers and cultural norms.</p> <p>Identify and compare a product (song or poem) or practice (<i>Día de los muertos</i> and Halloween) of a target culture with a similar product or practice in the United States.</p> <p>Prepare a PowerPoint presentation about an important author, artist or historical figure, discussing the role of that individual in his/her country's culture.</p>	

APPENDIX A – The necessary range of vocabulary and grammatical concepts to accomplish tasks indicated in the outcomes

Vocabulary

Art and culture
Buildings, house, furniture

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Clothing
Cultural and ethnic diversity
Environment
Family
Feelings and emotions
Fillers: *bueno, a ver, vamos a ver, o sea, es decir, es que, pues, ¿Cómo? ¿En serio? ¿De verdad? Ya veo, ¡Ah, claro!, Sí, entiendo, ¡Qué bien! ¡Qué lástima!*
Geography: countries and capitals
Government and social institutions
Greetings and farewells
Health related, parts of the body, illnesses, symptoms, medicines
Holidays
Leisure activities, sports and hobbies
Numbers up to a million, including dates and years and ordinals
School
Shopping
Social and economic conditions
Social life and personal relationships
Stores and restaurants: shopping and ordering food
Travel and tourism
Weather, seasons, time, months, week, year
Technology
Work and job-related; careers and professions

Verbs

Commands: formal & informal
Conditional
Future
Gustar and verbs of similar construction
Imperfect: regular, irregular
Imperfect subjunctive: regular, irregular, stem-changing
Near future
Passive voice and passive *se*
Perfect tenses
Present: regular, irregular, stem-changing
Present subjunctive: regular, irregular, stem-changing
Preterite: regular, irregular, stem-changing
Progressives
Reflexives
Ser and *estar*
Uses of subjunctive
Verbal expressions: *tener que, hay que, hace + time + que*
Verbs that change meaning in the preterite

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Other structures

Adverbs

Agreement: subject-verb; noun-article-adjective

Comparatives and superlatives

Impersonal *se*

Interrogatives

Object pronouns

Negative and indefinite expressions

Nominalization of adjectives

Por and *para*

Relative pronouns

Use of diacritics