Accompanying Note:

In the attachments, I listed the courses with the course number used at Cañada. You may want to substitute with some standard name/number for each course when you put it all together. So here are our equivalencies with CANs:

1st year Spanish: CAN SPAN SEQ A = CAN SPAN 2 + CAN SPAN 4
SPAN 110 (5 units, =CAN SPAN 2) + SPAN 120 (5 units, =CAN SPAN 4)

1st year courses can also be taken as:
SPAN 110 = SPAN 111 (3 units) + SPAN 112 (3 units)
SPAN 120 = SPAN 121 (3 units) + SPAN 122 (3 units)
In this case, CSU will accept 6 units, but UC transfers as 5 units.

2nd year Spanish: CAN SPAN SEQ B = CAN SPAN 8 + CAN SPAN 10
SPAN 130 (5 units, =CAN SPAN 8) + SPAN 140 (3 units, =CAN SPAN 10)
SPAN 130 may also be taken as SPAN 131 (3 units) + SPAN 132 (3 units)

Student Learning Outcomes
SPANISH – 2nd yr courses

By the end of each course, the student will be able to do the following in Spanish:

SPAN 131

1. Participate in conversations about topics such as:
   • the environment
   • inventions and innovations of the 20th century
   • human and civil rights
   • personality; human emotions and behaviors

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
   • discussing interests and plans for the future
   • describing things and people (physical and personality aspects)
   • narrating and describing in the past
   • expressing hope, emotion, opinion, doubt and denial using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Low level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

SPAN 132
1. Participate in conversations about topics such as:
   • diversity and discrimination
   • personal relationships
   • show business
   • food and nutrition

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
   • speculating about the future and hypothetical situations
   • giving directions and instructions
   • expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

**SPAN 130**

1. Participate in conversations about topics such as:
   • the environment
   • inventions and innovations of the 20th century
   • human and civil rights
   • personality; human emotions and behaviors
   • diversity and discrimination
   • personal relationships
   • show business
   • food and nutrition

2. Use comfortably, usually accurately and in the appropriate context, the following communicative functions:
   • discussing interests and plans for the future
   • describing things and people (physical and personality aspects)
   • narrating and describing in the past
   • expressing hope, emotion, opinion, doubt and denial using the subjunctive mood
   • speculating about the future and hypothetical situations
   • giving directions and instructions
   • expressing wishes, purpose, condition, uncertainty and concession using the subjunctive mood

3. Produce and interpret oral and written Spanish at approximately an Advanced Mid level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.

**SPAN 140**
1. Participate in conversations about topics such as:
   - social problems (for example crime, gangs, drugs and alcohol use)
   - economic issues at the personal, national and international levels
   - leisure-time activities, sports, celebrations
   - breakthroughs in technology and medicine

2. Use the following communicative functions:
   - clarifying information through the use of relative pronouns and adjectives
   - speculating about hypothetical past situations
   - making impersonal and indefinite statements using, among other strategies, the passive voice
   - reporting on what others said using indirect speech

3. Produce and interpret oral and written Spanish at approximately an Advanced High level, as defined by the ACTFL (American Council on the Teaching of Foreign Languages).

4. Describe and illustrate aspects of the culture of Spanish speaking countries covered in the course. Compare and contrast the similarities and differences among them.

5. Examine his/her own values, behaviors, points of view on topics discussed in class; compare and contrast them with those of Spanish-speakers as presented through videos, songs, literature, media, etc.