

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Listening/Speaking/Viewing</p>	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> 1. Gives and follows a set of directions, instructions, or commands. (FL.A.1.3.2) (FL.D.1.3.2) 2. Uses body language, appropriate vocabulary, cultural expressions, repetition, and rephrasing to understand a message and/or to request additional information. (FL.A.1.3.3) (FL.A.1.3.4) (FL.B.1.3.1) (FL.D.1.3.2) 3. Asks and answers questions to demonstrate comprehension of a written selection (e.g., short story, poem, personal letters, notes, pamphlets, newspapers, etc.) (FL.A.2.3.1) 4. Tells and retells a story based on a given picture and creates a dialogue based on that picture. (FL.D.1.3.1) (FL.D.1.3.2) 5. Listens/views, comprehends, and interprets the main idea and details of a media presentation in order to retell/summarize it in own words. (FL.A.2.3.2) 6. Listens, formulates, and answers questions to identify details and main idea, gain an understanding of the relationship between self and others, gain and share information, ideas, values and different points of view, evaluate message content, and identify literal content. (FL.A.2.3.2) (FL.A.2.3.3) 7. <i>Participates orally in social situations/interactions, such as group presentations and interviews, and understands how idiomatic expressions have an impact on communication and reflect culture.</i> (FL.A.1.3.1) (FL.D.1.3.1) 8. Speaks with a clear, understandable voice. (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) 	<ol style="list-style-type: none"> A. The student will demonstrate effective listening, speaking, and viewing skills by: <ol style="list-style-type: none"> a. retelling, summarizing and/or dramatizing a story; b. using vocabulary appropriate to instructional level; c. communicating with a clear, understandable voice, demonstrating an awareness of oral/ aural features (e.g., intonation, rhythm, etc.); d. telling the logical sequence of events (e.g., story, personal experience, etc.); e. comprehending and interpreting the content of written materials such as personal letters and notes, pamphlets, newspapers, magazine articles. (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.2.3.1) (FL.A.2.3.2) (FL.A.2.3.3) (FL.A.2.3.4) (FL.A.3.3.2) (FL.B.1.3.1) (FL.B.1.3.3) (FL.D.1.3.2) B. Working in groups, the student will demonstrate the ability to synthesize and present information/data acquired through various media sources by: <ol style="list-style-type: none"> a. making an oral/written presentation to peers; b. evaluating the presentation using teacher/student developed criteria (e.g., questions/ answers, etc.). (FL.A.1.3.1) (FL.A.1.3.2) (FL.A.2.3.1) (FL.A.2.3.3) (FL.A.3.3.2) (FL.B.1.3.3) (FL.B.1.3.4) (FL.D.1.3.1) (FL.D.1.3.2)

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<p>II Reading/Literature</p>	<p>9. Evaluates oral presentations of self/peers using student/teacher developed criteria. (FL.B.1.3.3)</p> <p>10. Provides information in spoken form on a variety of topics of personal interest. (FL.A.3.3.2) (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>11. Recognizes the purpose(s) and message(s) from visual and performing arts. (FL.A.2.3.2) (FL.A.2.3.4) (FL.B.1.3.3)</p> <p>The following objectives support competencies A and B.</p> <p>1. 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. (FL.D.1.3.2)</p> <p>2. Reads and interprets selections appropriate to the student's instructional level demonstrating comprehension of cultural traditions and celebrations. (FL.D.2.3.1)</p> <p>3. Applies reading strategies within selections, including content area readings, by:</p> <ul style="list-style-type: none"> - identifying main idea with supporting details; - sequencing events; - distinguishing between fact and opinion; - distinguishing between reality and fantasy. <p>(FL.A.2.3.3) (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>4. Uses critical thinking (questioning, analyzing, making inferences) in discussions about reading selections. (FL.A.2.3.1)</p>	<p>C. <i>The student will demonstrate an understanding of the nature of language, recognize that languages have different patterns of communication, and will apply this knowledge by:</i></p> <ul style="list-style-type: none"> a. listening to oral communication that contains simple idiomatic expressions; b. giving evidence of understanding idiomatic expressions by correctly incorporating them into oral presentations and/or communication. (FL.D.1.3.1) (FL.D.1.3.2) <p>A. After reading an appropriate academic level selection, the student will demonstrate comprehension by:</p> <ul style="list-style-type: none"> a. using graphic organizers (e.g., story maps, charts, models, etc.); b. answering specific questions regarding general concepts, such as character behavior and actions, place, time, setting, and theme; c. developing questions for peer response. (FL.A.2.3.3) (FL.D.1.3.1) (FL.D.1.3.2) (FL.D.2.3.1) <p>B. The student will demonstrate application of reading skills by:</p> <ul style="list-style-type: none"> a. selecting an interesting/newsworthy topic; b. reading at least two selections (e.g., encyclopedia entry, newspaper article, short story, etc.) dealing with the topic; c. producing a brief writing sample about the selected topic. (FL.A.2.3.1) (FL.D.1.3.2)

