

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Listening/Speaking/ Viewing</i></p>	<p><i>The following objectives support competencies A, B, and C.</i></p> <ol style="list-style-type: none"> <li>1. <i>Speaks with a clear, understandable voice.</i> (FL.A.1.3.1) (FL.A.1.3.2) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.3.3.2) (FL.B.1.3.1) (FL.B.1.3.4)</li> <li>2. <i>Recognizes and uses intonation to convey meaning.</i> (FL.A.1.3.1) (FL.A.1.3.2) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.3.3.2) (FL.B.1.3.1) (FL.B.1.3.4)</li> <li>3. <i>Uses body language, vocabulary, and sentence length and complexity appropriate to age and instructional level.</i> (FL.A.1.3.1) (FL.A.1.3.2) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.3.3.2) (FL.B.1.3.1) (FL.B.1.3.4) (FL.D.1.3.2)</li> <li>4. <i>Participates in social situations/interactions, such as introductions, group presentations, group discussions, interviews, skits and plays, and understands how idiomatic expressions have an impact on communication and reflect culture.</i> (FL.A.2.3.2) (FL.A.2.3.4) (FL.D.1.3.1)</li> <li>5. <i>Asks and answers questions to demonstrate comprehension of a text that has been orally presented.</i> (FL.A.1.3.3)</li> <li>6. <i>Evaluates oral presentations of self and peers using student/teacher developed criteria recognizing simple themes, ideas or viewpoints on social behavior or social interaction in various settings.</i> (FL.B.1.3.3)</li> </ol>	<p><u>Competency</u></p> <ol style="list-style-type: none"> <li>A. <i>The student will demonstrate the ability to summarize, retell, or tell in oral form a story, poem, or personal experience by:</i> <ol style="list-style-type: none"> <li>a. <i>speaking with a clear, understandable voice;</i></li> <li>b. <i>using appropriate body language, vocabulary, and expression;</i></li> <li>c. <i>using appropriate emotional delivery;</i></li> <li>d. <i>using vocabulary appropriate to instructional level;</i></li> <li>e. <i>using logical event sequencing.</i> (FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.2.3.3) (FL.B.1.3.1)</li> </ol> </li> <li>B. <i>The student will demonstrate the ability to participate in social situations/interactions (e.g., debate, group discussion, panel, etc.) by:</i> <ol style="list-style-type: none"> <li>a. <i>using appropriate, courteous verbal and nonverbal behavior when interacting with teacher/peers;</i></li> <li>b. <i>expressing and supporting opinions/ personal preferences/feelings about a topic;</i></li> <li>c. <i>speaking and relating to peers/teacher in a respectful, insightful way to gain/ share information, ideas, values, and points of view reflecting different aspects of individual culture(s);</i></li> <li>d. <i>reaching a consensus regarding the message/content of the social situation/ interaction;</i></li> <li>e. <i>evaluating the social situation/ interaction using teacher/student developed criteria.</i> (FL.A.1.3.2) (FL.A.2.3.2) (FL.A.2.3.4) (FL.A.3.3.2) (FL.B.1.3.3) (FL.B.1.3.4) (FL.D.1.3.1)</li> </ol> </li> </ol>

