

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. Prepares and delivers a formal speech intended to inform or persuade an audience (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.4.1) 2. Conceives and develops ideas about a topic to be presented in a panel discussion and/or debate (FL.A.1.4.1) (FL.A.1.4.2) (FL.A.2.4.1) 3. Participates as a member of an audience in a manner appropriate to type of performance (FL.A.1.4.1) (FL.A.2.4.2) 4. Selects a theme of personal interest from several suggested topics (FL.D.1.4.1) 5. Prepares an original story based on a selected theme (FL.A.1.4.2) (FL.A.3.4.2) 6. Demonstrates competence in reading aloud from a variety of sources (FL.A.2.4.3) 7. Analyzes and evaluates media presentations or live performances by the characteristics appropriate to the medium (FL.A.2.4.2) (FL.A.2.4.4) 8. Uses critical listening and viewing strategies by comparing/contrasting performed versions of literature (FL.A.2.4.2) (FL.A.2.4.4) 9. Prepares and delivers an oral and/or a multimedia presentation profiling a specific company or industry. (FL.A.1.4.1)(FL.A.1.4.2) 10. Analyzes information obtained from a workshop or seminar on economic and employment issues. (FL.A.2.4.2) 	<ol style="list-style-type: none"> A. After being exposed to an unfamiliar musical/literary selection or a work of art, the student will be able to prepare and deliver an oral presentation telling an original story based on a personal interpretation of a theme (FL.A.1.4.1)(FL.A.2.4.4) B. After choosing or being exposed to a literary work such as a play, novel, short story or a poem; or a media presentation such as a film or a television show; or attending a live performance such as a play, musical or opera, the student will prepare an oral review which includes: <ol style="list-style-type: none"> a. a summary of the content read or viewed b. an interpretation of the work, using literary analysis techniques, and including an analysis of the vocabulary present in the work with its connotative meanings c. an evaluation which includes the student's personal response to how well the presentation fulfills the criteria for art and entertainment (FL.A.2.4.2) (FL.A.2.4.4) 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)

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<p>II Reading/Literature</p>	<p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> 1. Recognizes, analyzes and discusses form and content in a literary selection (FL.A.2.4.1)(FL.A.2.4.3) 2. Draws inferences from literary works about the ideas and attitudes of the authors who wrote them (FL.A.2.4.1)(FL.A.2.4.3) 3. Incorporates literary criticism as an aid in the understanding of a work (FL.A.2.4.3) 4. Identifies, compares and contrasts philosophies, ideas, and themes of various works (FL.A.2.4.4) 5. Understands and expresses how literature is a reflection of societal political and religious ideas of an age (FL.A.2.4.4) 6. Investigates universal themes and issues common to humanity in classical and modern literature <i>in oral and written forms</i> (FL.A.3.4.2)(FL.C.1.4.1) 7. Determines how literary devices contribute to meaning in literature (FL.A.1.4.2) (FL.A.2.4.3) 8. Evaluates in writing how the literary elements of plot, setting, characterization, point of view and theme contribute to meaning in literature (FL.A.2.4.3.) (FL.A.3.4.2) 9. Determines how syntax, semantics, and diction contribute to meaning (FL.D.1.4.1)(FL.D.1.4.2) 	<ol style="list-style-type: none"> A. After reading representative European, Asian, and African literature in addition to classical and contemporary Hispanic American literature, the student will write an essay which demonstrates how a universal theme is portrayed similarly, how the differences in the portrayal of the theme reflect the social, political and religious characteristics of the culture or time period, and how the theme relates to the student's own experience (FL.A.2.4.4)(FL.A.3.4.2)(FL.D.2.4.1) B. Given an unfamiliar narrative selection such as a short story or long narrative poem, the student will 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, syntax, semantics, and diction contribute to meaning (FL.A.2.4.1)(FL.A.2.4.3)(FL.A.2.4.4)(FL.A.3.4.2)

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<p>III Composition/Word Study</p>	<p>10. Recognizes and uses business/technical terminology with multiple connotations and denotations. (FL.A.1.4.1)</p> <p>11. Reads and analyzes newspaper/magazine reports on economic issues and global markets. (FL.A.2.4.3)</p> <p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> 1. Writes a position paper defending or rejecting a thesis (FL.A.2.4.1)(FL.A.3.4.2) 2. Writes a research paper using a variety of sources available (FL.A.2.4.1)(FL.A.3.4.2)(FL.C.1.4.1) 3. Uses resources available in the media center and available technology for the writing process (FL.A.2.4.2)(FL.C.1.4.1)(FL.C.2.4.1)(FL.C.2.4.4) 4. Compiles information from a variety of sources and organizes information into a fully documented investigative paper on a literary, philosophical, political or socio-economic topic (FL.A.2.4.1)(FL.A.3.4.2)(FL.C.1.4.1)(FL.C.2.4.4) 5. Writes an original story based upon the personal interpretation of a theme (FL.A.2.4.1)(FL.A.3.4.2) 6. Understands and practices the reading-writing connection (FL.A.2.4.1)(FL.A.2.4.3) 7. Uses the writing process individually and cooperatively, pre-writing, drafting, revising, editing, and publishing (FL.A.2.4.3)(FL.A.3.4.2) 	<ol style="list-style-type: none"> A. After being exposed to a literary, philosophical, social or political topic, the student will create a position paper which will: <ol style="list-style-type: none"> a. defend or reject a thesis on the topic selected b. demonstrate proper awareness and use of how literary elements and rhetorical structures contribute to meaning (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1) B. After selecting and limiting a literary, or socio-economic topic, the student will write an investigative paper or six pages or more based on information extracted and synthesized from a variety of primary and secondary sources. The paper should reflect a consistent format 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)

