

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following objectives support Competencies A, B and C</p> <ol style="list-style-type: none"> <li>1. Formulates oral and written questions that clarify meaning and participates in class discussions that promote higher level thinking such as: analysis, synthesis, and evaluation (FL.A.1.4.2)</li> <li>2. Formulates oral and written responses (FL.A.1.4.2)</li> <li>3. Uses acquired vocabulary to summarize a story (FL.A.1.4.1) (FL.A.2.4.3)</li> <li>4. Uses body language, vocabulary, sentence length, and complexity appropriate to age and instruction level (FL.A.1.4.1) (FL.D.1.4.2) (FL.D.1.4.3)</li> <li>5. Prepares and delivers oral presentations that will take the form of: reports, story telling, news broadcast, dramatizations, interviews, poetry readings, memorized poems and/or passages (FL.A.1.4.1) (FL.A.1.4.2)</li> <li>6. Recognizes the purpose and motivation of the speaker (FL.A.2.4.1) (FL.A.2.4.2)</li> <li>7. Recognizes and uses verbal (inflection, point of view) and non-verbal (facial expressions, body language) cues that affect meaning (FL.D 1.4.2) (FL.D.1.4.3)</li> <li>8. Develops criteria to evaluate oral presentations (FL.A.2.4.2)</li> <li>9. Listens for a variety of purposes to recognize major points of emphasis by identifying facts, details, sequence, main idea, and other literal content (FL.A.2.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate effective speaking, viewing, and listening skills by:             <ol style="list-style-type: none"> <li>a. delivering oral presentations including exposition (e.g., reports, explanations), narrative (e.g., fables, short stories, legends), recitations (e.g., poetry selections)</li> <li>b. evaluating the oral presentations of self and peers using teacher/student developed criteria (FL.A.1.4.1)(FL.A.2.4.2)(FL.D.1.4.2)</li> </ol> </li> <li>B. Working in a cooperative group, the student will demonstrate the ability to synthesize and present information from various sources by:             <ol style="list-style-type: none"> <li>a. selecting a news worthy topic and researching information about it through a variety of media (e.g., televised news, newspapers, magazines)</li> <li>b. making an oral presentation (e.g., panel discussion, role playing situations)</li> <li>c. evaluating the presentations of self and peers (FL.A1.4.1)(FL.A.1.4.2)(FL.A.2.4.2)</li> </ol> </li> <li>C. The student will demonstrate an understanding of a set of directions by:             <ol style="list-style-type: none"> <li>a. responding to oral directions involving a specific assignment or task</li> <li>b. giving a set of directions to peers (e.g., discussing and assigning roles in cooperative learning groups) (FL.A.1.4.1)</li> </ol> </li> </ol>

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	<ol style="list-style-type: none"> <li>10. Participates in social situations/interactions such as group discussions, introductions, group presentations, panels, interviews, skits, and plays (FL.A.1.4.1)</li> <li>11. Demonstrates the ability to give and follow a set of oral and/or visual instructions to complete a task (FL.A.1.4.1)(FL.A.1.4.2)</li> <li>12. Uses expressions of courtesy and expresses feelings with appropriate intonation during group discussions and cooperative learning settings (FL.A.1.4.1)(FL.A.1.4.2)</li> <li>13. Creates and/or narrates in logical sequence: humorous stories, and those based on personal experiences, dialogues/skits (using popular sayings), different endings for a given story, commercial advertisements and/or announcements (FL.A.1.4.2)</li> <li>14. Conducts an interview based on a given questionnaire (.L.A.1.4.1)(FL.A.2.4.2)</li> <li>15. Demonstrates appropriate listening and/or viewing skills in a variety of settings such as film, television, drama, music, and dance (FL.A.2.4.2)</li> <li>16. Creates commercial advertisements and/or announcements. (FL.A.1.4.2)</li> <li>17. Demonstrates the ability to function in a variety of job settings and career training sessions. (FL.A.1.4.1)(FL.A.1.4.2)</li> <li>18. Performs basic telephone functions such as identification of self, greeting the other party, explaining reason for calling, transferring calls, leaving message in voice mails. (FL.A.2.4.2)</li> </ol>	<p>D. The student will demonstrate an understanding of the nature of language by recognizing that languages have different patterns of communication and applying this knowledge to every day experiences. (FL.D.1.4.1)</p>

