

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"> 1. Reviews/evaluates multimedia presentation such as films, TV shows, plays, musicals, etc. (FL.A.1.4.2) (FL.A.2.4.1) 2. Conceives and develops ideas about a topic for the purpose of speaking to a group (FL.A.1.4.1) (FL.A.1.4.2) 3. Presents oral reports and/or participates in group presentation (FL.A.1.4.1) (FL.A.1.4.2) 4. Demonstrates competence in reading aloud from a variety of sources (FL.D.1.4.2) 5. Prepares and delivers a persuasive and/or entertaining speech <i>regarding a past, present or future event</i> (FL.A.1.4.2) (FL.A.3.4.1) 6. Participates as a member of an audience in a manner appropriate to type of performance (FL.A.1.4.1) 7. Uses critical listening and viewing strategies by comparing/contrasting performed versions of literature (FL.A.2.4.4) 8. Identifies verbal (inflection, points 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) 9. Prepares and delivers an oral and/or a video presentation profiling a specific company, or describing an internship project. (FL.A.1.4.1) 	<ol style="list-style-type: none"> A. After identifying, researching, and developing ideas about a topic, the student will: <ol style="list-style-type: none"> a. prepare and deliver a speech with the purpose of informing the audience b. prepare and deliver a speech with the purpose of persuading the audience (FL.A.3.4.1) B. After choosing or being exposed to a literary work such as a play, novel, short story or poem; or a media presentation such as a film or a TV show; or attending a live performance such as a play, musical or opera, the student will prepare a review which includes: <ul style="list-style-type: none"> - a summary of the content of the work read or viewed - an interpretation of the work, using literary analysis techniques, and including an analysis of the vocabulary present in the work with its connotative meanings - an evaluation which includes the student's personal response to how well the presentation fulfills the criteria for art and entertainment (FL.A.2.4.3)(FL.D.1.4.1) 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)

COMPONENT	OBJECTIVES	COMPETENCY
<p>II Reading/Literature</p>	<p>10. Analyzes information obtained from a conference on economic and/or employment issues.</p> <p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> 1. Improves and expands vocabulary through reading and writing (FL.A.2.4.1)(FL.A.2.4.3)(FL.A.2.4.4)(FL.A.3.4.2) 2. Analyzes the relationship of literature to other humanities (FL.A.2.4.3) 3. Recognizes how literary devices such as figurative language, poetic license, tone, symbolism, irony, satire, imagery, foreshadowing, flashback, stream of consciousness, contribute to meaning in literature (FL.A.1.4.2)(FL.A.2.4.4) 4. Compares and contrasts, in literature, the relationship between individuals and between individuals and their environment (FL.A.2.4.1) 5. Reads and compares literary works in various genres which span the major periods in Spanish/Hispanic American literature and reflect a variety of Hispanic cultures and points of view (FL.A.2.4.1)(FL.A.2.4.3)(FL.B.1.4.3) 6. Defends a given opinion by citing specific references (FL.A.2.4.1) 7. Identifies author's purpose on a literary work and recognizes rhetorical devices and propaganda techniques (FL.A.2.4.3)(FL.B.1.4.5)(FL.D.1.4.3) 8. Examines own values in light of those expressed in Spanish and Hispanic American literature (FL.A.2.4.3)(FL.D.2.4.1)(FL.D.2.4.3) 	<ol style="list-style-type: none"> A. After selecting or being exposed to a literary selection such as a novel, a play, a short story or a poem, the student will be able to write a multi-paragraph essay analyzing the plot, setting, characterization, point of view, and/or theme. The analysis should include how such literary works reflect the socio-political and/or religious ideas of an age (FL.A.2.4.3)(FL.A.2.4.4)(FL.A.3.4.2) B. Given an unfamiliar narrative selection such as a novel, a short story or long narrative poem, the student will be able to write a multi-paragraph essay analyzing the relationship of form and content, and, as applicable, will show how plot, setting, characterization, point of view, theme, literary devices, and syntax contribute to meaning (FL.A.3.4.2)(FL.A.2.4.3)(FL.D.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Composition/Word Study</p>	<p>9. 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.2.4.3)(FL.A.2.4.4)</p> <p>10. Determines how literary elements of plot, setting, characterization, point of view, and theme contribute to meaning in literature</p> <p>11. Recognizes and uses proper terminology from technical documents and reading selections. (FL.A.1.4.1)</p> <p>12. Reads and analyzes newspaper/magazine editorials on economic issues and global 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.2.4.3)</p> <p>2. Writes in the mode appropriate to an audience and/or purpose: transactive (report, letter); expressive (diary, journal); imaginative (story, poem); narrative (personal experience); persuasive (editorial) (FL.A.3.4.2)(FL.C.1.4.1)(FL.D.1.4.1)</p> <p>3. Uses the writing process individually and cooperatively: pre-writing, drafting, revising, editing and publishing (FL.A.2.4.3)(FL.A.3.4.2)</p> <p>4. Writes a precise thesis statement that is declarative controlling, and defensible, and supports it with fully developed paragraphs (FL.A.3.4.2)</p>	<p>A. In response to a prompt on a literary, philosophical, social or political topic in a timed writing situation, the student will produce a multi-paragraph essay that:</p> <ul style="list-style-type: none"> a. defends a thesis with appropriate organizational pattern, b. shows an awareness of how literary devices and/or literary elements contribute to meaning, c. includes effective introduction and conclusion, d. exhibits the conventions of punctuation/ accentuation rules. (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
	<ol style="list-style-type: none"> 5. Demonstrates competence in defending a thesis in multi-paragraph compositions to include essays of five paragraphs or more using a variety of organizational patterns to include comparison/contrast, cause/effect, definition, classification, argumentation, order of importance, chronological order, and/or spatial relationship (FLA.3.4.2) 6. Responds directly and efficiently to a prompt in a timed writing (FLA.3.4.2) 7. Uses available technology for the writing process (FL.C.1.4.1) 8. Improves and expands vocabulary through reading and writing (FL.A.1.4.2)(FL.A.2.4.1)(FL.A.2.4.3) 9. Compiles information from a variety of sources, and organizes information into a fully documented investigative paper on a literary topic (FL.A.2.4.1)(FL.C.1.4.1) 10. Evaluates own writing and the writing of others through peer revisions and teacher conferences (FL.A.2.4.1) 11. Responds directly and efficiently to a prompt in a timed writing (FLA.3.4.2) 12. Determines/infers word meaning by examining word parts, context clues, and etymologies (FL.D.1.4.1) 13. Recognizes and selects appropriate language with regard to connotation and denotation (FL.A.2.4.3)(FL.D.1.4.3) 	<ol style="list-style-type: none"> B. After selecting and limiting a literary, historical or political topic the student will write an investigative paper of 6 pages or more based on information extracted and synthesized from a variety of primary and secondary sources. The paper should reflect a consistent format as found in a generally accepted style manual and contain a minimum of three documented sources. (FL.A.2.4.1)(FL.A.3.4.2)(FL.C.1.4.1) 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)