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	<ul style="list-style-type: none"> 8. Demonstrates competence in defending or rejecting a thesis on a position paper 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) 9. Responds directly and efficiently to a prompt in a timed writing (FLA.3.4.2) 10. Improves and expands vocabulary through reading and writing (FLA.1.4.2)(FLA.2.4.1)(FLA.2.4.3) 11. Determines/infers word meaning by examining word part, context clues, and etymologies (FL.D.1.4.1) 12. Recognizes and selects appropriate language with regard to connotation and denotation (FL.A.2.4.3)(FL.D.1.4.3) 13. 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) 14. Writes a resume and an essay for employment and/or college applications and completes common forms (including employment and college applications, as appropriate) (FLA.2.4.1) 15. Writes simple business agreements and/or contracts. (FLA.3.4.2) 16. Designs a marketing campaign for a specific product or business. (FLE.1.4.2) 	

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<p><i>IV Culture</i></p>	<p>The following objectives support Competencies A and B</p> <ol style="list-style-type: none"> 1. Uses printed, visual and audio media to relate geography to historical events, literature and/or the arts (FL.A.2.4.1)(FL.A.2.4.2) 2. Identifies and analyzes current social political, economic and literary issues (FL.A.2.4.4) 3. Relates concepts in literature to personal and cultural values and experiences (FL.A.2.4.1)(FL.A.2.4.4) 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 media presentations and/or other sources of information (FL.A.2.4.4)(FL.D.2.4.1) 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) 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) 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) 8. Researches and prepares reports on the biographies of specific authors, artists, composers, performers, etc (FL.B.1.4.4)(FL.C.1.4.1) 	<ol style="list-style-type: none"> A. The student will research and choose samples of periodical publications from Latin America or any other foreign country and will write a multi-paragraph essay or prepare and deliver an oral report in which current social, political, economic and literary 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) B. The student will demonstrate the ability to trace the development of specific authors, artists, composers, performers, etc. by: <ol style="list-style-type: none"> a. retelling his/her biography or story in an oral presentation of at least five minutes using costumes, realia, props, etc. b. evaluating presentations using teacher/student developed criteria (FL.A.1.4.2)(FL.A.2.4.3)(FL.C.1.4.1) 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> <ol style="list-style-type: none"> a. <i>participating in discussions and group activities that depict aspects of life within the culture.</i> b. <i>comparing the relevancy of those issues presented in discussions with respect to other cultures.</i> c. <i>recognizing similarities and differences between specific aspects from Hispanic culture and those in other countries.</i> (FL.D.1.4.1)

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<p><i>V Connections</i></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.C.1.4.1)</p> <p><i>The following objectives support competencies A and B:</i></p> <p>1. Participates in activities in language class designed to integrate content-area concepts (e.g., math calculations, cause and effect relationships). (FL.D.2.4.2)(FL.D.1.4.1)(FL.D.1.4.2)</p> <p>2. 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). (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.C.2.4.2)</p> <p>3. Researches and discusses environmental concerns facing today's world (e.g., pollution, health, and population issues, ecology, climate). (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.C.2.4.2)</p> <p>4. Participates in situations/interactions such as group discussions/oral presentations/debate panels to analyze universal literary themes (e.g., love, death, solitude and freedom). (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>A. The student will reinforce and further his knowledge of other disciplines through the foreign language. (FL.C.2.4.2)(FL.C.2.4.5)</p> <p>B. The student will acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (FL.C.2.4.3)(FL.C.2.4.3)(FL.C.2.4.5)</p>
<p><i>VI Experiences/Communities</i></p>	<p>1. 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). (FL.A.2.4.3)(FL.A.3.4.2)(FL.C.1.4.1)(FL.E.1.4.1)</p>	<p>A. The student will use the language both within and beyond the school setting by:</p> <p>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.</p>

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	<ol style="list-style-type: none"> 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) 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) 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) 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) 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) 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.1.4.2)(FL.A.2.4.3)(FL.A.3.4.2)(FL.E.1.4.2) 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.1.4.2)(FL.A.2.4.3)(FL.A.3.4.2)(FL.E.1.4.2) 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.1.4.2)(FL.A.2.4.3)(FL.A.3.4.2)(FL.E.1.4.2) 	<ol style="list-style-type: none"> 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> 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)