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<p>II Reading Literature</p>	<p>19. Demonstrates the ability to distinguish formal and informal settings and to use the appropriate forms of the language in the work place. (FL.A.1.4.1)(FL.A.1.4.2)</p> <p>20. Engages in telephone conversations. (FL.A.1.4.1)(FL.A.2.4.2)</p> <p>The following objectives support Competencies A, B and C</p> <ol style="list-style-type: none"> <li>1. Reads aloud with correct pronunciation and intonation (FL.D.1.4.2)</li> <li>2. Identifies the main idea and specific details about characters, actions, and places (FL.A.1.4.2)(FL.A.2.4.2)(FL.A.2.4.3)</li> <li>3. Demonstrates comprehension of questions in reference to: who, what, where, when, which, how, how much, how many, and why (FL.A.2.4.1)(FL.A.2.4.2)(FL.A.2.4.3)</li> <li>4. Expresses an opinion distinguishing between reality and fantasy/ serious and humorous situations/fact and opinion (FL.A.1.4.1)(FL.A.2.4.3)</li> <li>5. Responds to and interprets materials read in a variety of ways such as multimedia presentations, drama, graphics etc. (FL.A.1.4.2)(FL.A.2.4.4)</li> <li>6. Compares/contrasts/classifies literary selections (e.g., descriptions, narrations, dialogues, drama) (FL.A.2.4.1)(FL.A.2.4.3)(FL.A.2.4.4)</li> <li>7. Interprets idiomatic expressions, old popular sayings/proverbs and colloquial language (FL.A.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. Given an appropriate level selection, the student will write a paragraph that identifies the main idea of the selection (FL.A.2.4.3)</li> <li>B. Given an appropriate level selection, the student will answer specific questions orally and in writing regarding time, setting, characters, and plot (FL.A.2.4.3)</li> <li>C. After reading an appropriate level selection, the student will demonstrate comprehension by selecting and completing the most appropriate graphic organizer such as: Venn diagram (compare/contrast), flow chart (sequence), main idea table (main idea, details) (FL.A.2.4.3)</li> </ol>

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	<p>8. Recognizes and uses figurative language with special emphasis on simile/metaphor (FL.A.1.4.1)(FL.A.2.4.1)</p> <p>9. Integrates context clues and structural analysis to gain meaning of unknown words (FL.D.1.4.1)</p> <p>10. Paraphrases/summarizes ideas and concepts from text (FL.A.2.4.3)</p> <p>11. Uses critical thinking (questioning, interpreting, classifying information, comparing/contrasting, analyzing, making inferences, and evaluating) when participating in small groups and whole class discussions about what has been read (FL.A.1.4.1)(FL.A.2.4.1)</p> <p>12. Draws conclusions and makes generalizations (FL.A.1.4.1)(FL.A.2.4.1)</p> <p>13. Understands the function of story elements, including characterization, plot (conflict/problem, events, climax, resolution), setting, theme, and relates them to life experiences (FL.A.2.4.1)</p> <p>14. Develops and constructs a framework (e.g., graphic organizer) for organizing information (FL.A.2.4.3)</p> <p>15. Performs functional tasks such as: reading newspapers, periodicals, manuals, instructions, schedules, forms, etc. (FL.B.1.4.4)(FL.D.2.4.2)</p> <p>16. Identifies main idea and interprets written messages, newspaper ads, etc. (FL.A.2.4.2)(FL.A.2.4.3)</p>	

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<p>III Composition/Language Mechanics/Word Study</p>	<p>17. Distinguishes between fact and opinion when reading ads, pamphlets, brochures, etc. (FL.A.1.4.1)(FL.A.2.4.3)</p> <p>18. Recognizes and uses proper business/career terminology for titles, activities, and job applications. (FL.A.1.4.1)</p> <p>The following objectives support Competencies A, B, C and D</p> <p>1. Engages in both self-initiated and teacher-directed writing for a variety of purposes to be reflected upon or shared (FL.A.3.4.2)</p> <p>2. Takes dictation</p> <p>3. Identifies diphthongs, triphthongs and “hiatos”</p> <p>4. Writes sentences using words which present spelling difficulties (FL.3.4.2)</p> <p>5. Identifies the stressed syllable of words and includes the graphic accent when necessary (FL.A.3.4.2)</p> <p>6. Writes in logical sequence a narrative of material read (FL.A.3.4.2)</p> <p>7. Recognizes and uses simple and compound tenses of verbs and impersonal forms (FL.A.3.4.1)(FL.A.3.4.2)</p> <p>8. Recognizes and uses base words with prefixes and/or suffixes, irregular verbs of different tenses, synonyms and antonyms, and words with multiple meanings (FL.D.1.4.1)</p>	<p>A. In response to a narrative prompt, the student will write a summary using story map elements or story charts (FL.A.3.4.2)</p> <p>B. After using a pre-writing strategy such as clustering or listing, the student will use stages of the writing process of drafting, revising, editing, and publishing to produce an expository piece of writing of at least three paragraphs (FL.A.3.4.2)(FL.D.1.4.1)</p> <p>C. In response to a narrative, expository or persuasive prompt, the student will produce a piece of writing of at least three paragraphs. The composition should</p> <ul style="list-style-type: none"> <li>- follow a logical order</li> <li>- have a clearly identified purpose</li> <li>- have a point of view</li> <li>- have an introduction, a body and a conclusion</li> <li>- contain grammatically correct sentences</li> <li>- contain acquired vocabulary</li> <li>- contain rich word choice (nouns, modifiers, synonyms, multiple meaning) (FL.A.3.4.2)</li> </ul>

