

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. Follows a set of directions, instructions, or commands to complete a task or set of tasks of increased complexity. (FL.A.2.2.1) 2. Recognizes aural common features (e.g., intonation, rhythm, cadence, rhyme) in samples of a given literary category, such as poetry, narrative, story, or play. 3. Recognizes and uses intonation to convey meaning. 4. Organizes and retells elements of a story in a proper logical sequence. 5. Asks and responds to questions to demonstrate comprehension of a text selection (e.g., short story, poem, play, fable, etc.) that has been orally presented. (FL.A.2.2.1) (FL.A.2.2.2) (FL.A.3.2.3) (FL.A.2.2.5) 6. Participates in social situations/interactions such as group discussions, individual introductions, group presentations, interviews, skits, and plays. (FL.A.1.2.2) (FL.A.3.2.2) 7. Speaks employing vocabulary in context, using sentence length and sentence/phrase complexity appropriate for grade level. (FL.A.1.2.3) 8. Speaks with a clear, understandable voice. 9. Listens/views a media presentation (e.g., movie, filmstrip, recording, slide show) or a play/presentation/dance/speaker, and retells/summarizes it in own words. (FL.A.2.2.4) 10. Evaluates oral presentations of self and peers using student/teacher developed criteria. 	<ol style="list-style-type: none"> A. The student will be able to develop an oral report after viewing and/or listening to selections from various media sources (television, newspaper, radio broadcast) by : <ol style="list-style-type: none"> a. delivering an oral presentation; b. role playing; c. evaluating presentation of self and others. (FL.A.1.2.2) (FL.A.3.2.3) B. The student will demonstrate effective speaking, viewing, and listening skills by: <ol style="list-style-type: none"> a. retelling, summarizing, or role playing selected folktales, poems, fables, and plays; b. evaluating the oral presentation of self and peers. (FL.A.1.2.2.) (FL.A.3.2.2)

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<p>II Reading/Literature</p>	<p>11. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, and different points of view. (FL.A.1.2.2)</p> <p>12. Listens for a variety of purposes: to identify details, main ideas, and other forms of context within a literary selection.</p> <p>13. Evaluates the purposes and message(s) of visual and performing arts (e.g., television, dance, movies, theater, etc.)</p> <p>14. <i>Expresses likes and dislikes regarding various objects, categories, people, and events present in everyday environment.</i> (FL.A.1.2.1).</p> <p>15. <i>Organizes information in spoken or written form about a variety of topics of academic and cultural interest.</i> (FL.A.2.2.3)</p> <p>16. <i>Describes important people and objects present in student's everyday school environment.</i> (FL.A.3.2.1)</p> <p>The following objectives support competencies A and B.</p> <p>1. Identifies and decodes the initial, middle, and final syllable patterns of "v(cc)" in a word (e.g., "instrumentos", "instalar").</p> <p>2. Decodes words in a short literary selection that contains the above mentioned syllabic patterns.</p> <p>3. Integrates phonics, contextual and structural analysis strategies to construct meaning from a text when reading materials appropriate to grade level.</p> <p>4. Identifies the topic sentence within a paragraph in a literary selection.</p>	<p>A. The student will demonstrate acquisition and use of decoding skills in a literary selection by:</p> <ul style="list-style-type: none"> a. reading an authentic text; b. choral reading/reading aloud; c. recognizing inflected word forms and function words; d. using appropriate pauses, intonation, and rhythm when reading a selection.

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	<ol style="list-style-type: none"> 5. Identifies logical plot, character, and theme outcomes of a literary selection based on comprehension and/or word/illustrations/title cues. (FL.C.2.2.1) 6. Asks and answers questions appropriate to student's instructional level that demonstrate comprehension of literary selections. (FL.C.2.2.1) 7. Compares and contrasts physical, psychological, or emotional characteristics of characters in a literary selection. (FL.C.2.2.1) 8. Recognizes inflected word forms: plurals/singulars, suffixes, prefixes, gender word markers, augmentatives/diminutives, and verb tenses within a simple text. 9. Recognizes function words (e.g., prepositions, contractions, conjunctions, auxiliary verbs, adverbs) in a simple literary selection. 10. Uses appropriate pauses, intonation, and rhythm as a response to punctuation when reading a text. 11. Uses guides and diverse media sources (e.g., newspapers, magazines, reference books, indexes, charts, maps, dictionaries, etc.) to locate and retrieve information. (FL.D.2.2.2) 12. Reads at least one book per month from school, home, or public library. 13. Identifies and explores favorite authors and/or illustrators while comparing/contrasting the works of two or more authors/illustrators. 14. Uses critical thinking strategies (e.g., questioning, interpreting, comparing, contrasting, analyzing, inferring) when participating in group discussion about what has been read. (FL.D.2.2.1) 	<p>B. The student will demonstrate application of reading skills in a literary selection by:</p> <ol style="list-style-type: none"> a. identifying logical plot, character, and theme outcomes within the reading selection; b. identifying topic sentence within the selection; c. comparing and contrast physical, psychological, or emotional characteristics of the characters within the reading selection; d. reading at least three selections of diverse types (e.g., newspaper, magazine article, short story, and encyclopedia). (FL.C.2.2.1) (FL.D.2.2.1) (FL.D.2.2.2)

