

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following objectives support competencies A and B</p> <ol style="list-style-type: none"> <li>1. Applies appropriate listening, speaking, and viewing skills in a variety of cooperative settings (FL.A.1.4.1) (FL.A.2.4.2)</li> <li>2. Designs, delivers and evaluates classroom presentations (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.4.2)</li> <li>3. Analyzes and critiques a variety of audio visual presentations (FL.A.1.4.2) (FL.A.2.4.2)</li> <li>4. Uses critical reading and viewing strategies by comparing written and performed versions of literature (FL.A.2.4.1) (FL.A.2.4.2) (FL.A.2.4.3)</li> <li>5. Listens attentively to recognize major points of emphasis by identifying facts, details, logical sequences, and other literal contents (FL.A.2.4.1)</li> <li>6. Identifies verbal (inflection, point of view) and non-verbal (facial expressions, body language) cues that affect meaning in communication (FL.A.1.4.1) (FL.D.1.4.2) (FL.D.1.4.3)</li> <li>7. Uses appropriate delivery techniques for oral presentations (FL.A.1.4.1)(FL.A.1.4.2)</li> <li>8. Demonstrates the ability to distinguish between 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)</li> <li>9. Handles comple business claims and complaints. (FL.A.1.4.1)</li> <li>10. Responds to detailed interview questions. (FL.A.1.4.1)</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. developing and delivering a three minute oral presentation retelling a current event, and/or media presentation, using language and verbal and non-verbal delivery techniques suitable to audience and purpose. The presentation will take the form of a personal experience report, and/ or a dramatization/role playing situation</li> <li>b. evaluating the oral presentations of self and peers using teacher/student developed criteria (FL.A.1.4.1)(FL.A.1.4.2)</li> </ol> </li> <li>B. The student will develop and deliver an informative speech of at least three minutes in length using language and verbal (inflection, point of view) and non verbal (facial expressions, body language) delivery techniques suitable to audience and purpose (FL.A.2.4.1)(FL.D.1.4.2)</li> <li>C. <i>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 everyday experiences.</i> (FL.D.1.4.1)</li> </ol>

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<p>II Reading/Literature</p>	<p>11. Designs and delivers oral presentations related to job/internship projects. (FL.A.1.4.1)(FL.A.1.4.3)</p> <p>The following objectives support competency A</p> <ol style="list-style-type: none"> <li>1. Reads, compares, contrasts, and evaluates literary genres such as narrative, lyrics, drama, and novel (FL.A.2.4.3)</li> <li>2. Identifies, compares and contrasts plot, setting, characterization, and point of view in a variety of literary works (FL.A.2.4.3)</li> <li>3. Determines the main idea (stated or implied), the cause and effect (stated or implied), and probable outcomes in reading selections (FL.A.2.4.3)</li> <li>4. Discusses various literary devices and their importance in the development of a work (FL.A.2.4.1)(FL.A.2.4.2)(FL.A.2.4.3)</li> <li>5. Identifies specific techniques used by authors to develop themes such as: figurative language, word choice, organizational patterns, etc. (FL.A.1.4.2)(FL.A.2.4.3)</li> <li>6. Formulates and answers questions about literal or inferred meanings (FL.A.2.4.3)</li> <li>7. Distinguishes between fact and opinion, and identifies an unstated opinion in a written selection (FL.A.2.4.3)(FL.A.1.4.2)</li> <li>8. Examines own values and conclusions in light of those expressed in a literary selection (FL.B.1.4.5)(FL.D.2.4.1)</li> </ol>	<p>A. The student will demonstrate comprehension of literary selection <i>in oral and written forms</i> through the application of reading strategies across a variety of text by:</p> <ol style="list-style-type: none"> <li>a. selecting and reading at least one literary selection on a content area, theme, or topic, and relating it to a previously read selection about the same content area, theme or topic</li> <li>b. using a graphic organizer</li> <li>c. generating a product such as a written paper, poster, three dimensional model, etc. which draws from and gives credit to the literary source(s) (FL.A.2.4.3)(FL.A.3.4.1)(FL.A.3.4.2)</li> </ol>

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<p>III Composition/Language Mechanics/Word Study</p>	<p>9. Reads additional literary selections to enrich his/her understanding, and develops the habit of reading as a life-long activity (FL.A.2.4.3)(FL.A.2.4.4)</p> <p>10. Develops and constructs a framework (e.g., graphic organizer, three dimensional model, etc.), for organizing information (FL.A.2.4.3)</p> <p>11. Reads compares and contrasts articles from trade periodicals. (FL.A.2.4.3)</p> <p>12. Interprets data and general information related to job descriptions, assignments, and customer services. (FL.A.2.4.3)</p> <p>The following objectives support Competencies A and B</p> <p>1. Designs advertisements about selected products or events (FL.B.1.4.4)</p> <p>2. Writes multi-paragraph compositions to include essays of four paragraphs or more that summarize, analyze or compare and contrast elements of literature studied (FL.D.2.4.1a)(FL.D.1.4.2)</p> <p>3. Uses the writing process individually and cooperatively: Pre-writing, drafting, revising, editing, and publishing (FL.A.2.4.3)</p> <p>4. Writes a clear and definite thesis statement (FL.A.2.4.3) (FL.A.2.4.4)</p> <p>5. Writes for a variety of audiences and purposes (FL.A.1.4.2)(FL.A.2.4.3)</p>	<p>A. In response to a narrative, expository or persuasive prompt, the student will produce a three paragraph composition incorporating the stages of the writing process. 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 consistent point of view and style</li> <li>- have an introduction, a body, and a conclusion</li> <li>- have smooth transitions</li> <li>- contain grammatically correct sentences</li> <li>- contain acquired vocabulary and/or idiomatic expressions</li> <li>- reflect the conventions of punctuation/ accentuation rules</li> <li>- reflect the use of figurative language (similes/metaphors)</li> <li>- contain a variety of sentence lengths and patterns (FL.A.3.4.2)(FL.D.1.4.1)</li> </ul>