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	<p>9. Writes compositions in a variety of modes: expository (e.g., reports, interviews), persuasive (e.g., letters, essays, editorials, narratives), expressive (e.g., journals, poems, plays, personal notes, dialogues), functional (e.g., questions, surveys, note-taking, charts, graphs) (FL.A.3.4.2)(FL.C.1.4.1)(FL.D.1.4.1)</p> <p>10. Uses aspects of the writing process:</p> <ul style="list-style-type: none"> <li>- prewriting (brainstorming, listing, webbing, etc.) to collect data and to develop a plan or organization that focuses on intended task</li> <li>- drafting</li> <li>- revising (reading, and reflecting by author as well as by conferencing with peers/teacher author's meaning for reader)</li> <li>- editing (applying conventions by authors, peers, and/or teachers)</li> <li>- choosing appropriate pieces to bring to publication in variety of ways (FL.A.2.4.3)</li> </ul> <p>11. Identifies and uses root words, possessives, plurals, compound words, verb tenses, etymologies (FL.A.3.4.2)(FL.D.1.4.1)</p> <p>12. Engages in both self-initiated and teacher-directed writing for a variety of purposes such as telephone messages, brief newspaper ads, miscellaneous lists, dialogues, and simple object descriptions. (FL.A.3.4.2)</p> <p>13. Writes checks and fills out employment and admission applications. (FL.A.3.4.2)</p> <p>14. Writes in a logical sequence by using a variety of modes: paragraphs, simple memoranda, summaries, and outlines. (FL.A.3.4.2)</p> <p>15. Recognizes and uses basic words with different meanings within multiple professional fields. (FL.A.1.4.1)</p>	<p>D. The student will demonstrate growth in literacy by producing a variety of writing products (e.g., dialogues/skits, stories, personal <i>and formal</i> letters, free verse and/or formula poems) with evidence of writing process</p> <p>E. <i>The student will demonstrate an understanding of the nature of language, recognize that languages have different patterns of communication, and will apply this knowledge</i> (FL.A.2.4.1)(FL.A.3.4.2)</p>

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<p><i>IV Culture</i></p>	<p>16. Writes using the graphic accent when necessary. (FL.A.3.4.2)(FL.D.1.4.1)</p> <p>17. Utilizes a variety of terms with multiple meanings in an appropriate manner according to the career environment and the job setting. (FL.D.1.4.1)</p> <p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> <li>1. Locates the various Spanish-speaking countries of the world on a map (FL.C.1.4.1)</li> <li>2. Identifies the capital of Spanish-speaking countries (FL.C.1.4.1)</li> <li>3. Identifies, compares/contrasts myth, folktales, and traditional stories from the Hispanic folklore (FL.A.2.4.2)(FL.D.2.4.3)</li> <li>4. Identifies, compares/contrasts some of the outstanding music of Spanish-speaking countries (FL.2.4.4)(FL.B.4.4.4)</li> <li>5. Identifies, compares/contrasts typical national or regional costumes of Spanish-speaking countries (FL.A.2.4.4)</li> <li>6. Reads and discusses the biographies of outstanding Hispanics (FL.B.1.4.5)</li> <li>7. Compares/contrasts the influence of African/Native cultures in the Hispanic American world (FL.D.2.4.1)(FL.2.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. Working in a cooperative group, or individually, the student will demonstrate the ability to discuss, <i>research</i>, compare and contrast aspects of the culture(s) of Spanish-speaking people (e.g., folklore, and the arts) by:             <ol style="list-style-type: none"> <li>a. preparing an oral presentation/ dramatization using <i>a variety of target language sources</i> (e.g. <i>print audio, CD-Rom and Internet</i>)</li> <li>b. presenting topic/dramatization to peers.</li> <li>c. evaluating the presentation/ dramatization using criteria developed by teacher/ students (FL.A.1.4.1)(FL.C.1.4.1)(FL.C.2.4.1)</li> </ol> </li> <li>B. After selecting a historical figure, writer, artist, and/or musician of Spanish or Hispanic-American origin, the student will write a composition of at least three paragraphs. The written product should include quotes by and/or about the character and traits stated or inferred from his/her actions (FL.B.1.4.4)(FL.B.1.4.5)</li> </ol>