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	<p>7. <i>Listens, formulates and answers questions for a variety of purposes:</i></p> <ul style="list-style-type: none"> <li>- to identify details;</li> <li>- to identify main ideas;</li> <li>- to gain an understanding of the relationships between self and others;</li> <li>- to gain and share information, ideas, values, and different points of view;</li> <li>- to evaluate message content.</li> </ul> <p>(FL.A.2.3.2) (FL.A.2.3.3)</p> <p>8. <i>Evaluates the purpose(s) and message(s) of visual/performing arts (e.g., dance, film, theater, etc.).</i></p> <p>(FL.A.2.3.2) (FL.A.2.3.4) (FL.B.1.3.3)</p> <p>9. <i>Follows and gives a set of directions, instructions, or commands to complete a task.</i></p> <p>(FL.A.1.3.2)</p> <p>10. <i>Provides information in spoken form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, and personal conclusions about general-interest topics).</i></p> <p>(FL.A.3.3.2) (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>11. <i>Uses appropriate verbal and nonverbal behavior during group discussions, social interactions, and cooperative learning settings.</i></p> <p>(FL.A.1.3.4)</p> <p>12. <i>Listens and speaks respectfully to persons of all ages to gain and share information, ideas, values, and points of view reflecting their cultures.</i></p> <p>(FL.A.1.3.1) (FL.D.1.3.1)</p> <p>13. <i>Listens, views, comprehends, and interprets the main idea and details of a media presentation in order to retell/summarize it in own words.</i></p> <p>(FL.A.2.3.2) (FL.D.1.3.1) (FL.D.1.3.1)</p>	<p>C. <i>The student will demonstrate an understanding of the nature of language, will recognize that languages have different patterns of communication, and will apply this knowledge by:</i></p> <ul style="list-style-type: none"> <li>a. <i>listening to oral communication and reading authentic literary selections that contain idiomatic expressions;</i></li> <li>b. <i>giving evidence of understanding idiomatic expressions by correctly incorporating them into oral presentations and/or communications.</i></li> </ul> <p>(FL.D.1.3.1) (FL.D.1.3.2)</p>

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<p><i>II Reading/Literature</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <li>1. <i>Applies varied decoding skills in selected reading materials as well as pause, intonation, and rhythm as a response to punctuation and accentuation when reading aloud.</i> (FL.D.1.3.2)</li> <li>2. <i>Uses critical thinking (questioning, interpreting, comparing, contrasting, etc.) in discussions about reading selections.</i> (FL.A.2.3.1) (FL.A.2.3.3)</li> <li>3. <i>Formulates and answers questions to demonstrate an understanding of story elements by identifying, comparing, and contrasting setting, characters, events, and problems across the selection.</i> (FL.A.2.3.3)</li> <li>4. <i>Asks and answers questions appropriate to the student's instructional level demonstrating an understanding of cultural traditions reflected in written materials (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, etc.).</i> (FL.A.2.3.1) (FL.D.2.3.1)</li> <li>5. <i>Applies reading strategies within and across selections by:</i> <ul style="list-style-type: none"> <li>- <i>paraphrasing ideas and concepts from text(s);</i></li> <li>- <i>identifying main idea(s) with supporting details;</i></li> <li>- <i>sequencing events;</i></li> <li>- <i>identifying and understanding cause/effect relationships;</i></li> <li>- <i>drawing conclusions/extrapolating;</i></li> <li>- <i>distinguishing between fact and opinion;</i></li> <li>- <i>distinguishing between reality and fantasy.</i></li> </ul>  (FL.A.2.3.3) (FL.D.1.3.1) (FL.D.1.3.2) </li> <li>6. <i>Reads and interprets the content of simple written materials (e.g., personal letters and notes, pamphlets, newspapers, etc.).</i> (FL.A.2.3.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>After selecting a topic of personal interest, the student will demonstrate application of reading skills by:</i> <ol style="list-style-type: none"> <li>a. <i>completing a list, or any other graphic organizer to show prior knowledge about the topic;</i></li> <li>b. <i>reading at least three (3) selections (e.g., encyclopedia entry, periodical article, pamphlet, book, etc.) and at least one (1) media reference source (e.g., computer/interactive software entry, video, recording, etc.) dealing with the topic;</i></li> <li>c. <i>writing at least three (3) paragraphs on the topic.</i> (FL.A.2.3.3)</li> </ol> </li> <li>B. <i>After reading an appropriate academic level selection, the student will demonstrate comprehension by:</i> <ol style="list-style-type: none"> <li>a. <i>using a graphic organizer (e.g., story map, chart, model, etc.);</i></li> <li>b. <i>answering specific questions regarding the literary elements of the selection, such as character, setting, time, and theme;</i></li> <li>c. <i>developing questions that incorporate critical thinking for peer response;</i></li> <li>d. <i>paraphrasing ideas and concepts deduced, inferred, or extrapolated from the text.</i> (FL.A.2.3.1) (FL.D.1.3.1) (FL.D.1.3.2) (FL.D.2.3.1)</li> </ol> </li> </ol>

