

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Language Development</i></p>	<p><i>The following objectives support competencies A, B, and C.</i></p> <ol style="list-style-type: none"> 1. <i>Communicates using learned vocabulary dealing with general topics such as:</i> <ul style="list-style-type: none"> - <i>personal and family information</i> - <i>weather expressions</i> - <i>time/date expressions</i> - <i>places in the community</i> - <i>leisure activities/sports</i> - <i>map skills/geographic locations</i> - <i>ordering in a restaurant</i> - <i>shopping: school items/clothing/food.</i> <p>(FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.3)</p> 2. <i>Formulates simple statements and responds to questions containing regular verbs and selected irregular verbs in the simple past tense.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.4)(FL.A.2.2.1)(FL.A.2.2.5)(FL.A.2.3.1) 3. <i>Exhibits comprehension of conversations or narrations of short to moderate length.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.4)(FL.A.2.2.1)(FL.A.2.2.5)(FL.A.2.3.1) 4. <i>Responds to and formulates directions/commands/instructions to convey meaning in the target language.</i> (FL.A.1.2.3)(FL.A.2.2.1)(FL.A.2.2.7) 	<ol style="list-style-type: none"> A. <i>The student will demonstrate the ability to ask for and give directions by:</i> <ol style="list-style-type: none"> a. <i>tracing a route on a map</i> b. <i>participating in dialogues/skits</i> c. <i>responding to simple oral directions</i> d. <i>giving oral instructions of increasing difficulty</i> e. <i>using computers to do research in the target language.</i> <p>(FL.A.1.2.3)(FL.A.2.2.1)(FL.A.2.2.7)</p> B. <i>The student will demonstrate the ability to respond to stimuli using the present progressive, the near future, and the simple past by answering questions and reacting to visual aides.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.4)(FL.A.2.2.1)(FL.A.2.2.5)(FL.A.2.3.1) C. <i>The student will demonstrate the ability to initiate simple oral communication by formulating statements and questions containing regular and selected irregular verbs in the appropriate tense.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.4)(FL.A.2.2.1)(FL.A.2.2.5)(FL.A.2.3.1)
<p><i>II Literacy Skills</i></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> 1. <i>Reads and interprets selections of short to moderate length taken from previously learned material.</i> (FL.A.2.3.4)(FL.A.2.2.5) 2. <i>Elaborates and answers questions from authentic reading selections in both oral and written forms while:</i> <ol style="list-style-type: none"> a. <i>retelling a story</i> b. <i>recalling details and events of the story</i> c. <i>rewriting/performing the story as a narrative or play.</i> <p>(FL.A.2.2.7)(FL.A.2.3.3)(FL.A.2.3.4)</p> 	<ol style="list-style-type: none"> A. <i>The student will demonstrate comprehension of reading selections by:</i> <ol style="list-style-type: none"> a. <i>answering questions related to the reading selection</i> b. <i>retelling the story</i> c. <i>recalling events and details.</i> <p>(FL.A.2.3.4)(FL.A.2.2.5)</p>

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<p><i>III Composition</i></p>	<p><i>The following objectives support competencies A, B, and C.</i></p> <ol style="list-style-type: none"> 1. <i>Creates simple sentences and paragraphs based on learned materials using the appropriate tense.</i> (FL.A.3.3.1) 2. <i>Composes brief dialogues and descriptions, combining sentence elements at a simple level.</i> (FL.A.2.2.2) 3. <i>Produces and discusses written questions related to a story, a video, or a picture using familiar elements of the target language.</i> (FL.A.2.2.2)(FL.A.2.2.3)(FL.A.2.2.6)(FL.A.3.3.2) 	<ol style="list-style-type: none"> A. <i>The student will demonstrate the ability to write sentences using the past tense of regular and selected irregular verbs.</i> (FL.A.3.3.1) B. <i>The student will demonstrate the ability to compose short dialogues and descriptions by using learned vocabulary and structures.</i> (FL.A.2.2.2) C. <i>The student will organize, in writing, information provided in a picture, story, video or sequence through written questions and oral discussion.</i> (FL.A.2.2.2)(FL.A.2.2.3)(FL.A.2.2.6)(FL.A.3.3.2)
<p><i>IV Culture</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> 1. <i>Identifies similarities and differences between aspects of French culture and his own, such as food, games, customs, and traditions.</i> (FL.B.1.2.2)(FL.B.1.2.3)(FL.B.1.3.1)(FL.B.1.3.5) 2. <i>Dramatizes and discusses situations/activities which reflect French culture through stories, poetry, and traditional songs and games.</i> (FL.B.1.2.1)(FL.B.1.3.2)(FL.B.1.3.4) 3. <i>Prepares short oral presentations (approximately 2 minutes long) and/or written reports (150-200 words) on selected cultural aspects.</i> (FL.B.1.3.3)(FL.B.1.3.4)(FL.B.1.3.5) 	<ol style="list-style-type: none"> A. <i>The student will differentiate specific elements of French culture by:</i> <ol style="list-style-type: none"> a. <i>listening/reading stories about French culture</i> b. <i>viewing videos depicting different French celebrations</i> c. <i>participating in field trips to restaurants and ordering in the target language.</i> (FL.B.1.2.2)(FL.B.1.2.3)(FL.B.1.3.1)(FL.B.1.3.5) B. <i>The student will demonstrate an understanding of lifestyles and activities which reflect different French cultural groups by role playing in short skits, plays, stories, and by doing oral presentations and written reports.</i> (FL.B.1.2.1)(FL.B.1.3.2)(FL.B.1.3.4)