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<p>III Writing/Language Mechanics</p>	<p>5. Reads and interprets the content of simple written materials (e.g., personal letters and notes, pamphlets, newspapers, etc.). (FL.A.2.3.1)</p> <p>6. Locates words in a dictionary and applies the appropriate meaning to the reading context. (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>7. Recognizes and reads words that contain the letters “ch,” “ll,” “Z,” and “rr.”</p> <p>The following objectives support competencies A, B, and C.</p> <p>1. Uses a variety of prewriting techniques in a teacher-directed activity to generate ideas that provide written information on a variety of topics. (FL.A.3.3.1) (FL.A.3.3.2) (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>2. Writes regularly for a variety of purposes, both self-initiated and teacher-directed, including poems, personal anecdotes, stories, letters, and invitations. (FL.A.1.3.1) (FL.A.2.3.1) (FL.A.3.3.1) (FL.D.1.3.1)</p> <p>3. Writes personal or friendly letters to exchange information with peers and familiar adults about topics of common interest. (FL.A.1.3.1) (FL.A.2.3.1) (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>4. Revises writing samples by conferencing with the teacher, incorporating concepts such as:</p> <ul style="list-style-type: none"> - use of complete sentences; - use accentuation/punctuation conventions; - organization of ideas in logical sense. <p>5. Writes final edited pieces.</p>	<p>A. The student will demonstrate growth in literacy skills by producing a writing sample (e.g., personal letter, friendly letter, etc.) that:</p> <ul style="list-style-type: none"> a. contains grammatically correct sentences in logical order; b. contains acquired vocabulary; c. has a clearly identified purpose; d. uses legible cursive sentences and paragraphs; e. shows evidence of the writing process; f. has a beginning, a middle, and an end. (FL.A.1.3.1) (FL.A.2.3.1) <p>B. After using a pre-writing strategy such as clustering, listing, or drawing, the student will use the stages of the writing process (drafting, revising, editing, and publishing) to produce a personal experience narrative of at least two paragraphs. (FL.A.3.3.1) (FL.A.3.3.2)</p>

