

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. Recognizes a speaker's purpose and/or bias, demonstrated in propaganda such as: advertisements, speeches, and other forms of communication (FL.B.1.4.2)</li> <li>2. Formulates oral questions that clarifies meaning, and participates in class/group discussions that include higher level thinking such as: analysis, synthesis, and evaluation (FL.A.1.4.1) (FL.D.1.4.3)</li> <li>3. Uses acquired vocabulary to summarize a story (F.L.A.1.4.2) (F.L.A.2.4.3)</li> <li>4. Prepares and gives oral presentations such as: dramatizations, reports, story telling, and news broadcast with emphasis on informing (FL.A.1.4.1) (FL.A.1.4.2)</li> <li>5. Listens attentively to recognize major points of emphasis by identifying facts, details, sequence and other literal content (FL.A.2.4.2) (FL.A.2.4.4)</li> <li>6. Demonstrates appropriate listening and/or viewing skills in a variety of settings such as: viewing, film, television, drama, and music (FL.A.2.4.2) (FL.D.2.4.2)</li> <li>7. Gives or follows a set of oral or visual directions (FL.A.1.4.1)</li> <li>8. 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>9. Evaluates and gives oral presentations using selected criteria (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. developing and delivering an oral presentation summarizing or retelling a fable, legend, short story, newspaper articles and/or media presentation, using language and verbal (inflection, point of view) and non verbal (facial expressions, body language) delivery techniques suitable to audience and purpose. The presentation will take the form of reports, story telling, news broadcast or dramatization.</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. The student will demonstrate an understanding of a set of directions by responding to oral directions and giving a set of directions to peers involving a specific assignment or task (FL.A.1.4.1)</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>10. Uses appropriate delivery techniques for oral presentations (FL.A.1.4.2)(FL.A.2.4.2)</p> <p>11. 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)</p> <p>12. Creates and/or narrates in logical sequence: advertisements, announcements, stories, different endings for a given story, plays etc. (FL.A.1.4.1a)(FL.A.1.4.2)</p> <p>13. Conducts an interview for a specific purpose (FL.A.1.4.1)</p> <p>14. Listens to and views media presentations representative of a diverse selection of literature (FL.A.2.4.2)(FL.A.2.4.4)(FL.D.2.4.3)</p> <p>15. Demonstrates the ability to function in a variety of job settings and career training sessions. (FL.A.1.4.2)</p> <p>16. 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)</p> <p>17. Develops commercial advertisements and/or announcements. (FL.A.1.4.2)</p> <p>18. Performs telephone functions such as: relaying messages, providing solutions or alternatives to problems, setting up appointments, making travel arrangements, etc. (FL.A.1.4.2)</p> <p>19. Responds to simple interview questions.</p>	

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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"> <li>1. Performs functional tasks, such as reading newspapers, periodicals, manuals, instructions, schedules, common forms, maps, graphs, charts, tables, etc. (FLA.2.4.3)</li> <li>2. Reads a variety of course level materials fluently using strategies such as: re-reading, paired reading, and other cooperative reading activities (FLA.2.4.3)</li> <li>3. Distinguishes between fact and opinion within a reading selection (FLA.2.4.3)</li> <li>4. Applies critical thinking skills such as: recognizing propaganda, asking/answering appropriate questions, drawing conclusions, making judgements based on factual information, clarifying information, and using evidence to support opinion (FLA.2.4.3)(FL.D.1.4.3)</li> <li>5. Identifies and analyzes story elements such as: plot (conflict/problem, chain of event, climax, resolution), characters, setting, theme(s), points of view, and time (FLA.2.4.3)</li> <li>6. Recognizes and works with literary forms such as: poetry, short stories, fables, legends, myths (FLA.2.4.3)</li> <li>7. Identifies specific techniques used by an author to achieve his/her purpose, such as figurative language (FLA.2.4.1)(FLA.2.4.3)(FLA.2.4.4)</li> <li>8. Compares and contrasts literary selections distinguishing literary genres, such as: narration, lyrics, and drama (FLA.2.4.1) (FLA.2.4.3) (FLA.2.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. After reading a short story, poem, legend, fable and/or myth, the student will write a three paragraph composition which clearly outlines plot, characters, setting, theme, time (FLA.2.4.3)</li> <li>B. After reading an appropriate level selection, the student will demonstrate comprehension by selecting and completing the most appropriate graphic organizer such as: a Venn diagram (compare/contrast), flow chart (sequence), main idea table (main idea, details) character graph(s) (show character relationships) (FLA.2.4.3)</li> </ol>

