

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 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, or video 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 Hispanic 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 Hispanic 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 Hispanic culture by:</i> <ol style="list-style-type: none"> a. <i>listening/reading stories about Hispanic culture</i> b. <i>viewing videos depicting different Hispanic 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 Hispanic groups by:</i> <ol style="list-style-type: none"> a. <i>role playing in short skits, plays, stories,</i> b. <i>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"> 1. <i>Compares/contrasts and discusses a content-area topic or issue of relevance in the target culture, such as pollution, immigration, unemployment, deforestation, animal extinction, 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) 2. <i>Presents oral and written reports in the target language on historical, artistic, and 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"> A. <i>The student will reinforce his knowledge of other disciplines through the foreign language including geographical locations, weather expressions, temperature conversion, numerical expressions, etc.</i> (FL.C.1.2.1)(FL.C.1.2.2) B. <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"> 1. <i>Hypothesizes about the relationship among languages based on an awareness of cognates and similarity of idioms.</i> (FL.D.1.2.2) 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) 3. <i>Identifies and applies typical patterns of communication in the target language.</i> (FL.D.1.3.2) 4. <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"> A. <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"> - <i>sound distinctions</i> - <i>idiomatic expressions</i> - <i>syntax</i> - <i>cognates</i> - <i>formal/informal speech.</i> (FL.D.1.2.1)(FL.D.1.2.2)(FL.D.1.3.2) B. <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"> - <i>customs/traditions</i> - <i>views/attitudes</i> - <i>values/interests.</i> (FLD.2.2.2)(FLD.2.3.3)(FLD.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)