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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"> <i>Compares/contrasts and discusses a content-area topic or issue of relevance in the target culture, such as pollution, immigration, unemployment, etc., using quantitative data for support.</i> (FL.C.1.2.1)(FL.C.1.2.2)(FL.C.1.3.1)(FL.C.1.3.2)(FL.C.2.2.4)(FL.C.2.3.1)(FL.C.2.3.2)(FL.C.2.3.3) <i>Presents oral and written reports in the target language on historical, artistic, or sports-related topics and/or individuals.</i> (FL.C.1.2.1)(FL.C.1.2.2)(FL.C.1.3.1)(FL.C.1.3.2)(FL.C.2.2.4)(FL.C.2.3.1)(FL.C.2.3.2)(FL.C.2.3.3) 	<ol style="list-style-type: none"> <i>The student will reinforce his knowledge of other disciplines through the foreign language including geographical locations, weather expressions, temperature conversions, numerical expressions, etc.</i> (FL.C.1.2.1)(FL.C.1.2.2) <i>The student will demonstrate the ability to read and understand selected simple materials pertinent to the target language or dealing with a topic of interest to the target culture (e.g., newspaper/magazine articles, advertisements, and features dealing with subjects such as the “rainforest,” the “European Union,” “soccer,” etc.).</i> (FL.C.1.3.1)(FL.C.1.3.2)(FL.C.2.2.1)
<p><i>VI Comparisons</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <i>Hypothesizes about the relationship among languages based on an awareness of cognates and similarity of idioms.</i> (FL.D.1.2.2) <i>Understands how idiomatic expressions have an impact on communication and reflect culture and uses them correctly both in oral and written form.</i> (FL.D.1.2.1) <i>Identifies and applies typical patterns of communication in the target language.</i> (FL.D.1.3.2) <i>Demonstrates knowledge and understanding of the similarities and differences between his own culture and the target culture as represented in the media and/or literature.</i> (FL.D.2.2.2) 	<ol style="list-style-type: none"> <i>The student will recognize that languages have different patterns of communication and will compare the target language to his own based on:</i> <ul style="list-style-type: none"> - sound distinctions - idiomatic expressions - syntax - cognates - formal/informal speech. (FL.D.1.2.1)(FL.D.1.2.2)(FL.D.1.3.2) <i>The student will recognize that cultures have different patterns of interaction and will apply this knowledge to his own as it relates to:</i> <ul style="list-style-type: none"> - customs/traditions - views/attitudes - values/interests. (FL.D.2.2.2)(FL.D.2.3.3)(FL.D.2.3.4)

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<p><i>VII Experiences/Communities</i></p>	<p>5. <i>Recognizes similarities and differences of opinion on topics of interest to American teenagers and to those in the target language.</i> (FL.D.2.3.3)</p> <p>6. <i>Understands specific economic, political, and social events that have shaped the target culture and its relationship with the United States.</i> (FL.D.2.3.4)</p> <p><i>The following objectives support competency A.</i></p> <p>1. <i>Communicates on a personal level with speakers of the language via letters (pen-pals), electronic mail, audio and video tapes.</i> (FL.C.2.3.1)</p> <p>2. <i>Interacts with members of the local community to hear how they use the language in various fields of work and to determine its role in the job market.</i> (FL.E.1.3.2)</p> <p>3. <i>Participates in activities which benefit the school or community.</i> (FL.C.1.3.2)</p> <p>4. <i>Writes and illustrates stories for classroom presentations and cultural events.</i> (FL.C.3.2.1)</p>	<p>A. <i>The student will use the target language within and beyond the school setting through:</i></p> <ul style="list-style-type: none"> - <i>interviews</i> - <i>pen-pals, electronic mail</i> - <i>performances</i> - <i>simulations</i> - <i>field trips</i> - <i>computer research.</i> (FL.E.1.3.2)(FL.C.2.3.1)(FL.C.3.2.1)