

COMPONENT	OBJECTIVES	COMPETENCY
I Language Development	<p>The following objectives support competencies A, B and C.</p> <ol style="list-style-type: none"> <li>Communicates using learned vocabulary and structures which relate to common topics such as: <ul style="list-style-type: none"> <li>- school subjects</li> <li>- means of transportation</li> <li>- weather</li> <li>- positions (e.g., “antes de”, “después de”)</li> <li>- occupations</li> <li>- places in the neighborhood</li> </ul> </li> <li>Responds to simple directions/commands/statements/questions within the limits of the structures and vocabulary presented. (FL.A.3.2.1) (FL.A.1.2.3)</li> </ol>	<ol style="list-style-type: none"> <li>The student will demonstrate the ability to react and respond physically to commands of some complexity (e.g., “Dile a Lucy que te dé el libro rojo”.</li> <li>The student will demonstrate the ability to respond appropriately to stimuli using basic structures and vocabulary by answering simple questions and reacting to visual aides [e.g., “Hace (frio)”. “Vamos al (correo)”. “Está (lloviendo)”]</li> <li>The student will demonstrate the ability to initiate simple oral communication by using basic structures and vocabulary presented in familiar situations and by formulating simple statements and questions [e.g., “¿Qué hace la maestra ?”. “Voy a (la escuela)”]. (FL.A.2.2.1) (FL.A.2.2.2)</li> </ol>
II Literacy Skills	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li><i>Restates and rephrases simple information from materials presented orally, visually and graphically in class.</i></li> <li>Uses pictures to gain meaning from text.</li> <li>Identifies specific words and simple sentences presented through reading activities.</li> <li>Responds to questions based on reading selections. (FL.A.2.1.2)</li> </ol>	<ol style="list-style-type: none"> <li>The student will demonstrate the ability to read aloud and understand selected words and/or simple sentences (e.g., “hoy”, “lunes”, etc.), integrating pictures with text (e.g., “Hoy es lunes”).</li> <li>The student will demonstrate the ability to answer and formulate questions prompted by the reading of appropriate text selections.</li> </ol>

COMPONENT	OBJECTIVES	COMPETENCY
III Composition	<p>The following objectives support competency A.</p> <ol style="list-style-type: none"> <li>1. Completes selected words with missing letters (e.g., “m__l”, “p_s_”, “t_c_”, “r_m_”)</li> <li>2. Fills in the missing word (e.g., “la _____(comida, comidas) está rica”)</li> </ol>	<p>A. The student will demonstrate the ability to employ beginning writing skills by completing words with missing letters and by writing learned structures.</p>
IV Culture	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Recognizes selected activities that reflect Hispanic culture (s).</li> <li>2. Selects and participates in “favorite” known cultural activities.</li> <li>3. Recognizes common foods typical of the different Hispanic countries (e.g., “arroz con pollo”, “frijoles negros”, “enchiladas”, “gallo pinto”, etc.) and responds to questions related to these topics. (FL.B.1.2.1) (FL.D.1.1.2) (FL.B.1.2.1) (FL.B.1.1.3) (FL.B.1.2.2)</li> </ol>	<p>A. The student will be able to demonstrate an understanding of basic aspects of the Hispanic cultures which were presented in class by responding to simple oral or written questions using the learned vocabulary and structures.</p> <p>B. After listening to short stories and viewing selected pictures/filmstrips, the student will be able to demonstrate the ability to identify similarities and differences between customs within Hispanic culture and American culture by:</p> <ol style="list-style-type: none"> <li>a. drawing pictures</li> <li>b. bringing illustrations from magazines showing pictures of families of different cultural background. (FL.B.1.2.1) (FL.B.1.2.2) (FL.B.1.1.3)</li> </ol>
V Connections	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <li>1. <i>Uses the target language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., parts of the body).</i></li> <li>2. <i>Uses information from a story being studied in the target language and connects elements from the story to his own environment (e.g., geographical setting &amp; similar life situations). (FL.C.1.2.2., FL.C.2.2.1)</i></li> </ol>	<p>A. <i>The student will demonstrate the ability to reinforce and further his/her knowledge of other disciplines through the foreign language (e.g., identify and name part of the body through games and songs).</i></p>

COMPONENT	OBJECTIVES	COMPETENCY
<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><i>1. Identifies and knows examples of words, borrowed from one language to another.</i></li> <li><i>2. Identifies and recognizes the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, and celebrations.</i> (FL.D.1.1.1., FL.D.2.2.1)</li> </ol>	<p><i>B. The student will demonstrate the ability to acquire information and perspective that is available through the foreign language and within the target culture (e.g., listening to/or reading a short story/poem in the target language, then, drawing a map of the story setting, identifying and labeling the most important locations.</i> (FL.C.1.2.2., FL.C.2.2.1)</p> <p><i>A. The student will demonstrate the ability to recognize that languages have different patterns of communication and applies this knowledge to his/her own culture (e.g., identifies objects, animals and food items in his/her native language whose names are derived from the target language (English word “mosquito” derives from the Spanish word “mosquito” through matching pictures with the appropriate word)</i></p> <p><i>B. 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., comparing, contrasting and discussing major holidays celebrations and forms of recreation in the target culture and his/her own culture, through films and pictures).</i> (FLD.1.1.1, FL.D.1.1.1., FL.D.2.2.1)</p>