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	<ol style="list-style-type: none"> <li>6. Writes in a variety of modes to include narratives (personal experience), expository (essay, paper, biographical incidents), persuasive (editorial), and imaginative (story, poem) (FL.A.3.4.2)(FL.C.1.4.1)(FL.D.1.4.1)</li> <li>7. Begins to develop a personal writing style which reflects an awareness of voice, coherent, and precise word choice, appropriate literary devices, and effective introductions and conclusions. (FL.D.1.4.1)</li> <li>8. Uses appropriate transitional devices and varied sentence lengths and patterns in essay writing (FL.A.3.4.2) (FL.D.1.4.1)</li> <li>9. Revises and edits writing for originality, organization, content, word choice, coherent transitions, correct use of Spanish writing conventions (FL.A.3.4.2)(FL.D.1.4.1)</li> <li>10. Uses teacher and peer conferencing for evaluating and improving writing (FL.A.2.4.1)</li> <li>11. Responds directly and efficiently to a prompt in a timed writing (FL.A.3.4.2)</li> <li>12. Uses available technology for the writing process (FL.C.1.4.1)</li> <li>13. Determines, infers word meaning by examining word parts, context clues, and etymologies (FL.D.1.4.1)</li> <li>14. Recognizes and selects appropriate language with regard to connotation and denotation (FL.A.2.4.3)(FL.D.1.4.3)</li> <li>15. 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)</li> </ol>	<ol style="list-style-type: none"> <li>B. The student will demonstrate growth in literacy by producing a variety of writing products (e.g., detailed descriptions, business letters, stories, one act plays, free verse, and/or formula poems), with evidence of writing process (FL.A.3.4.2)</li> <li>C. <i>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 everyday experiences.</i> (FL.D.1.4.1)</li> </ol>

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<p><i>IV Culture</i></p>	<p>16. Engages in both self-initiated and teacher-directed writing for a variety of purposes such as resume and letter writing (FL.A.3.4.2)</p> <p>17. Writes memoranda and business letters that serve a variety of purposes in an organized and logical sequence. (FL.A.3.4.2)</p> <p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> <li>1. Expands the understanding of a variety of cultural vocabularies such as, idiomatic expressions, linguistic borrowings and regional variations (FL.D.1.4.3)</li> <li>2. Summarizes the origins of the Spanish language and its development (FL.A.2.4.1)(FL.A.2.4.3)(FL.A.3.4.2)</li> <li>3. Researches and prepares reports on the biographies of literary and historical Hispanic figures (FL.B.1.4.3)(FL.B.1.4.5)(FL.C.1.4.1)</li> <li>4. Researches and discusses aspects of the culture(s) of the different Spanish speaking countries such as the arts, literature and socio-political issues (FL.B.1.4.3)(FL.C.2.4.1)</li> <li>5. Gains a deeper understanding and appreciation of the relationship between self and others through reading, viewing, discussing, and listening to a variety of multicultural materials (FL.A.2.4.2)(FL.A.2.4.4)</li> <li>6. Recognizes the importance of being able to communicate in more than one language and relate it to more and better opportunities in the vocational and professional job markets (FL.A.2.4.1)(FL.E.1.4.1)(FL.E.1.4.2)</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, compare and contrast aspects of the culture(s) of Spanish speaking countries and other foreign countries such as the arts, literature, and socio-political issues by:             <ol style="list-style-type: none"> <li>a. preparing an oral presentation/ dramatization using at least four sources of reference (e.g., reference books, periodicals, films, videos, computer programs, etc.</li> <li>b. delivering an oral presentation</li> <li>c. evaluating the presentation using teacher/ student developed criteria (FL.A.1.4.1)(FL.A.2.4.3)(FL.A.2.4.4)</li> </ol> </li> <li>B. The student will demonstrate the ability to trace the development of a Hispanic historical figure/literary character by:             <ol style="list-style-type: none"> <li>a. retelling his/her biography or story in an oral presentation of at least five minutes using: costumes, realia, props, etc.</li> <li>b. evaluating presentations using teacher/ student developed criteria (FL.A.2.4.3)</li> </ol> </li> </ol>

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<p><i>V Connections</i></p>	<p>7. Identifies/evaluates the multi-cultural influences of Spanish speaking people in historical events (FL.A.2.4.1)(FL.A.2.4.3)(FL.A.3.4.2)</p> <p>8. Studies how language development influences a culture and how a culture influences language development (FL.A.1.4.2)(FL.D.1.4.2)(FLD.1.4.3)</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)(FLD.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)(FLC.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)(FLC.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 or her own culture by:</i></p> <p>a. <i>participating in discussions and group activities that depict aspects of life within the culture.</i></p> <p>b. <i>comparing the relevancy of those issues presented in discussions with respect to other cultures.</i></p> <p>c. <i>recognizing similarities and differences between specific aspects of Hispanic culture and those in other countries.</i> (FL.D.1.4.1)</p> <p>A. <i>The student will reinforce and further his/her 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)(FLC.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>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 a 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>7. <i>Contacts and requests information from professional organizations and individuals regarding possible employment opportunities (e.g., foreign consulates, corporations, and educational institutions) and share 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>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>8. <i>Identifies jobs requesting 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 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>	