

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Language Development</p>	<ol style="list-style-type: none"> <li>1. Responds correctly to oral questions about media presentations and literary selections about current, past, and future events in special fields of interest such as common personal and family data, news, current events, routine matters, and descriptions or narrations. (FL.A.1.4.1)(FL.A.2.4.2)</li> <li>2. Uses the appropriate grammatical forms and word order to include the usage of preterit vs imperfect, future, progressive, and perfect tenses, and additional irregular verbs in all learned tenses. (FL.A.2.4.1)(FL.A.3.4.1)</li> <li>3. Carries out a set of oral instructions. (FL.A.1.4.1)</li> <li>4. Evaluates the end-result of following a set of instructions. (FL.A.1.4.1)(FL.A.1.4.2)(FL.A.2.4.2)(FL.A.3.4.1)</li> <li>5. Organizes and delivers information to a group related to job and careers. (FL.A.1.4.1)(FL.A.3.4.1)</li> <li>6. Recognizes and uses basic words with different meanings within multiple professional fields. (FL.A.1.31)(FL.A.1.4.1)</li> </ol>	<p>A. The student will initiate or respond to simple statements/questions or maintain uncomplicated face-to-face conversations. (FL.A.1.3.1) (FL.A.1.3.2) (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.3.2) (FL.A.2.3.3) (FL.A.2.4.1) (FL.A.2.4.2) (FL.A.2.4.3) (FL.A.3.4.1)</p>
<p>II Communicative Competence</p>	<ol style="list-style-type: none"> <li>1. Uses appropriate structures in oral drills, guided speech, and impromptu communication to express language functions. (FL.A.1.4.1)</li> <li>2. Infers meaning of unknown vocabulary through context. (FL.A.1.4.1)(FL.A.2.4.2)</li> <li>3. Uses alternate vocabulary such as synonyms/antonyms (FL.A.1.4.1) (FL.A.1.4.2)</li> <li>4. Utilizes similar or parallel structures. (FL.A.1.4.1) (FL.A.1.4.2)</li> </ol>	<p>A. The student will initiate/respond to specific situations or language functions appropriately within vocabulary and structures learned. (FL.A.1.4.1)(FL.A.1.4.2)(FL.A.2.4.2)</p>

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<p>III Reading/Literature</p>	<p>5. Uses appropriate cultural gestures to convey messages. (FL.A.1.4.1)(FL.A.1.4.2)(FL.A.2.4.2)</p> <p>6. Performs telephone functions such as: placing orders and making and cancelling appointments. (FL.A.1.3.3)(FL.A.1.4.1)</p> <p>The following objectives support competencies A, B and C.</p> <p>1. Asks and answers questions pertaining to reading selections both orally and in writing. (FL.A.2.4.3)</p> <p>2. Uses context clues to comprehend passages with some unfamiliar words. (FL.A.2.3.1)</p> <p>3. Compares and contrasts selected materials. (FL.A.2.4.4)</p> <p>4. Understands specific vocabulary through analysis of derivatives, cognates, etc. (FL.A.2.4.1)</p> <p>5. Identifies and states the main idea of reading material of limited length. (FL.A.2.4.3)</p> <p>6. Paraphrases or summarizes selected passages in Spanish. (FL.A.1.4.2)</p> <p>7. Describes characters and actions. (FL.A.2.4.3)</p> <p>8. Interprets cultural nuances in authentic materials. (FL.A.2.4.3)</p>	<p>A. The student will demonstrate comprehension of unfamiliar vocabulary in highly contextual material. (FL.A.1.3.4)(FL.A.1.4.1)(FL.A.1.4.2)(FL.A.2.3.1)</p> <p>B. The student will express comprehension of simple printed material dealing with vocabulary previously studied. (FL.A.2.3.1)(FL.A.2.4.3)</p> <p>C. The student will demonstrate an understanding of simple authentic material on a familiar topic in reading selections such as descriptions, narrations, news items, biographical information, social notices, simple business letters, and literary materials. (FL.A.1.4.2)(FL.A.2.3.1)(FL.A.2.4.1)(FL.A.2.4.3) (FL.A.2.4.4)</p>

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<p>IV Composition</p>	<p>9. Proposes an appropriate conclusion to a narrative. (FL.A.2.4.3)(FL.A.2.4.4)</p> <p>10. Demonstrates comprehension of reading selections such as: business letters, newspapers and magazine ads. (FL.A.1.4.1)(FL.A.2.4.1)</p> <p>1. Demonstrates the ability to write a guided letter using the appropriate format such as a business letter, pen-pal, etc. (FL.A.3.4.2)</p> <p>2. Composes a short narrative or a factual description about a present, past, or future event incorporating learned vocabulary and structures. (FL.A.2.4.3)(FL.A.3.4.2)</p> <p>3. Analyzes the content according to the need/situation. (FL.A.2.4.3)</p> <p>4. Organizes the content in sequence. (FL.A.3.4.2)</p> <p>5. Employs the appropriate cultural expressions. (FL.A.3.4.2)</p> <p>6. Writes a short composition providing supporting evidence for a personal opinion. (FL.A.2.4.3)(FL.A.3.4.2)</p> <p>7. Engages in writing activities for a variety of purposes such as: phone messages, job interview questionnaires, and business letters. (FL.A.3.4.2)</p>	<p>A. The student will employ sufficient vocabulary to express personal preferences and observations in writing by using basic structures in the present, past, future or conditional in a familiar context. (FL.A.2.4.3)(FL.A.3.4.2)</p>

