

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. Recognizes aural features (e.g., intonation, rhythm, cadence, rhyme) in samples of a given literary category, such as poetry, narrative, story, speech, or play. 2. Recognizes and uses intonation to convey meaning. 3. Speaks with a clear, understandable voice. 4. Uses body language, vocabulary, sentence length, and complexity appropriate to age and grade level. (FL.A.1.2.3) 5. Participates in social situations/interactions, such as group discussions, individual introductions, group presentations, interviews, panels, skits, and plays. (FL.A.1.2.2) (FL.A.2.2.7) (FL.A.3.2.2) (FL.A.3.2.3) 6. Asks and responds to questions to demonstrate comprehension of a text that has been orally presented. (FL.A.2.2.2) (FL.A.2.2.5) (FL.A.3.2.3) 7. Evaluates oral presentations of self and peers using student/teacher developed criteria. 8. Listens/views a media presentation (e.g., movie, filmstrip, recording, slide show) or a play/presentation/dance/speaker to retell/summarize it in own words. (FL.A.2.2.4) 9. Uses active listening, courteous responding, and appropriate nonverbal behavior during group discussions and cooperative learning settings. 10. Listens for a variety of purposes: to identify details, and main ideas; to gain understanding of the relationship between self and others; to gain and share information, ideas, values, and different points of view; to evaluate message content; and to identify literal content. 	<ol style="list-style-type: none"> A. The student will demonstrate effective speaking, viewing, and listening skills by: <ol style="list-style-type: none"> a. retelling, summarizing, and/or dramatizing a story or folktale; b. delivering oral presentations using correct intonation to convey meaning; c. using different sources such as print, audiovisual, television program, etc. to make an oral report; d. evaluating the oral presentations of self and peers using teacher/student developed criteria. (FL.A.1.2.2) (FL.A.1.2.3) (FL.A.2.2.7) (FL.A.3.2.2) B. The student will demonstrate the ability to participate in a social situation/interaction, while engaged in active listening for a variety of purposes and after viewing/listening to a media presentation (e.g., movie, video, play, dance, song, etc.) by: <ol style="list-style-type: none"> a. participating in a panel discussion; b. reaching a consensus regarding message content of presentation; c. using appropriate courteous verbal and nonverbal behavior when interacting with teacher/peers; d. evaluating the media presentation using teacher/student developed criteria. (FL.A.1.2.2) (FL.A.2.2.6) (FL.A.2.2.7) (FL.A.3.2.1)

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<p>II Reading/Literature</p>	<p>11. Evaluates the purpose(s) and message(s) of visual performing arts (e.g., television, dance, movies, theater, etc.). (FL.A.2.2.6)</p> <p>12. Expresses likes and dislikes regarding various objects, categories, people, and events present in everyday environment. (FL.A.1.2.1)</p> <p>13. Gives and understands written and verbal instruction using known verbal patterns in the target language. (FL.A.2.2.1)</p> <p>14. Organizes information in spoken or written form about a variety of topics of academic and cultural interest. (FL.A.2.2.3)</p> <p>15. Describes important people and objects present in everyday environment and in school. (FL.A.3.2.1)</p> <p>The following objectives support competencies A, B, and C.</p> <p>1. Reads a variety of materials with increasing fluency, participating in flexible groups under the guidance of a teacher to: - read texts used for class instruction; - read developmentally appropriate materials; - participate in cooperative activities.</p> <p>2. Predicts logical plot, character, and thematic outcomes of a literary selection based on comprehension and contextual clues.</p> <p>3. Asks and answers questions appropriate to the student's instructional level to demonstrate comprehension of literary selections. (FL.C.2.2.1)</p> <p>4. Compares and contrasts physical, psychological, or emotional characteristics of characters in a literary selection. (FL.C.2.2.1)</p>	<p>A. After reading a selection from a book, the student will be able to demonstrate comprehension in analyzing the main characters/elements by using a graphic organizer such as a map/web to include comments by and about the character and the characteristics inferred or explained from actions. (FL.C.2.2.1)</p>