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<p>III Writing/Language Mechanics</p>	<p>The following objectives support competency A.</p> <ol style="list-style-type: none"> 1. Uses a variety of prewriting techniques independently (e.g., brainstorming, observing, charting, listing, imaging, and webbing) to generate ideas for writing. 2. Writes first draft independently. 3. Revises writing pieces, independently or conferencing with peers and/or a teacher, incorporating concepts from teacher instruction: <ul style="list-style-type: none"> - uses complete sentences (subject/predicate); - uses a variety of sentence lengths; - uses appropriate accentuation and punctuation rules; - organizes ideas in logical sequence. 4. Writes regularly for a variety of purposes, both for self and teacher directed. (FL.C.1.2.1) 5. Writes final edited pieces incorporating concepts from teacher instruction: <ul style="list-style-type: none"> - uses commas, periods, accents, and other conventions of written form; - uses appropriate capitalization/lower casing rules; - uses appropriate gender and number forms; - uses a variety of sentence types: interrogative, imperative, and declarative (positive and negative). 6. Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts. 7. Begins to use appropriate proofreading and printed resources in editing own writing (dictionaries, thesauruses). 8. Uses the correct form for writing personal letters. 9. Uses legible, cursive letters, making the transition from manuscript to cursive writing. 	<p>A. The student will demonstrate growth in literacy through writing a personal narrative of at least two paragraphs by:</p> <ol style="list-style-type: none"> a. using a variety of prewriting techniques (brainstorming, clustering, observing, charting/listing, imaging, and webbing); b. using the writing process of drafting, revising, editing, and publishing; c. including sequence ideas; d. using conventions of standard written Spanish. (FL.C.1.2.1)

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<p>IV Culture</p>	<p>10. Forms cursive letters correctly in a sentence; arranges and spaces words when forming sentences.</p> <p>11. Begins to maintain a consistent and appropriate voice throughout communication.</p> <p>12. Writes to experiment with various forms and styles (e.g., fiction, nonfiction, fantasy, feelings, etc.)</p> <p>13. Collaborates with others in making editorial decisions about text(s).</p> <p>14. Identifies and uses adjectives and adverbs in writing.</p> <p>15. Uses appropriate verb tenses when writing sentences within a text.</p> <p>The following objectives support competencies A, B, and C</p> <p>1. Compares and contrasts stories of people from Hispanic origins with those of the various American cultures.</p> <p>2. Researches and writes a composition about selected elements of United States culture which are different from those aspects of Hispanic cultures, as portrayed in different media sources (periodicals, reference books, movies, videos, etc.).</p> <p>3. Illustrates in posters, drawings, three-dimensional models (e.g., dioramas, city plans, geographical depiction, etc.), collages, etc. , different aspects of both the American and the various Hispanic cultures. (FL.B.1.2.3)</p> <p>4. Dramatizes in plays, skits, or dances the interaction of different aspects of the Hispanic culture and American cultures. (FL.B.1.2.1)</p> <p>5. Makes oral reports and participates in panels or group discussions/ presentations about particular issues (social, economical, racial) that concern both the various Hispanic and American cultures.</p>	<p>A. The student will demonstrate an understanding of some aspects of different Hispanic cultures represented in our community by:</p> <p>a. dramatizing a short skit/dance/play in which one (or several) aspects of the Hispanic cultures in our community are portrayed and/or highlighted;</p> <p>b. drawing a poster, painting, or illustration, or creating a collage that shows a particular aspect/generic characteristic of the Hispanic cultures in our community;</p> <p>c. using realia or objects, or cook/prepare/eat foods related to the Hispanic cultures represented in our community. (FL.B.1.2.1) (FL.B. 1.2.3)</p>