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<p>III Writing/Language Mechanics</p>	<p>7. <i>Identifies new words in a literary selection and locates appropriate corresponding word/meaning in a dictionary/thesaurus.</i> (FL.D.1.3.1)(FL.D.1.3.2)</p> <p>8. <i>Reads a variety of literary selections, such as short stories, short plays, poetry, and narratives.</i></p> <p>9. <i>Compares and contrasts descriptions and narrations, dialogues and dramas from different Hispanic countries.</i> (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>10. <i>Uses graphic organizers (e.g., charts, lists, maps, Venn Diagrams, story maps, three-dimensional models) to establish and/or illustrate character relationships.</i> (FL.A.2.3.3)</p> <p><i>The following objectives support competencies A, B, and C.</i></p> <p>1. <i>Uses a variety of pre-writing techniques to generate ideas that provide written information on a variety of topics.</i> (FL.A.3.3.1) (FL.A.3.3.2) (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>2. <i>Revises writing samples independently and/or conferencing with peers and/or teacher, incorporating concepts such as:</i> - <i>use of complete sentences;</i> - <i>use of accentuation/punctuation conventions;</i> - <i>organization of ideas in logical sequence.</i></p> <p>3. <i>Writes regularly for a variety of purposes, both self-initiated and teacher-directed, including poems, personal anecdotes, stories, book reports, letters, and invitations.</i> (FL.A.1.3.1) (FL.A.2.3.1) (FL.A.3.3.1)</p>	<p>A. <i>The student will show evidence of growth in literacy and the application of the writing process by producing/publishing a variety of writing samples that include:</i></p> <ul style="list-style-type: none"> <li>a. <i>autobiographies</i></li> <li>b. <i>letters (personal, business)</i></li> <li>c. <i>book reports (2-4 pages long)</i></li> <li>d. <i>dialogues</i></li> <li>e. <i>skits/plays</i></li> <li>f. <i>poems</i></li> <li>g. <i>short stories.</i></li> </ul> <p>(FL.A.1.3.1) (FL.A.2.3.1)</p>

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	<p>4. <i>Writes final edited pieces incorporating:</i></p> <ul style="list-style-type: none"> <li>- use of commas, periods, accents, and other conventions of written forms;</li> <li>- use of appropriate capitalization/lower case rules;</li> <li>- use of appropriate verb tense;</li> <li>- use of appropriate gender and number.</li> </ul> <p>(FL.D.1.3.1) (FL.D.1.3.2)</p> <p>5. <i>Uses the dictionary/thesaurus as a resource to apply the appropriate meaning to the reading content.</i></p> <p>(FL.D.1.3.1) (FL.D.1.3.2)</p> <p>6. <i>Uses the stages of the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of texts.</i></p> <p>(FL.A.3.3.1)</p> <p>7. <i>Writes personal or friendly letters to exchange information with peers and adults about topics of common interest.</i></p> <p>(FL.A.1.3.1) (FL.A.2.3.1)</p> <p>8. <i>Recognizes and uses words that present difficult structural and/or orthographical patterns (e.g., "v"/"b"; "hay"/"¡ay!"; "z"/"s"; "h"; "ce"/"ci"; "ge"/"gi"; "hue"/"hie").</i></p> <p>9. <i>Divides words by syllables and classifies them according to their syllabic number(s) and accentuation patterns (e.g., "llanas," "agudas," "esdrújulas").</i></p> <p>10. <i>Publishes work in a variety of ways (e.g., oral presentations, book reports, posters, brochures, three-dimensional models, charts, etc.).</i></p> <p>11. <i>Uses correct form for writing friendly, personal, and business letters.</i></p> <p>(FL.A.3.3.1)</p> <p>12. <i>Uses conventional spelling of high frequency words in an effort to spell correctly in daily writing.</i></p>	<p>B. <i>The student will produce a writing sample that:</i></p> <ul style="list-style-type: none"> <li>a. contains grammatically correct sentences in logical order;</li> <li>b. contains acquired vocabulary used in the appropriate context;</li> <li>c. uses legible cursive sentences and paragraphs;</li> <li>e. shows evidence of the writing process.</li> </ul> <p>(FL.A.3.3.1) (FL.A.3.3.2)</p> <p>C. <i>The student will demonstrate an understanding of the nature of language, will recognize that languages have different patterns of communication, and will apply this knowledge by correctly incorporating idiomatic expressions in writing samples.</i></p> <p>(FL.D.1.3.1)(FL.D.1.3.2)</p>