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	<ol style="list-style-type: none"> 5. Reads, identifies, and understands key vocabulary/function/inflected word forms and concepts encountered in instruction. 6. Uses appropriate pauses, intonation, and rhythm as a response to punctuation/accenuation when reading aloud. 7. Reads guides and diverse printed media sources (e.g., newspapers, periodicals, reference books, dictionaries, indexes, charts, maps, etc.) to locate and retrieve information. (FL.C.2.2.1) 8. Reads independently at least one book per month from school, home, and/or public library, including a variety of genres and cultural perspectives at an appropriate reading level. 9. Reads a wide variety of genres with special emphasis on Hispanic legends, humor, and biographies/autobiographies of significant Hispanic people. (FL.C.2.2.1) (FL.C.2.2.2) 10. Demonstrates an understanding of story elements by identifying setting, characters, problem/issue, events, resolutions, time, and comparing/contrasting story elements across selections. (FL.C.2.2.1) 11. Applies reading strategies within and across selections, including content- area reading, by: <ul style="list-style-type: none"> - paraphrasing ideas and concepts from text(s); - identifying main idea(s) with supporting details; - using words that denote time ("donde," "cuando," "como," etc.) to sequence events in steps; - identifying and understanding cause/effect relationships; - drawing conclusions/extrapolating; - distinguishing between facts and opinions; - distinguishing between reality and fantasy. 	<ol style="list-style-type: none"> B. After selecting a topic, the student will demonstrate application of reading skills by: <ol style="list-style-type: none"> a. completing a list, graph, cluster, etc. of prior knowledge about the topic; b. reading two or three selections and at least one reference source (e.g., encyclopedia, dictionaries, newspapers) dealing with the topic; c. writing at least a paragraph on the topic using the cluster as a guide. (FL.C.2.2.1) (FL.D.2.2.1) (FL.D.2.2.2) C. The student will recognize that languages have different patterns of communication and apply this knowledge to own language. (FL.D.1.2.1)

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<p>III Writing/Language Mechanic</p>	<p>12. Uses critical thinking (questioning, interpreting, comparing, contrasting, analyzing, inferring, offering an opinion) when participating in small groups and whole class discussions about what has been read. (FL.D.2.2.1)</p> <p>13. Identifies figurative language topics (e.g., simile, metaphor, hyperbole) in a literary selection.</p> <p>14. Identifies propaganda techniques used in advertisements, speeches, and other forms of communication (e.g., television, newspapers, radio, books, periodicals, etc.) (FL.D.2.2.2)</p> <p>15. Uses graphic organizers (e.g., Venn diagram, character wheel, story map, etc.) to illustrate character traits, explained and/or inferred by student's actions/thoughts.</p> <p>16. <i>Identifies examples of words that are borrowed from other languages and uses them in Spanish.</i> (FL.D.1.2.1)</p> <p>The following objectives support competencies A and B.</p> <p>1. Uses a variety of prewriting techniques (e.g., brainstorming, webbing, charting, listing, imaging) to generate ideas for writing. (FL.C.1.2.1)</p> <p>2. Writes first draft independently. (FL.C.1.2.1)</p> <p>3. Uses the writing process (pre-writing, composing, revising, editing, and publishing) in writing a variety of samples.</p>	<p>A. The student will produce a piece of writing of at least three (3) paragraphs that:</p> <ul style="list-style-type: none"> a. has a clearly identified purpose; b. has a beginning, a body, and a conclusion; c. follows a logical sequence of ideas and events; d. contains grammatically correct sentences; e. contains acquired vocabulary; f. shows evidence of the writing process. <p>(FL.C.1.2.1)</p>

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	<ol style="list-style-type: none"> 4. Revises writing samples independently or conferencing with peers and/or teacher, incorporating concepts from teacher instruction, such as: <ul style="list-style-type: none"> - use of complete sentences (subject/predicate); - use of a variety of sentence lengths; - use of appropriate accentuation/punctuation conventions; - organization of ideas in logical sequence. 5. Writes final edited pieces incorporating concepts from teacher instruction by: <ul style="list-style-type: none"> - using singular/plural, gender of nouns correctly; - using subject/verb agreement, regular verbs, auxiliary verbs; - using possessive, demonstrative, and personal pronouns; - using correct capitalization, punctuation, and accentuation conventions; - using dialogue with appropriate punctuation/hyphenation; - recognizing and using diminutives, augmentatives, and gentility nouns appropriate to national literary voice; - using complete sentences in a variety of lengths and kinds; - organizing ideas in a logical sequence; - focusing on a single topic. 6. Uses legible cursive writing with appropriate spacing of paragraphs. 7. Uses the dictionary for definitions/guide, words/synonyms, and antonyms/alphabetizing of first three letters to locate specified words as a resource in editing own writing. 	<p>B. The student will show evidence of growth in literacy by producing a variety of writing samples that include:</p> <ol style="list-style-type: none"> a. autobiographies b. letters c. book reports d. captions e. monologues/dialogues f. free verse and/or formula poems (e.g., haikus, acrostics, cinquains) g. pre-writing strategies applications (e.g., webs, charts, lists). All samples must show evidence of the writing process.

