

# Draft Student Learning Expectations: French, German, and Spanish 1010

Created by the World Languages Work Group. Contact Audrey Kleinsasser ([dakota@uwyo.edu](mailto:dakota@uwyo.edu) or 307-766-6358) for more information.

To view the Spanish 1010 learning expectations draft, click here:

<http://www.uwyo.edu/wsupsupport/docs/Spanish1010StudentLearningExpectationsDRAFT.pdf>

To view the French 1010 learning expectations draft, click here:

<http://www.uwyo.edu/wsupsupport/docs/French1010StudentLearningExpectationsDRAFT.pdf>

To view the German 1010 learning expectations draft, click here:

<http://www.uwyo.edu/wsupsupport/docs/German1010StudentLearningExpectationsDRAFT.pdf>

The responses below are specific to: (Choose one)

- Spanish *n=52*
- French *n=11*
- German *n=5*

1. The performance outcomes are appropriate for 1010.

- Yes *100% of surveys indicated YES.*
- No
- Not applicable

2. The grammatical structures are appropriate for 1010.

- Yes *98% of surveys indicated YES.*
- No *2% of surveys indicated NO.*
- Not applicable

3. The cultural opportunities are appropriate for 1010.

- Yes *Spanish=100% French=64% German=100%*
- No *French=27%*
- Not applicable *French=9%*

4. The essential vocabulary are appropriate for 1010.

- Yes *100% of surveys indicated YES.*
- No
- Not applicable

5. I will use this recommended document when I teach 1010.

Yes	<b>Spanish=71%</b>	<b>French=82%</b>	<b>German=60%</b>
No			
Not applicable	<b>Spanish=29%</b>	<b>French=18%</b>	<b>German=40%</b>

6. The document enjoys a close fit to the student learning expectations I currently have for 1010.

Yes	<b>Spanish=73%</b>	<b>French=100%</b>	<b>German=100%</b>
No	<b>Spanish=2%</b>		
Not applicable	<b>Spanish=25%</b>		

7. Regardless of your teaching level, will the 1010 student learning expectations help guide your instruction at any level?

Yes	<b>Spanish=100%</b>	<b>French=91%</b>	<b>German=80%</b>
No			
Not applicable	<b>French=9%</b>	<b>German=20%</b>	

8. I will need professional development to use this document in my teaching.

Yes	<b>Spanish=12%</b>	<b>French=9%</b>	
No	<b>Spanish=71%</b>	<b>French=91%</b>	<b>German=80%</b>
Not applicable	<b>Spanish=17%</b>	<b>German=20%</b>	

*See following pages for comments.*

## Spanish Comments

- In LCSD #1 our curriculum document looks very much like the 1010 for our levels 1 and 2
- I would guess 1020 will look like our 3-5 levels
- I feel very comfortable with the fact that our students are definitely ready for at least 2010 when they get to the university after having taken 5 or 6 years of a language
- This seems intense/overwhelming for students coming into the college class whom have not ever had any exposure to language prior to this class.
- I guess I'm worried about students who have no language exposure. These are the students taking 1010 + 1020.
- Students from FL programs are entering with background knowledge and are taking 1020 and up.
- Preterite is good for 1020, it is too much for 1010.
- Perhaps there should be a 1010 for students who have not been in the language classroom like intro to 1010.
- Very well constructed guidelines
- It may be useful to divide performance outcomes into C,R,W, S/L, and Strategies. Communication Categories: #1,3,5,9,13, 16
- Thank you for all your efforts.
- This looks wonderful!
- Revisions look good too.
- Combine 21 & 22 under essential vocabulary
- This looks pretty standard & will help to keep us all on the same page
- My goal would be to break these expectations into a sequence for K-6 Spanish instruction.
- This document was well written & inclusive of key grammatical & cultural expectations to learn a language.
- Would like to see more clarification on which high frequency verbs
- Sometimes flexibility is a good thing, but too much can lead back to where everyone is doing whatever they want
- Thanks for doing all this. I can tell it has taken a considerable amount of time.
- Great thanks.
- I appreciate knowing what students need and will learn in college levels. It helps to plan as a high school teacher.
- At LVHS our curriculum is already closely aligned to this document. However it is great to see a state-wide document that allows for seamless transition as well as support through all institutions.
- Well done!
- This is very helpful!
- Thanks for the hard work put into this and for allowing us the opportunity to provide feedback and input.
- In essential vocabulary combine 17 & 18. Vocabulary for home & school activities.
- Thanks for your work on this!
- I would love to see more culture being taught in 1010, but I do understand the time limitations
- Thanks to the committee for all of their work!
- Great job! I don't know if Nevada has anything like this but I hope to be teaching in Wyoming soon!
- I do agree that the Spanish 1010 design has a logical curriculum and expectations and performance. What this curriculum does not promote is an effective way of leading it due to giving this instruction in such a short time. It's not like good methodology is taught at a university anyway. It promotes a lot of cramming and the ultimate retention may be poor. Acquisition may not take place. But the students are young adults and they have responsibility too.
- How does this class promote students to minor in Spanish?