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<p><i>IV Culture</i></p>	<p>13. <i>Identifies and uses different parts of speech within a writing sample (e.g., nouns, articles, adjectives, pronouns, and verbs).</i></p> <p>14. <i>Identifies and uses synonyms, antonyms, homonyms, and paronyms.</i></p> <p>15. <i>Writes pieces of at least three (3) paragraphs in length that tell a story with evidence of the writing process.</i></p> <p><i>The following objectives support competencies A, B, and C.</i></p> <p>1. <i>Recognizes the contributions of significant Hispanic American and Spanish historical and literary figures that have shaped Hispanic culture.</i> (FL.D.2.3.4)</p> <p>2. <i>Illustrates in posters, drawings, and three-dimensional models, important aspects/contributions/works of some of the most significant Hispanic American and Spanish literary/historical figures.</i> (FL.D.2.3.4)</p> <p>3. <i>Gains a deeper understanding and appreciation of the relationship between self and others through participation in age-appropriate cultural activities (e.g., sports-related activities, musical/artistic events, and games).</i> (FL.B.1.3.2) (FL.D.2.3.1) (FL.D.2.3.3)</p> <p>4. <i>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 markets in our community and/or the world.</i> (FL.E.1.4.2)</p> <p>5. <i>Writes a composition highlighting some of the most important contributions of significant historical/literary Hispanic American and/or Spanish figures.</i></p>	<p>A. <i>The student will demonstrate an understanding of some of the most important contributions of significant historical/literary Hispanic American and Spanish figures by:</i></p> <p>a. <i>reading or writing about the life of some of the most significant historical/literary Hispanic American and Spanish figures;</i></p> <p>b. <i>illustrating in a poster, drawing, or mobile important aspects/contributions/works of significant Hispanic American and/or Spanish people;</i></p> <p>c. <i>publishing a writing sample using at least three (3) print sources (e.g., encyclopedias, books, magazines, newspapers) and two (2) non-print sources (e.g., video, filmstrip, movie, art/visual expression, realia, costumes, etc.) to document and present the topic.</i> (FL.B.1.3.5) (FL.D.2.3.4)</p>

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	<p>6. <i>Knows and recognizes similarities and differences among various expressive forms of the culture such as popular music and artwork, dance, children's magazines, comic books, and children's literature.</i> (FL.D.2.3.1)(FL.D.2.3.2)</p>	<p>B. <i>The student will demonstrate an understanding of the significance of developing effective bilingual communication skills by:</i></p> <ul style="list-style-type: none"> <li>a. <i>analyzing in a group discussion the various jobs/careers/vocational opportunities available in this community to individuals who are able to effectively communicate in two languages;</i></li> <li>b. <i>expressing opinions regarding self-pride and cultural/ethnic identity;</i></li> <li>c. <i>evaluating the discussion using teacher/student developed criteria;</i></li> <li>d. <i>participating in age-group appropriate cultural activities.</i> (FL.B.1.3.2) (FL.D.2.3.1) FL.D.2.3.2) (FL.E.1.4.2)</li> </ul> <p>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></p> <ul style="list-style-type: none"> <li>a. <i>participating in role playing activities that depict aspects of Hispanic culture;</i></li> <li>b. <i>comparing the relevancy of the issue presented in the role play with those in other cultures;</i></li> <li>c. <i>recognizing similarities and differences between specific aspects from Hispanic culture and those in other cultures.</i> (FL.D.2.3.1)(FL.D.2.3.2)(FL.D.2.3.3)</li> </ul>