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IV Culture	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> 1. Expresses, in oral or written form, the importance of a language as a means of communication and as a cultural/social link in the Hispanic world. 2. Identifies and locates on a map various Spanish-speaking countries and their capitals. 3. Dramatizes in plays, dances, or skits the folklore, legends, myths and fables germane to a variety of Spanish-speaking cultures (past and/or present) (FL.B.1.2.1) 4. Reads, discusses, and portrays the biographies of Hispanic historical figures or outstanding individuals. 5. Analyzes the importance and influence of the African/Native cultures in the Hispanic American world. 6. Relates the importance of acquiring bilingual communication skills to obtaining and securing various jobs and careers in our community. 7. Explores the importance of individual development as a function of identifying, expressing, and sharing feelings of national/ethnic self-pride. 8. Illustrates in posters, paintings, drawings, models (e.g., sculptures, dioramas, topographical maps, etc.) aspects of Hispanic influence(s) in the United States and, specifically, in our community. (FL.B.1.2.3) 9. <i>Identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture.</i> (FL.B.1.2.2) 10. <i>Identifies examples and understands the significance of true and false cognate.</i> (FL.D.1.2.1) 	<p>A. The student will demonstrate an understanding of some of the most important cultural/historical/social/linguistic aspects of various Spanish-speaking countries represented in our community by:</p> <ol style="list-style-type: none"> a. dramatizing in a short skit or play the lives of Hispanic historical figures/outstanding individuals as portrayed in popular biographies; b. writing a composition of at least three (3) paragraphs comparing/contrasting a particular aspect/set of aspects of the culture/history of the United States and a selected Spanish-speaking country; c. making an oral presentation highlighting the personal importance of acquiring bilingual communication skills as related to our community job market; d. choreograph a dance, write/perform in a play or skit that portrays a particular tale, legend, myth, or fable of selected Hispanic cultures; e. produce a plastic arts expression (e.g., painting, poster, collage, model, etc.) that reproduces or illustrates an aspect/aspects of Hispanic cultural influence(s) in the United States and/or our community. (FL.B.1.2.1) (FL.B.1.2.3)

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	<p>11. <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>12. <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>13. <i>Recognizes forms of the target language evident in the local culture.</i> (FL.D.2.2.3)</p> <p>14. <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> <ul style="list-style-type: none"> a. <i>listening, reading short stories and poems;</i> b. <i>comparing unknown words and phrases with similar words and phrases in Spanish to identify true and false cognate (e.g., mosquito - mosquito, sympathy - simpatía).</i> (FL.D.1.2.1) (FL.D.1.2.2) <p>C. <i>The student will recognize that cultures have different patterns of interaction by:</i></p> <ul style="list-style-type: none"> a. <i>comparing and contrasting major holidays and celebrations of Hispanic culture and the local culture (e.g., Christmas, birthdays, etc.);</i> b. <i>comparing and contrasting commercial advertisements (television and magazines) and identifying those elements that reflect Hispanic culture;</i> 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)

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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 course designed to integrate content-area concepts 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 class.</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 is only available in Hispanic culture.</i> (FL.C.2.2.2) 5. <i>Restates and shares information acquired from written texts 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 food recipes;</i> b. <i>using measurements;</i> c. <i>explaining simple processes;</i> d. <i>drawing maps describing natural resources, population, and the geography of states or countries (adding keys or legends to the map).</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 in the Hispanic culture by:</i> <ol style="list-style-type: none"> a. <i>reading stories and poems;</i> b. <i>drawing maps of the story's setting;</i> c. <i>identifying and labeling the most important locations and cities of the story;</i> d. <i>drawing a similar map of own city;</i> e. <i>dramatizing a play of a Hispanic historical figure;</i> f. <i>discussing which elements of the play are specific to Hispanic culture.</i> (FL.C.2.2.1) (FL.C.2.2.2) (FL.C.2.2.4)

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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"> 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) 3. <i>Communicates in Spanish on a personal level via letters, electronic mail, audio, and video tapes.</i> 	<p>A. The student will use Spanish within and beyond the school setting by:</p> <ol style="list-style-type: none"> a. completing a list of languages that are commonly spoken in the United States; b. using a graph to illustrate geographic zones where Spanish is commonly spoken; c. analyzing in a small group the various jobs available to individuals who possess effective communication skills in Spanish; d. working in a small group to complete a list of travel abroad opportunities for individuals who can communicate in Spanish. <p>(FL.E.1.2.1) (FL.E.1.2.2)</p>