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<p>V <i>Culture</i></p>	<ol style="list-style-type: none"> <li>1. Demonstrates an understanding of cultural differences and similarities between the United States and countries where Spanish is spoken. (FL.B.1.4.1)(FL.B.1.4.2)(FL.B.1.4.3)(FL.D.1.4.3)(FL.D.2.4.1)(FL.D.2.4.3)</li> <li>2. Relates these similarities and differences to the language itself. (FL.B.1.4.1)(FL.B.1.4.2)(FL.B.1.4.3)(FL.D.1.4.3)(FL.D.2.4.1)(FL.D.2.4.3)</li> <li>3. Examines these similarities and differences in light of the student's own cultural background. (FL.D.1.4.3)(FL.D.2.4.1)(FL.D.2.4.3)</li> </ol>	<p>A. The student will compare and contrast the similarities and differences between the culture of the United States and the culture of the Spanish-speaking people. (FL.B.1.4.1)(FL.B.1.4.2)(FL.B.1.4.3)(FL.D.1.4.3)(FL.D.2.4.1)(FL.D.2.4.3)</p>
<p>VI <i>Connections</i></p>	<ol style="list-style-type: none"> <li>1. <i>Uses the target language to establish contact with members of the target culture.</i> (FL.D.2.3.1)</li> <li>2. <i>Uses sources intended for same-age speakers of the target language to prepare assignments on topics related to current and emerging careers and professions in his field of interest.</i> (FL.C.1.4.1)</li> </ol>	<p>A. <i>The student will reinforce and further his knowledge of other disciplines through the foreign language.</i> (FL.C.2.4.3)</p> <p>B. <i>The student will acquire information and recognize the distinctive viewpoints that are available through the foreign language and within the target culture.</i> (FL.D.2.3.1)</p>
<p>VII <i>Comparisons</i></p>	<ol style="list-style-type: none"> <li>1. <i>Hypothesizes about the relationship among languages on his awareness of cognates and similarity of idioms.</i> (FL.D.1.3.1)(FL.D.1.3.2)</li> <li>2. <i>Compares idiomatic expressions in both the target language and his own and uses them correctly in both, oral and written form.</i> (FL.D.1.3.1)</li> <li>3. <i>Contrasts verbal and non-verbal behavior within particular activities in the target language and his own.</i> (FL.D.2.3.3)</li> </ol>	<p>A. <i>The student will recognize that languages have different patterns of communication and compare the target language to his own.</i> (FL.D.1.3.1)(FL.D.1.3.2)(FL.D.2.3.3)</p> <p>B. <i>The student will recognize that cultures have different patterns of interaction and apply this knowledge to his own.</i> (FL.D.2.3.1)(FL.D.2.3.3)</p>

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<p>VIII Experiences/Communities</p>	<p>4. <i>Understands that there are phrases and idioms that do not translate directly from one language to another.</i> (FL.D.1.3.1)</p> <p>5. <i>Hypothesizes about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits, play) by analyzing selected practices from the target cultures and his own.</i> (FL.D.2.3.1)</p> <p>1. <i>Understands that knowing more than one language allows people to function effectively in multilingual communities.</i> (FLE.1.3.1)(FLE.1.4.1)</p> <p>2. <i>Interacts with members of the local community to hear how they use the language in their various fields of work.</i> (FLE.1.3.2)(FLE.1.4.1)</p> <p>3. <i>Participates in activities which benefit the school and/or community.</i> (FLE.1.4.1)</p> <p>4. <i>Performs for a school or community celebration in the target language (e.g., songs, dances, skits, poetry).</i> (FLE.1.4.1)</p> <p>5. <i>Presents information about the language and culture to others.</i> (FLE.1.4.1)</p> <p>6. <i>Uses various media from the language and culture for entertainment.</i> (FLE.1.4.1)</p> <p>7. <i>Attends or views media via cultural events and participates in social activities.</i> (FLE.1.4.1)</p>	<p>A. <i>The student will use the target language both within and beyond the school setting.</i> (FLE.1.3.1)(FLE.1.3.2)(FLE.1.4.1)</p>

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	<p>8. <i>Knows professional organizations or individuals who use the target language.</i> (FLE.1.3.2)</p> <p>9. <i>Consults various sources in the target language to obtain information on selected business/career topics.</i> (F.L.E.1.4.1)</p> <p>10. <i>Participates in an internship project in his field of interest.</i> (F.L.E.1.4.1)(F.L.E.1.4.2)</p>	