

COMPONENT	OBJECTIVES	COMPETENCY
I Language Development	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge and use of specific vocabulary in areas of everyday life, such as,               <ul style="list-style-type: none"> <li>- greetings and social pleasantries</li> <li>- classroom objects and activities</li> <li>- personal data</li> <li>- family relationships</li> <li>- daily activities and interests</li> <li>- weather expressions and seasons</li> <li>- time/date expressions (hour, date, days of the week, months)</li> <li>- transportation and travel</li> <li>- ordering in a restaurant and shopping</li> <li>- colors</li> <li>- numbers</li> <li>- places in the community</li> <li>- common idiomatic expressions</li> <li>- professions and careers</li> </ul> <p>(FL.A.1.3.1)(FL.A.1.3.3)(FL.A.1.3.4)(FL.A.1.4.1)(FL.A.2.3.1)</p> </li> <li>2. Identifies and responds to interrogative and declarative statements in the affirmative and negative forms in the present tense. (FL.A.1.3.1)(FL.A.1.3.3)(FL.A.1.4.1)</li> </ol>	<p>A. The student will identify sufficient basic vocabulary and apply basic structures to comprehend others and express oneself in areas of immediate need. (FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.1.4.1) (FL.A.2.3.1)</p>
II Communicative Competence	<ol style="list-style-type: none"> <li>1. Uses Spanish as a medium of expression in the classroom. (FL.A.1.3.1) (FL.A.1.4.1)</li> <li>2. Responds to oral directions and classroom commands. (FL.A.1.4.1)</li> <li>3. Chooses correct responses to oral questions to exhibit comprehension of conversations and narratives. (FL.A.1.3.3) (FL.A.1.4.1)</li> <li>4. Recognizes interrogative and declarative statements in the affirmative and negative forms. (FL.A.1.4.1)</li> <li>5. Responds to a statement or question requiring no change in structure. (FL.A.1.4.1)</li> </ol>	<p>A. The student will respond to specific language functions within the limits of vocabulary and structures learned, with pronunciation acceptable at the phonemic level, while still making errors in intonation and stress. (FL.A.1.3.1) (FL.A.1.3.3) (FL.A.1.3.4) (FL.A.1.4.1)</p>

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III Reading/Literature	<p>6. Responds to a question requiring some structural change. (FL.A.1.3.4)(FL.A.1.4.1)</p> <p>7. Performs basic telephone functions such as: identification of self, greetings, taking down telephone numbers and transferring calls. (FL.A.1.3.3)(FL.A.1.4.1)</p> <p>1. Recognizes and applies sound/symbol correspondence, especially those which are more difficult. (FL.D.1.4.2)</p> <p>2. Demonstrates reading comprehension of passages containing familiar vocabulary and structures such as:</p> <ul style="list-style-type: none"> <li>- items on menus</li> <li>- schedules and timetables</li> <li>- maps</li> <li>- signs</li> <li>- employment applications</li> <li>- advertising</li> </ul> <p>(FL.A.2.3.1)</p>	<p>A. The student will express both orally and in writing an understanding of reading material which has been presented in class. (FL.A.1.3.1)(FL.A.1.3.3)(FL.A.1.3.4)</p>
IV Composition	<p>1. Copies/writes personal data including age, dates, addresses, nationality and other biographical information. (FL.A.1.3.1)</p> <p>2. Copies/writes simple declarative and interrogative sentences, in the affirmative and negative forms, using correct word order in the present tense. (FL.A.1.3.1)</p> <p>3. Engages in self-initiated writing such as: bank checks and basic telephone messages. (FL.A.1.3.1)</p>	<p>A. The student will copy/write personal data or basic biographical information in simple present tense sentences within the limits of vocabulary and structure presented in class. (FL.A.1.3.1)</p>