- Thanks for your hard work!
- Question about placement tests so there aren't students who are proficient with 3-4 years of high school who come into 1010 (waste of money and resources) with students who have never taken any Spanish.
- Yes to #19 of – Could you use “use of sequence words including ordinal numbers.”
- I think your group did a wonderful job! It looks like a lot of work, time, and effort went into this.
- Change wording of grammatical structures with imperfect tense subjunctive, etc., make sure to have caveat that states have flexibility to expose through acquisition of these grammar points. It may be implied but having it explicitly explained/written out would be helpful. And this could be an over-arching caveat that literally states this.
- Grammatical Structures #19 – Typo “Preterit E”
- Grammatical Structures #9 – Add Tener + que + infinitive
- Students should be able to define + explain: cognate, false cognate, infinitive, conjugation, translation, interpretation, simultaneous & consecutive interpretation
- I am in favor of #23. Imperfect if the wording is changed to EXPOSE not introduction.
- Has there been any discussion as to what an “A” means at the high school vs. university level for the courses? Common assessments?
- Imperfect – An introduction to it does help improve their usage of the preterite.
- Understanding commands and reacting

## **German Comments**

- Great job! This document is on target.
- Nice work!
- To performance outcomes #5 add description of teacher and a story character.
- I wish there were a larger vision of what we do. My student can study German for 4 years and then end up in Saudi Arabia needing to learn Arabic. I prefer to think that I am helping students to be prepared to learn whatever language they need to know.
- Bring back the STAMP Test
- In 1973 I took Clep Tests for Spanish + French & earned 2 years of college credit in each language + enrolled directly into “majors” classes and was able to graduate in 3 years with a double major. In the higher education ed classes this testing was used as a verb and we talked about “cleping” our of classes for college credit.

## **French Comments**

- I would like to see passé compose included and the cultural component is embedded
- Under cultural opportunities: this really is something that needs no coordination level to level
- Don't require cultural opportunities just say embedded & write suggestions
- Placement test – for credit must take class above placement & pass to get credit
- Under cultural opportunities: maybe too prescriptive, for example: European timetable, francophone cuisine” there are other aspects of culture!
- Check out the online placement exam for schools like Concordia
- Give kids credit for 1010 if they place into 1020
- Do the emphasis on grammatical structure or functional communications?
- I think the culture component is very important but needs to be flexible as teachers and students have different backgrounds and interests to offer.

- The “cultural opportunities” section is far too limiting. I do think it is important that we strive to give our 1010 students an introduction to parse compose
- We need to work on placement with credit
- Nice discussion
- I think if you take the culture list and combine some of the elements, the list will be shorter and maybe not seem so important
- Thanks for a well-done discussion
- Give credits for AP{ and IB scores
- Need for any higher placements in language to go with credit earned by placements tests
- Take placement test and to get the credits they must take the next level/class and pass the class.
- Perhaps, eventually, all 7 community colleges and UW could develop a placement chart for distribution to advisors in all disciplines to avoid further placement confusion
- Need university level placement tool (evaluations, tests), including ability to earn university credit for upper-level placement (once course is successfully completed)
- UW not accepting AP Credits or 1B for 3 or better on tests
- There needs to be an emphasis on speaking capacity as well as grammatical ability
- Why is UW not giving credit for passing AP or 1B exams? What can be done about this?