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	<p>6. <i>Identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target cultures.</i> (FL.B.1.2.2)</p> <p>7. <i>Identifies examples and understands the significance of true and false cognate.</i> (FL.D.1.2.1)</p> <p>8. <i>Recognizes the similarities and differences between English and the Spanish language in terms of pronunciation, alphabet, and forms of written expression.</i> (FL.D.1.2.2)</p> <p>9. <i>Distinguishes the similarities and differences between the pattern of behavior of Hispanic culture related to recreation, holidays, celebrations and the pattern of behavior of the local culture.</i> (FL.D.2.2.1)</p> <p>10. <i>Recognizes forms of the target language evident in the local culture.</i> (FL.D.2.2.2)</p> <p>11. <i>Recognizes some cultural aspects, viewpoints, and attitudes of people in Hispanic culture and other cultures relating to family, school, work, and play.</i> (FL.D.2.2.3)</p>	<p>B. <i>The student will recognize that languages have different patterns of communication and apply this knowledge to own culture by:</i></p> <p>a. <i>listening, reading short stories and poems;</i></p> <p>b. <i>comparing and contrasting unknown words and phrases with similar words and phrases in Spanish to identify true and false cognate (e.g., mosquito-mosque to sympathy-simpatia).</i> (FL.D.1.2.1) (FL.D.1.2.2)</p> <p>C. <i>The student will recognize that cultures have different patterns of interaction and apply this knowledge to the local culture by:</i></p> <p>a. <i>comparing and contrasting major holidays and celebrations of Hispanic culture and the local culture (e.g., Christmas, birthdays, etc.);</i></p> <p>b. <i>comparing and contrasting commercial advertisements (television and magazines) and identify those elements that reflect Hispanic culture;</i></p> <p>c. <i>recognizing the similarities and differences between different aspects in Hispanic culture and those in the local culture (e.g., school life, family life, sports, games, and entertainment).</i> (FL.D.2.2.1) (FL.D.2.2.2) (FL.D.2.2.3)</p>

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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"> 1. <i>Participates in activities in the Spanish class designed to integrate content-area concepts (social studies, mathematics and science) into Spanish-language instruction.</i> (FL.C.1.2.1) 2. <i>Uses Spanish vocabulary or concepts to reinforce knowledge of related topics studied in another course.</i> (FL.C.1.2.2) 3. <i>Uses information from stories being studied in Spanish and connects the elements of the stories to similar life situations.</i> (FL.C.2.2.1) 4. <i>Accesses information from skits or plays in Spanish that are only available in Hispanic culture.</i> (FL.C.2.2.2) 5. <i>Restates and shares information acquired from written text in the context of a group discussion.</i> (FL.C.2.2.4) 	<ol style="list-style-type: none"> A. <i>The student will reinforce and enhance knowledge of other disciplines through Spanish by:</i> <ol style="list-style-type: none"> a. <i>writing and preparing specific food recipes;</i> b. <i>using measurements;</i> c. <i>discussing food sources;</i> d. <i>drawing maps that visually describe natural resources, population, and the geography of countries.</i> (FL.C.1.2.1) (FL.C.1.2.2) B. <i>The student will acquire information and perspectives that are available only through Spanish and within the Hispanic culture by:</i> <ol style="list-style-type: none"> a. <i>reading short stories and poems;</i> b. <i>drawing maps of the story telling;</i> c. <i>drawing a similar map of own neighborhood;</i> d. <i>dramatizing a short authentic play which represents unique aspects of Hispanic culture.</i> (FL.C.2.2.1) (FL.C.2.2.2) (FL.C.2.2.4)
<p><i>VI Experiences</i></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> 1. <i>Knows that many people in the United States use languages other than English on a daily basis.</i> (FL.E.1.2.1) 2. <i>Demonstrates an awareness of employment possibilities (and other applications) for those who are able to master Spanish.</i> (FL.E.1.2.2) 	<ol style="list-style-type: none"> A. <i>The student will use Spanish within and beyond the school setting by:</i> <ol style="list-style-type: none"> a. <i>completing a list of languages that are commonly spoken in the United States;</i> b. <i>working in a small group creating a list of employment opportunities for individuals who can communicate in Spanish.</i> (FL.E.1.2.1) (FL.E.1.2.2)