

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. Prepares and delivers a review/critique of multimedia presentations such as films, TV shows, plays, musicals, etc., using verbal and non-verbal delivery techniques appropriate to purpose and audience (FL.A.1.4.1)</li> <li>2. Prepares and delivers a persuasive and/or entertaining speech (FL.A.1.4.2) (FL.A.3.4.1)</li> <li>3. Participates as a member of an audience in a manner appropriate to the type of performance (FL.A.1.4.1)</li> <li>4. Applies appropriate listening, speaking and viewing skills in a variety of settings (e.g., cooperative groups, one-on-one, audience) (FL.A.2.4.2)</li> <li>5. Uses critical reading and viewing strategies by comparing and contrasting written and performed versions of literature (FL.A.2.4.4)</li> <li>6. Listens attentively to recognize major points of emphasis by identifying facts, details, logical sequences, and other literal content (FL.A.2.4.2)</li> <li>7. Identifies verbal (inflection, point of view) and non-verbal (facial expression, 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>8. Uses appropriate delivery techniques for oral presentations (e.g., persuasive or entertaining speech) (FL.A.1.4.1) (FL.A.3.4.1)</li> <li>9. Prepares and delivers an oral presentation profiling a specific company or describing an internship project. (FL.A.1.4.1)(FL.A.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate effective listening speaking and viewing skills by:             <ol style="list-style-type: none"> <li>a. developing and delivering an oral review of at least four minutes in length summarizing the content of a media presentation, (e.g., film or television show) and/or a live performance (e.g., play, skit, musical), using language and verbal and non-verbal delivery techniques suitable to audience and purpose</li> <li>b. evaluating the oral presentation 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 a persuasive speech of at least three minutes in length using language and 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>10. Analyzes information obtained from a lecture on economic and employment issues. (FL.A.2.4.2)</p> <p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> <li>1. Compares and contrasts a variety of genres, discovering underlying patterns (FL.A.2.4.3)</li> <li>2. Defends a given opinion by citing specific references (FL.A.2.4.4)(FL.A.3.4.1)(FL.D.2.4.3)</li> <li>3. Classifies formula poems by identifying various types of stanzas, and recognizing rhyme patterns, metric, and poetic licence (FL.A.2.4.3)</li> <li>4. Recognizes how literary devices contribute to meaning in literature (FL.A.2.4.3)</li> <li>5. Recognizes how universal themes are reflections of and reactions to historical events and cultural/social settings (FL.D.2.4.3)</li> <li>6. Discusses figurative language and rhetorical devices in literary selections (FL.A.2.4.1)</li> <li>7. Discusses literary devices with respect to their importance in the development of a work (including tone, symbolism, irony, satire, imagery, allusion, foreshadowing, flashback, dialect, and parody) (FL.A.2.4.1)(FL.A.2.4.3)</li> <li>8. Analyzes a variety of works in terms of plot, conflict, setting, characterization, point of view, and theme (FL.A.2.4.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will select one piece of fiction that has been discussed in class during the year and write an essay of four paragraphs analyzing the plot, setting, characterization, point of view, and/or theme. The analysis should include an explanation of the uses of literary devices and figurative language (FL.A.2.4.3)(FL.A.3.4.1)(FL.A.3.4.2)</li> <li>B. The student will select one universal theme in world literature that has been discussed during the course of the year and write an essay of at least four paragraphs that makes connections between the themes selected, world literature studied or read independently, and the student's own value. The thesis should be supported with examples which reflect the commonality of human experience and which represent at least two different genres (FL.A.2.4.1)(FL.A.2.4.3)(FL.A.2.4.4) (FL.A.3.4.2)(FL.D.2.4.3)</li> </ol>

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<p>III Composition/Word Study</p>	<p>9. Recognizes the functions of minor characters and subplots within literary work (FL.A.2.4.3)</p> <p>10. Identifies author's purpose/perspective in a literary work and recognizes rhetorical devices and propaganda techniques (FL.A.2.4.3)</p> <p>11. Examines own values in light of those expressed in literature and cites similarities and differences (FL.D.1.4.1)</p> <p>12. Reads literary criticism of a literary work to enhance understanding (FL.A.2.4.3)</p> <p>13. Develops the habit of reading as a life long activity by reading at least one book a month either independently or as part of a class study (FL.A.2.4.1)(FL.A.2.4.3)</p> <p>14. Recognizes and uses proper terminology related to various business fields. (FL.A.1.4.1)</p> <p>15. Reads and interprets instruction manuals and simple contracts. (FL.A.2.4.3)</p> <p>16. Reads and interprets business articles related to the global economy and job markets. (FL.A.2.4.3)</p> <p>The following objectives support Competencies A and B</p> <p>1. Understands and practices the reading-writing connection (FL.A.2.4.1)(FL.A.2.4.3)</p> <p>2. Uses appropriate transitional devices and varied sentence structures and patterns in essay writing (FL.D.1.4.1)</p>	<p>A. In response to a prompt on a literary topic, the student will produce an essay of at least four paragraphs that should:</p> <ul style="list-style-type: none"> <li>- follow a logical order</li> <li>- adapt tone, attitude, point of view, and style to purpose, situation, and subject</li> <li>- include effective introduction and conclusion</li> </ul>