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<p>V <i>Culture</i></p>	<ol style="list-style-type: none"> <li>1. Identifies various regions of the world where Spanish is spoken.</li> <li>2. Identifies some of the major holidays, festivals, customs, and historical events of the Spanish-speaking world. (FL.B.1.4.3)</li> <li>3. Identifies some typical foods, leisure time activities and selected artistic forms of the Spanish-speaking world. (FL.B.1.4.2)(FL.B.1.4.3)</li> <li>4. Gives examples of the influence of Spanish culture on the development of North America. (FL.D.2.4.1)</li> <li>5. Lists influences of Spanish on English. (FL.D.1.4.3)(FL.D.2.4.1)(FL.D.2.4.4)</li> <li>6. Demonstrates an understanding of the life-styles of people who speak Spanish. (FL.B.1.4.1)(FL.D.2.4.3)</li> <li>7. Demonstrates an awareness of common non-verbal responses in the Spanish culture. (FL.B.1.4.1)(FL.B.1.4.2)(FL.B.1.4.3)(FL.D.2.4.1)(FL.D.2.4.3)(FL.D.2.4.4)</li> </ol>	<p>A. The student will explore basic aspects of the Spanish culture such as, holidays, customs, common foods, leisure activities, and selected artistic forms as well as common non-verbal responses. (FL.B.1.4.1)(FL.B.1.4.2)(FL.B.1.4.3)(FL.D.1.4.3)(FL.D.2.4.1)(FL.D.2.4.3)(FL.D.2.4.4)</p>
<p>VI. <i>Connections</i></p>	<ol style="list-style-type: none"> <li>1. <i>Demonstrates an understanding about concepts learned in other subject areas in the target language (e.g., weather, math facts, geographical locations).</i> (FL.C.2.4.2)</li> <li>2. <i>Reads texts and views films in the target language to gain an understanding of various aspects of the arts, music, and language (e.g. songs, poems, films).</i> (FL.C.2.3.3)</li> <li>3. <i>Reads text in the target language to gain an understanding of various aspects of the business/career world.</i> (FL.C.2.3.3)</li> </ol>	<p>A. <i>The student will reinforce and further his knowledge of other disciplines through the foreign language.</i> (FL.C.2.4.2)</p> <p>B. <i>The student will acquire information and recognize the distinctive viewpoints that are available through the foreign language and within the target culture.</i> (FL.D.2.3.3)</p>

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<p><i>VII Comparisons</i></p>	<ol style="list-style-type: none"> <li>1. <i>Recognizes the similarities and differences between the native language and the target language in terms of pronunciation and the alphabet.</i> (FL.D.1.4.2)</li> <li>2. <i>Demonstrates an awareness of formal and informal language in greetings, leave-taking and expressions of politeness (e.g., usted; tu, vous; tu, Lei, etc.).</i> (FL.D.1.3.1)(FL.D.1.3.2)</li> <li>3. <i>Demonstrates comprehension of gender and number.</i> (FL.D.1.3.2)</li> <li>4. <i>Gives examples of borrowed words that are in the target language and in his own.</i> (FL.D.1.3.2)</li> <li>5. <i>Compares singular patterns of behavior or interaction in various cultural settings.</i> (FL.D.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will recognize that languages have different patterns of communication and compare the target language to his own.</i> (FL.D.1.4.2)(FL.D.1.3.1)(FL.D.1.3.2)</li> <li>B. <i>The student will recognize that cultures have different patterns of interaction and apply this knowledge to his own.</i> (FL.D.2.4.1)</li> </ol>
<p><i>VIII Experiences/Communities</i></p>	<ol style="list-style-type: none"> <li>1. <i>Recognizes that many people in the United States use languages other than English on a daily basis.</i> (FL.E.1.3.1)</li> <li>2. <i>Identifies professions/careers which require proficiency in another language.</i> (FL.E.1.3.1)</li> <li>3. <i>Participates in activities which benefit the school or community.</i> (FL.E.1.4.1)</li> <li>4. <i>Participates and/or performs in a school or community celebration.</i> (FL.E.1.4.1)</li> <li>5. <i>Plays sports or games typical of the culture.</i> (FL.E.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will use the target language both within and beyond the school setting.</i> (FL.E.1.3.1)(FL.E.1.4.1)(FL.E.1.4.2)</li> </ol>

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	<p>6. <i>Listens to music, sings songs, or plays musical instruments from the target culture.</i> (FLE.1.4.1)</p> <p>7. <i>Presents information about the language and culture to others.</i> (FLE.1.4.1)</p>	