

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Language Development</p>	<p>The following objectives support competencies A, B, C, and D.</p> <ol style="list-style-type: none"> <li>1. Demonstrates comprehension by reacting to situations dealing with selected content that reflects themes such as:               <ul style="list-style-type: none"> <li>- greetings (e.g., “Buenos días”. “Buenas tardes”, etc.)</li> <li>- farewells (e.g., “Adios”. “Hasta mañana”)</li> <li>- expressions of courtesy (e.g., “Gracias”. “Por favor”, etc.)</li> <li>- personal data, home address, telephone number and health (e.g., “Me llamo _____”, “Tengo 7 años”, etc.)</li> <li>- school activities (“Hablo español en la escuela”)</li> <li>- every day food (e.g., “Me gusta el pan”. “No me gusta la leche”)</li> </ul> </li> <li>2. Demonstrates an understanding of basic instructions by responding to simple oral directions and giving simple directions to peers (e.g., Simon says).</li> <li>3. Responds to simple questions within the limits of vocabulary and structures presented in class (e.g., “Qué es?”. “Es la mesa”).</li> <li>4. Expresses likes and dislikes (toys, classroom objects, etc.). (FL.A.1.1.2) (FL.A.2.1.3) (FL.A.2.1.3) (FL.C.1.1.2) (FL.2.1.1) (FL.1.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate the ability to respond to oral directions by physically responding to commands such as: “Dale el libro a Susan”. “Escribe tu nombre en el papel.”</li> <li>B. The student will demonstrate the ability to respond to oral stimuli using basic structures and vocabulary presented in familiar situations by:               <ol style="list-style-type: none"> <li>a. answering simple questions: “¿Cómo te llamas tú?” “Me llamo _____”</li> <li>b. producing words/phrases in the target language to identify pictures depicting object/situations: “Es la escuela”. “El niño está en la escuela”.</li> </ol> </li> <li>C. The student will demonstrate the ability to initiate simple oral communication using basic structures and vocabulary presented in familiar situations by: starting a conversation with peers (“Me llamo John. Y tú, ¿cómo te llamas?”).</li> <li>D. The student will demonstrate the ability to ask and respond to questions of a low difficulty level that relate to preferences “Do you like to ...? I like to ...” (play, study). (FL.A.1.1.3) (FL.A.1.1.2) (FL.A.2.1.3) (FL.A.3.1.1) (FL.A.1.1.1) (FL.A.1.1.3)</li> </ol>

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II Literacy Skills	<p>The following objectives support competency A.</p> <ol style="list-style-type: none"> <li>1. Listens and reads in the target language and responds through role playing, drawing, or singing.</li> <li>2. Recognizes the sound/symbol correspondence of selected letters, (e.g., a, e, i, o, u, m, p, s).</li> <li>3. Identifies words related to previously introduced oral language activities through imitative reading (e.g., “Pepe”, “Tita”, etc.). (FL.A.2.1.4)</li> </ol>	<p>A. The student will distinguish sounds/symbols/ words related to previously introduced material by reading words on a chart/flash cards chalk board. (FL.A.2.1.4)</p>
III Pre-composition Skills	<p>The following objectives support competency A.</p> <ol style="list-style-type: none"> <li>1. Provides missing letters to complete selected words. (e.g., “P_pe”, “Tit_”).</li> <li>2. Transcribes familiar words using pictures to convey meaning.</li> </ol>	<p>A. The student will demonstrate writing readiness through pre-writing activities by:</p> <ol style="list-style-type: none"> <li>a. completing selected words with missing letters (“I_bro”)</li> <li>b. completing simple sentences and providing missing words (“El libro está en la _____”).</li> </ol>
IV Culture	<p>The following objectives support competency A.</p> <ol style="list-style-type: none"> <li>1. Participates in simple rhyming or counting games (e.g., “A, E, I, O, U, Arbolito del Perú”) using words and phrases related to the Hispanic culture.</li> <li>2. Interacts with others while singing/dancing/acting out popular Hispanic children’s songs (e.g., “La Raspa”. “A Mambro Cható”) and traditional games.</li> <li>3. Draws pictures related to various aspects of the Hispanic culture, based on their interpretation of: <ol style="list-style-type: none"> <li>a. folkloric songs, poems, and stories</li> <li>b. pictures, realia and filmstrips</li> </ol>  (FL.B.1.2.2) (FL.C.2.1.1) (FL.B.1.1.3) (FL.B.1.1.2) </li> </ol>	<p>A. The student will demonstrate an understanding of basic Hispanic cultural aspects by:</p> <ol style="list-style-type: none"> <li>a. responding to simple oral directions from rhymes, games and songs</li> <li>b. dramatizing songs/folkloric events/dances from specific Hispanic countries (FL.B.1.1.2)</li> </ol>

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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"> <li>1. <i>Participates in an activity in the target language class that is based on concepts taught in a content class (e.g., food).</i></li> <li>2. <i>Uses the target language to gain access to information that is available through the target language or within the target culture.</i> (FL.C.1.1.2) (FL.C.2.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will demonstrate the ability to reinforce and further his/her knowledge of the disciplines through the foreign language (e.g., identify and name different types of foods using likes and dislikes).</i></li> <li>B. <i>The student will demonstrate the ability to acquire information and perspectives that are available through the foreign language and within the target culture (e.g., listens to a short story from the target culture and dramatizes the action through plays, drawings and skits).</i> (FL.A.1.1.2) (FL.A.1.1.2) (FL.C.2.1.1)</li> </ol>
<p><i>VI Comparisons</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <li>1. <i>Identifies examples of word borrowing from one language to another.</i></li> <li>2. <i>Identifies the similarities and differences between the patterns of behavior of the target culture and that of the student's in relation to celebrations, holidays and customs.</i> (FL.D.1.1.1) (FL.D.2.1.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will demonstrate the ability to recognize that languages have different patterns of communications and apply this knowledge to his/her own culture (e.g., identify objects and food items in his/her native language whose names are derived from the target language (English word "mosquito" derives from the Spanish noun "mosquito").</i></li> <li>B. <i>The student will demonstrate the ability to recognize that cultures have different patterns of interaction and applies this knowledge to his/her own culture (e.g., by comparing and contrasting celebration, holidays and customs of the target culture to his/her own culture through films, pictures, books, etc.).</i> (FL.D.1.1.1) (FL.D.2.1.1)</li> </ol>