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	<ol style="list-style-type: none"> <li>3. Uses the writing process individually and cooperatively: pre-writing, drafting, revising, editing, and publishing (FL.A.2.4.3)</li> <li>4. Writes a precise thesis statement that is declarative, controlling, and defensible, and supports it with fully developed paragraphs (FL.A.3.4.2)(FL.D.1.4.1)</li> <li>5. Writes in a variety of modes to include persuasion, literary analysis, personal reflection, character sketch, and imaginative writing (FL.A.3.4.2)(FL.D.1.4.1)</li> <li>6. Begins to develop a personal writing style which reflects awareness of coherence, precise word choice, smooth transitions, effective introduction and conclusion (FL.A.3.4.2)(FL.D.1.4.1)</li> <li>7. Writes a resume and an essay for employment and/or college applications, and completes common forms (including employment and college applications as appropriate) (FL.A.2.4.1)</li> <li>8. Demonstrates research skills such as:               <ul style="list-style-type: none"> <li>- restricting general subjects</li> <li>- using effective note taking skills</li> <li>- paraphrasing and summarizing writing</li> <li>- synthesizing information</li> <li>- organizing and documenting outside sources in a formatted investigative paper (FL.A.2.4.1)(FL.A.2.4.3)</li> </ul> </li> <li>9. Evaluates own writing and the writing of others through peer revisions and teacher conferences (FL.A.2.4.1)</li> <li>10. Responds directly and efficiently to a prompt in a timed writing (FL.A.3.4.2)</li> <li>11. Uses available technology for the writing process (FL.C.1.4.1)</li> </ol>	<ul style="list-style-type: none"> <li>- reflect precise word choice, appropriate figurative language, literary devices, and smooth transitions</li> <li>- reflect the conventions of punctuation/ accentuation rules</li> <li>- contain a variety of sentence lengths and patterns (FL.A.3.4.2)(FL.D.1.4.1)</li> </ul> <p>B. The student will produce one piece of imaginative writing such as a short story, autobiographical piece, poem, or drama, which includes at least three original examples of figurative language and rhetorical or literary devices from among those studied. (FL.A.3.4.2)</p> <p>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)</p>

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<p><i>IV Culture</i></p>	<p>12. Determines/infers word meaning by examining word parts, context clues, and etymologies (FL.D.1.4.1)</p> <p>13. Recognizes and selects appropriate language with regard to connotation and denotation (FL.A.2.4.3)(FL.D.1.4.3)</p> <p>14. Engages in both self-initiated and teacher-directed writing such as detailed resumes, and business letters for different purposes (e.g. offering services, requesting delivery of purchase orders, etc.). (FL.A.3.4.2)</p> <p>The following objectives support Competencies A and B</p> <p>1. Uses printed, visual, and audio media to relate geography to historical events, literature, and/or the arts (FL.A.2.4.2)(FL.C.1.4.1)</p> <p>2. Researches and prepares reports on the biographies of literary and historical Spanish/Hispanic American figures/characters (FL.B.1.4.4)(FL.C.1.4.1)</p> <p>3. Compares and contrasts aspects of the culture(s) of Spanish speaking countries including the arts, literature, socio-political, and economic issues as portrayed in films, filmstrips, other media presentations, and/or other sources of references (e.g., books, periodicals, etc.) (FL.C.1.4.1)</p> <p>4. 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.2.4.2)(FL.A.2.4.4)</p> <p>5. Recognizes the importance of being able to communicate in more than one language and relates it to more and better opportunities in the vocational and professional job market (FL.A.1.4.1)(FL.E.1.4.1)(FL.E.1.4.2)</p>	<p>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 such as the arts, literature, socio-political, and/or economic issues by:</p> <ol style="list-style-type: none"> <li>preparing an oral presentation/dramatization using at least four sources of reference (e.g., reference books, periodicals, films, videos, computer programs, etc.)</li> <li>delivering an oral presentation using posters, graphs, time lines, realia, etc.</li> <li>evaluating the presentation using teacher/student develop criteria (FL.A.1.4.1)(FL.A.2.4.2)(FL.A.2.4.4)</li> </ol> <p>B. The student will demonstrate the ability to trace the development of a Spanish/Hispanic American historical figure/literary character by:</p> <ol style="list-style-type: none"> <li>retelling his biography or story in an oral presentation of at least five minutes using: costumes, realia, props, etc.</li> <li>evaluating the presentation using teacher/student develop criteria (FL.A.2.4.3)</li> </ol>

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<p><i>V Connections</i></p>	<p>6. Recognizes how language development influences a culture and how a culture influences language development (FL.A.1.4.2)(FL.D.1.4.2)(FL.D.1.4.3)</p> <p>7. Relates concepts in literature to personal and cultural values and experiences (FL.B.1.4.5)</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>4. <i>Participates in situations/interactions such as group discussions/oral presentations/debate panels 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><i>C. The student will recognize that other cultures have different patterns of inter action and will apply this knowledge to his or her 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><i>A. 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><i>B. 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><i>VI Experiences/Communities</i></p>	<p><i>The following objectives support Competency A</i></p> <ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>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)</li> <li>6. <i>Obtains community service hours by using his/her bilingual skills to help others (e.g., Oadopt a grandparent O 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)</li> <li>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)</li> </ol>	<p><i>A. The student will use the language both within and beyond the school setting by:</i></p> <ol style="list-style-type: none"> <li><i>a. 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></li> <li><i>b. 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></li> <li><i>c. 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)</li> </ol>

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	<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 development and career growth.</i> (FL.A.2.4.3)(FL.A.1.4.2)(FL.A.3.4.2)(FL.E.1.4.2)</p>	