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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>Uses new information from the Spanish course to enhance study of a topic in another course.</i> (FL.C.1.3.1)</li> <li>2. <i>Uses sources in Spanish to assemble specific information about topics of personal interest in connection with ideas being studied in another course.</i> (FL.C.1.3.2)</li> <li>3. <i>Uses Spanish to establish contact with members of the community who are Spanish speakers to obtain information about a hobby, sport, or topic of general interest.</i> (FL.C.2.3.1)</li> <li>4. <i>Uses Spanish to gain access to information and perspectives that are only available in this language (e.g., tourism publications and informational sources).</i> (FL.C.2.3.2)</li> <li>5. <i>Uses films or texts produced in Spanish to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of Hispanic culture.</i> (FL.C.2.3.3)</li> <li>6. <i>Listens to a media presentation in Spanish (e.g., movie, filmstrip, recording, etc.) on topics being studied in other courses.</i> (FL.C.1.3.2) (FL.C.2.3.2) (FL.C.2.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will reinforce and enhance knowledge of other disciplines through the Spanish language by:</i> <ol style="list-style-type: none"> <li>a. <i>viewing films and/or other informational sources and discussing them in Spanish;</i></li> <li>b. <i>comparing, contrasting, and discussing a content-area topic studied in Spanish with a similar topic studied in another course (e.g., deforestation, pollution, etc.);</i></li> <li>c. <i>developing a written plan to increase the awareness of the general public about an issue of general concern both in the United States and in Hispanic countries (e.g., “the rise of violence in most societies”).</i> (FL.C.1.3.1) (FL.C.1.3.2)</li> </ol> </li> <li>B. <i>The student will acquire information and perspectives that are available only in the Spanish language and within Hispanic culture by:</i> <ol style="list-style-type: none"> <li>a. <i>communicating with a peer (e.g., pen pal, via Internet, etc.);</i></li> <li>b. <i>comparing and contrasting his/her views in oral or written form;</i></li> <li>c. <i>contacting a school system of a Spanish-speaking country to obtain information on how this system operates;</i></li> <li>d. <i>reading a biography or viewing a film of a famous Hispanic historical figure and participating in a discussion on his/her contributions to Hispanic culture.</i> (FL.C.2.3.1) (FL.C.2.3.2) (FL.C.2.3.3)</li> </ol> </li> </ol>



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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>Creates a map to illustrate which languages other than English are commonly used in the different regions of the United States.</i> (FL.E.1.3.1)</li> <li>2. <i>Highlights on a map the cities in the United States where Spanish is commonly used.</i> (FL.E.1.3.1)</li> <li>3. <i>Recognizes the importance of being able to communicate in more than one language and interacts with family members, friends, and members of the local community who speak Spanish to hear how they use the Spanish language in their daily activities and various fields of work.</i> (FL.E.1.4.2)</li> <li>4. <i>Completes standard forms in Spanish.</i> (FL.E.1.3.2)</li> <li>5. <i>Discusses preferences concerning leisure activities and/or current events in written form or orally with members of the local community who speak Spanish.</i> (FL.E.1.4.2)</li> <li>6. <i>Knows professional organizations or individuals who use the Spanish language (e.g., foreign consulates, corporations, and educational institutions).</i> (FL.E.1.3.2)</li> <li>7. <i>Presents information about the language and culture to others (e.g., report on a country, an article in a newspaper or magazine, etc.).</i> (FL.E.1.4.1)</li> <li>8. <i>Performs for school/community celebrations (e.g., Hispanic Month activities).</i> (FL.E.1.4.2)</li> </ol>	<p><i>A. The student will demonstrate the use of the Spanish language within and beyond the school setting by:</i></p> <ol style="list-style-type: none"> <li>a. <i>interviewing a family member or a friend who speaks Spanish;</i></li> <li>b. <i>locating and interviewing a Spanish-speaking employee at a local business to acquire knowledge and gather specific information about the work place;</i></li> <li>c. <i>delivering an oral or written presentation based on interviews done in Spanish (e.g., reports, role-playing, debate, panel discussion, etc.);</i></li> <li>d. <i>writing letters in Spanish to family members, friends, and/or community members;</i></li> <li>e. <i>completing standard forms in Spanish;</i></li> <li>f. <i>participating in activities which benefit the school or community.</i> (FL.E.1.3.1) (FL.E.1.3.2) (FL.E.1.4.1) (FL.E.1.4.2)</li> </ol>