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<p>III Composition/Language Mechanics/Word Study</p>	<p>9. Evaluates statements of fact, inferences and opinions in both reading and discussions about selections (FL.A.2.4.3)</p> <p>10. Describes cause and effect, and infers main idea (FL.A.2.4.3) (FL.A.3.4.2)</p> <p>11. Identifies differences between myths and legends/fiction and non-fiction (FL.A.1.4.1) (FL.A.2.4.3a)</p> <p>12. Develops and constructs a framework for organizing information (FL.A.2.4.3)</p> <p>13. Identifies and draws conclusions from reading selections related to the job market. (FL.C.2.4.4)</p> <p>14. Follows written guidelines related to job performance through training manuals. (FL.A.2.4.3)</p> <p>The following objectives support competencies A, B, and C</p> <p>1. Produces pieces of writing of three paragraphs analyzing a literary character, plot, theme, and/or point of view (FL.A.2.4.3)(FL.A.3.4.2)</p> <p>2. Produces pieces of writing that convey a message related to a prompt or an essay question (FL.A.3.4.2)</p> <p>3. Writes in a variety of modes: expository (analysis, reports), persuasive (advertisements, essays), narrative (journals, poetry, drama) (FL.A.3.4.2)(FL.C.1.4.1)(FL.D.1.4.1)</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 and 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 effective transitions</li> <li>- contain grammatically correct sentences</li> <li>- contain acquired vocabulary</li> <li>- reflect the conventions of punctuation/ accentuation rules (FL.A.3.4.2)</li> </ul>

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	<ol style="list-style-type: none"> <li>4. Uses aspects of the writing process: pre-writing, composing, revising, editing, and publishing (FL.A.2.4.3)(FL.A.3.4.2)</li> <li>5. Selects appropriate meaning for a word with multiple meanings within a sentence context (FL.A.1.4.2)</li> <li>6. Uses and interprets literary devices (FL.A.1.4.1) (FL.A.2.4.1)</li> <li>7. Determines, infers words meaning by examining word parts, context, clues, and etymologies (FL.D.1.4.1)</li> <li>8. Uses synonyms, antonyms, and homonyms (FL.A.1.4.1) (FL.A.1.4.2)</li> <li>9. Differentiates between the connotation and denotation of a word (FL.A.2.4.3) (FL.D.1.4.3)</li> <li>10. Includes the written accent mark when necessary and the “acento diacritico”</li> <li>11. Selects an appropriate plan of organizational development, such as cause and effect, comparison and contrast, order of importance (FL.A.3.4.2)</li> <li>12. Understands, uses, and generates analogies (FL.D.1.4.3)</li> <li>13. Recognizes the variety of cultural vocabularies (FL.D.1.4.1)(FL.D.1.4.2)</li> <li>14. Organizes paragraphs in a logical order to write a composition (FL.A.2.4.3)</li> <li>15. Takes notes on a given topic (FL.A.2.4.1)</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., dialogues, descriptions, narrations, friendly letters, free verse and/or formula poems) with evidence of writing process (FL.A.3.4.2)</li> <li>C. The student will demonstrate acquisition of expanded vocabulary by rewriting a previously written piece in response to a prompt, revising for the following: word choice (precise nouns, modifiers) and elaboration of details (editing to clarify concepts and/or ideas) (FL.A.3.4.2)(FL.D.1.4.1)</li> <li>D. <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)(FL.D.1.4.3)</li> </ol>