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<p><i>V Connections</i></p>	<p>8. Gains a deeper understanding and appreciation of the relationship between self and others through reading, viewing, discussing, and listening to a variety of multi-cultural materials (FL.A.2.4.1)(FL.D.2.4.3)(FL.D.2.4.4)</p> <p>9. Recognizes the importance of being able to communicate in more than one language and relates it to more and better opportunities in the job market <i>and/or academic field of interest</i> (FL.A.2.4.1)(FL.E.1.4.1)(FL.E.1.4.2)</p> <p><i>The following objectives support competencies A and B:</i></p> <p>1. <i>Participates in activities in language class designed to integrate content-area concepts (e.g., math calculations, cause and effect relationships).</i> (FL.D.2.4.2)(FL.D.1.4.1)(FL.D.1.4.2)</p> <p>2. <i>Gains a deeper understanding and appreciation of the relationship between historical facts and events by contrasting and comparing past/present world issues (e.g., systems of government, colonialism, geographical influences, pluralistic societies, economic interdependence).</i> (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.C.2.4.2)</p> <p>3. <i>Researches and discusses environmental concerns facing today's world (e.g., pollution, health, and population issues, ecology, climate).</i> (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.C.2.4.2)</p>	<p>C. <i>The student will recognize that other cultures have different patterns of interaction and will apply this knowledge to his own culture by:</i></p> <p><i>a. participating in discussions and group activities that depict aspects of life within the culture.</i></p> <p><i>b. comparing the relevancy of those issues presented in discussions with respect to other cultures.</i></p> <p><i>c. recognizing similarities and differences between specific aspects from Hispanic culture and those in other countries.</i> (FL.D.1.4.1)</p> <p>A. <i>The student will reinforce and further his knowledge of other disciplines through the foreign language.</i> (FL.C.2.4.2)(FL.C.2.4.5)</p> <p>B. <i>The student will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</i> (FL.C.2.4.3)(FL.C.2.4.3)(FL.C.2.4.5)</p>



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<p>VI Experiences/Communities</p>	<p>4. <i>Participates in situations/interactions such as group discussions/ oral presentations/debate panels to analyze universal literary themes (e.g., love, death, solitude and freedom).</i> (FL.A.1.4.1)(FL.A.1.4.2)(FL.A.2.4.3)(FL.C.1.4.1)(FL.C.1.4.3)</p> <p>The following objectives support Competency A:</p> <p>1. <i>Selects a multilingual community in the U.S. and writes a report explaining which languages the residents of this community use in different circumstances (e.g., language used at work, at home, and when conducting business).</i> (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.E.1.4.1)</p> <p>2. <i>Identifies which languages are commonly used in different regions of the U.S. by creating a map as part of an activity.</i> (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.E.1.4.1)</p> <p>3. <i>Researches and writes reports on a given topic related to culture and/or language study by using community resources.</i> (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.E.1.4.1)</p> <p>4. <i>Prepares and delivers oral presentations on a specific topic using an electronic information processor (e.g., CD-ROM or the Internet).</i> (FL.A.1.4.2)(FL.A.3.4.2)(FL.C.1.4.1)</p> <p>5. <i>Participates in extra-curricular activities which benefit the school and/or community.</i> (FL.A.1.4.2)(FL.E.1.4.1)(FL.E.1.4.2)</p> <p>6. <i>Obtains community service hours by using his/her bilingual skills to help others (e.g., "adopt a grandparent" in a nursing home, volunteering at a hospital and/or recreational centers).</i> (FL.A.1.4.2)(FL.E.1.4.1)(FL.E.1.4.2)</p>	<p>A. <i>The student will use the language both within and beyond the school setting by:</i></p> <p>a. <i>Accessing resources that illustrate the advantages of being able to communicate in more than one language and that emphasize the role of Spanish at the local and national levels.</i></p> <p>b. <i>Participating in community activities (e.g., festivals, conventions, exhibits, fairs, and providing services (e.g., interpreting, tutoring, voter registration) to community groups who speak the Spanish language.</i></p> <p>c. <i>Communicating appropriately to meet the needs of the job market and the expectations of the employer and customer.</i> (FL.E.1.4.1)(FL.E.1.4.2)</p>

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	<p>7. <i>Contacts and requests information from professional organizations and individuals regarding possible employment opportunities (e.g., foreign consulates, corporations, and educational institutions) and shares these findings with the class.</i> (FL.A.2.4.3)(FL.A.1.4.2)(FL.A.3.4.2)(FL.E.1.4.2)</p> <p>8. <i>Identifies jobs regarding proficiency in the Spanish language by researching career options, enrolling in a school-to-work project, and participating in an internship program.</i> (FL.A.2.4.3)(FL.A.1.4.2)(FL.A.3.4.2)(FL.E.1.4.2)</p> <p>9. <i>Locates and interviews staff at local institutions of higher learning who are Spanish speakers and investigates how the ability to speak more than one language impacts on professional career growth and development.</i> (FL.A.2.4.3)(FL.A.1.4.2)(FL.A.3.4.2)(FL.E.1.4.2)</p>	