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<p>IV Culture</p>	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> 1. Compares and contrasts customs and/or stories of people from different Hispanic American countries. (FL.D.2.3.1) 2. Recognizes similarities and differences between personal culture and the cultures represented in selected works/media presentations. (FL.D.2.3.2) 3. Illustrates in posters, drawings, and three-dimensional models different aspects of Hispanic American and North American cultures. (FL.D.2.3.1) (FL.D.2.3.2) (FL.D.2.3.3) 4. Analyzes the influences and contributions of African/Native cultures in both the United States and the various Hispanic American countries. (FL.D.2.3.4) 5. Gains a deeper understanding and appreciation of the relationships between self and others through participation in age-appropriate cultural activities (e.g., sports-related activities, musical/artistic events, and games). (FL.B.1.3.2) (FL.D.2.3.3) 	<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> (FL.D.1.3.1) (FL.D.1.3.2)</p> <p>A. Working in cooperative groups or individually, the student will demonstrate the ability to recognize, compare, and contrast different aspects of both Hispanic American and United States cultures by:</p> <ol style="list-style-type: none"> a. preparing an oral presentation; b. delivering an oral presentation to peers; c. evaluating the presentation using teacher/student developed criteria. (FL.B.1.3.5) (FL.D.2.3.2) (FL.D.2.3.3) (FL.D.2.3.4) (FL.E.1.4.2) <p>B. The student will demonstrate an understanding of the significance of developing effective bilingual communication skills by:</p> <ol style="list-style-type: none"> a. participating in a panel/group discussion about the various job/careers/vocational opportunities available to individuals who master effective bilingual communication skills; b. reaching a consensus among teacher/peers about the issues/topics being presented; c. participating in age-appropriate cultural activities. (FL.B.1.3.2) (FL.E.1.4.2)

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<p><i>V Connections</i></p>	<p>6. <i>Knows various expressive forms of Hispanic culture such as popular music, dance, children’s magazines, comic books, children’s literature, and popular artwork.</i> (FL.B.1.3.5) (FL.D.2.3.1) (FL.D.2.3.2)</p> <p><i>The following objectives support competencies A and B.</i></p> <p>1. <i>Uses new information from the Spanish course to enhance study of a topic in another course.</i> (FL.C.1.3.1)</p> <p>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)</p> <p>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)</p> <p>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)</p>	<p>C. <i>The student will recognize that other cultures have different patterns of interaction and will apply this knowledge to his/her own culture by:</i></p> <p><i>a. participating in role playing activities that depict aspects of Hispanic culture;</i></p> <p><i>b. comparing the relevancy of the issue presented in the role play with those in other cultures;</i></p> <p><i>c. 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)</p> <p>A. <i>The student will reinforce and enhance knowledge of other disciplines through the Spanish language by:</i></p> <p><i>a. viewing films and/or other informational sources and discussing them in Spanish;</i></p> <p><i>b. 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></p> <p><i>c. 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)</p>

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<p><i>VI Experiences/Communities</i></p>	<p>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)</p> <p>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)</p> <p><i>The following objectives support competency A.</i></p> <p>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)</p> <p>2. <i>Highlights on a map the cities in the United States where Spanish is commonly used.</i> (FL.E.1.3.1)</p> <p>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)</p> <p>4. <i>Completes standard forms in Spanish.</i> (FL.E.1.3.2)</p>	<p>B. <i>The student will acquire information and perspectives that are available only in the Spanish language and within Hispanic culture by:</i></p> <p><i>a. communicating with a peer (e.g., pen pal, via Internet, etc.);</i></p> <p><i>b. comparing and contrasting his/her views in oral or written form;</i></p> <p><i>c. contacting a school system of a Spanish-speaking country to obtain information on how this system operates;</i></p> <p><i>d. 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)</p> <p>A. <i>The student will demonstrate the use of the Spanish language within and beyond the school setting by:</i></p> <p><i>a. interviewing a family member or a friend who speaks Spanish;</i></p> <p><i>b. locating and interviewing a Spanish-speaking employee at a local business to acquire knowledge and gather specific information about the work place;</i></p> <p><i>c. delivering an oral or written presentation based on interviews done in Spanish (e.g., reports, role-playing, debate, panel discussion, etc.);</i></p> <p><i>d. writing letters in Spanish to family members, friends, and/or community members;</i></p> <p><i>e. completing standard forms in Spanish;</i></p>

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	<p>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)</p> <p>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)</p> <p>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)</p> <p>8. <i>Performs for school/community celebrations (e.g., Hispanic Month activities).</i> (FL.E.1.4.2)</p>	<p><i>f. 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)</p>