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	<p>16. Takes dictation</p> <p>17. Demonstrates the ability to locate information using diverse sources such as: tables of content, indexes, newspapers, bilingual dictionaries, etc. (FL.C.1.4.1)</p> <p>18. Writes a paragraph applying conventions and rules of punctuation, accentuation and capitalization (FL.A.3.4.2)</p> <p>19. Recognizes and uses simple and compound tenses of verbs and impersonal forms (FL.A.3.4.1)</p> <p>20. Engages in both self-initiated and teacher-directed writing for a variety of purposes, such as job interview questionnaires, elaborated object descriptions, extensive newspaper ads, etc. (FL.A.3.4.2)</p> <p>21. Writes responses to job offers, memoranda, and brief business letters in an organized and logical sequence. (FL.A.3.4.2)</p> <p>22. 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>23. Writes using the graphic accent and the "acento diacrítico" when necessary. (FL.A.3.4.2)</p>	

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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"> <li>1. Analyzes different levels of language usage including regional variations and linguistic borrowings found in different Spanish speaking environments (FL.B.1.4.3)(FL.D.1.4.3)</li> <li>2. Researches and discusses aspects of the culture(s) of the different Spanish speaking countries such as literature, folklore, and the arts (FL.B.1.4.3)(FL.D.1.4.3)</li> <li>3. Compares and contrasts the influence of African/Indian cultures in the western world (FL.D.2.4.1)(FL.D.2.4.4)</li> <li>4. 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.2.4.1)(FL.D.2.4.3)(FL.D.2.4.4)</li> <li>5. 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 (FL.A.2.4.1) (FL.E.1.4.1) (FL.E.1.4.2)</li> <li>6. Researches and discusses orally and in writing the accomplishments of noted Hispanic and Hispanic-American writers, artists, musicians (FL.B.1.4.4) (FL.B.1.4.5) (FL.C.1.4.1)</li> <li>7. Writes a composition about the history and/or geography of one of the various Spanish speaking countries (FL.C.1.4.1) (FL.C.2.4.1)</li> <li>8. Demonstrates knowledge of the geography and history of the various Spanish speaking countries by making geographical models, identifying geographical features in a map, etc. (FL.C.1.4.1)</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, research, compare and contrast aspects of the culture(s) of Spanish speaking people (e.g., literature, folklore and the arts) by:             <ol style="list-style-type: none"> <li>a. preparing an oral presentation/ dramatization using at least three sources of reference (e.g., reference books, films, videos, periodicals, oral tradition, etc.)</li> <li>b. making a presentation/dramatization using realia, costumes, posters, music, food, etc.</li> <li>c. evaluating the presentation using teacher/student developed criteria (FL.C.1.4.1) (FL.C.1.4.2)</li> </ol> </li> <li>B. After selecting a significant Hispanic character, the student will use the writing process to write a composition of at least three paragraphs. The writing product should include quotes by and/or about the character and characteristics stated or inferred from his/her actions (FL.B.1.4.5) (FL.B.1.4.4)</li> <li>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"> <li>a. <i>participating in discussions and group activities that depict aspects of life within the culture.</i></li> <li>b. <i>comparing the relevancy of those issues presented in discussions with respect to other cultures.</i></li> <li>c. <i>recognizing similarities and differences between specific aspects from Hispanic culture and those in other countries.</i> (FL.D.1.4.1)</li> </ol> </li> </ol>

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<p><i>V Connections</i></p>	<p><i>The following objectives support competencies A and B:</i></p> <ol style="list-style-type: none"> <li>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)</li> <li>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)</li> <li>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)</li> <li>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)</li> </ol>	<ol style="list-style-type: none"> <li>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)</li> <li>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)</li> </ol>
<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> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will use the language both within and beyond the school setting by:</i> <ol style="list-style-type: none"> <li>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></li> <li>b. <i>Participating in community activities (e.g., festivals, conventions, exhibits, fairs, and providing services (e.g., interpreting, tutoring, voter</i></li> </ol> </li> </ol>



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	<ol style="list-style-type: none"> <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., "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)</li> <li>7. <i>Contacts and requests information from professional organizations and individuals regarding possible employment opportunities (e.g., foreign consulates, corporations, an 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)</li> <li>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)</li> <li>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.1.4.2) (FL.A.2.4.3) (FL.A.3.4.2) (FL.E.1.4.2)</li> </ol>	<p><i>registration) to community groups who speak the Spanish language.</i></p> <p><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)</p>