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>IV Culture</i></p>	<p>14. Begins to develop a personal writing style which reflects awareness of coherence, precise word choice, smooth transitions, and effective introduction and conclusion (FL.D.1.4.1)</p> <p>15. Writes a resume and an essay for employment and/or college applications and complete common forms including employment and college applications, as appropriate (FL.A.2.4.1)</p> <p>16. Writes simple business outlines for marketing a product. (FL.A.3.4.2)</p> <p>17. Designs a job fair for different careers. (FL.E.1.4.2)</p> <p>The following objectives support Competencies A and B</p> <p>1. Relates concepts in literature to personal and cultural values and experiences (FL.B.1.4.5)</p> <p>2. Identifies/analyzes current social, political, literary and economic issues (FL.B.1.4.3)</p> <p>3. Uses printed, visual and audio media to relate geography to historical events, literature and/or the arts (FL.A.2.4.4)</p> <p>4. Compares and contrasts aspects of the culture(s) of Spanish speaking countries including the arts, literature, socio-political and/or economic issues as portrayed in films, filmstrips, other media presentations and/or other sources of references (e.g., books, periodicals, etc.) (FL.A.2.4.4)</p>	<p>A. The student will research and choose samples of periodical publications from Spain, Latin America, or any other country, and will write a multi-paragraph essay and/or prepare and deliver an oral report in which current social, political and economic issues are identified and analyzed. (FL.A.2.4.2)(FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.D.2.4.2)</p> <p>B. The student will demonstrate the ability to trace the development of specific authors, artists, composers, performers, etc. by:</p> <ol style="list-style-type: none"> retelling his/her biography or story in an oral presentation of at least five minutes using costumes, realia, props, etc. evaluating presentations using teacher/student developed criteria (FL.A.1.4.2)(FL.A.2.4.3)(FL.C.1.4.1)

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>V Connections</i></p>	<p>5. 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>6. 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.D.1.4.2)(FL.D.1.4.3)</p> <p>7. Studies 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>8. Researches and prepares reports on the biographies of specific authors, artists, composers, performers (FL.B.1.4.4)(FL.C.1.4.1)</p> <p>9. Analyzes the relationship between historical events and an author's literary production (FL.A.2.4.1)(FL.A.2.4.3)(FL.B.1.4.4)(FL.C.1.4.1)</p> <p><i>The following objectives support competencies A and B:</i></p> <p>1. <i>Participates in activities in a 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><i>C. 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><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 their 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>

COMPONENT	OBJECTIVES	COMPETENCY
<p>VI Experiences/Communities</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 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>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>

COMPONENT	OBJECTIVES	COMPETENCY
	<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 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>	