

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. Communicates using learned vocabulary and structures dealing with general topics such as:               <ul style="list-style-type: none"> <li>- physical characteristics</li> <li>- meals/meat times</li> <li>- places in the community</li> <li>- simple money transactions</li> <li>- parts of the body</li> <li>- date/day/month/season</li> <li>- shopping: school items/clothing/foods</li> </ul> </li> <li>2. Responds to questions and formulate simple statements requiring little or no changes in structure using:               <ol style="list-style-type: none"> <li>a. present of: -ar,-er, regular verbs, and selected irregular verbs (e.g., “querer”, “poner”, “tener”)</li> <li>b. near future (ir+infinitive).</li> </ol> </li> <li>3. Responds and reacts to commands and directions within the limits of the structures and vocabulary presented in class.</li> <li>4. Expresses likes or dislikes regarding objects, people and events present in everyday situations. (FL.C.1.2.1., FL.C.1.2.2., FL.A.1.2.3., FL.A.2.2.1, FL.A.1.2.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will demonstrate the ability to react and respond physically to commands and instructions of increased levels of difficulty.</li> <li>B. The student will demonstrate the ability to respond adequately to oral stimuli by using basic structures and vocabulary presented in a familiar situation:               <ol style="list-style-type: none"> <li>a. formulating a simple statement (e.g., “El policia trabaja en la estación de policia)</li> <li>b. answering simple questions (e.g., ¿“Quién es?” -”Es el policia”)</li> </ol> </li> <li>C. The student will demonstrate the ability to initiate simple oral communication by using basic structures and vocabulary related to familiar situations.</li> <li>D. The student will demonstrate the ability to order from a menu, asking for prices, selecting specific items, expressing likes and dislikes, and paying for the meal. (FL.A.1.2.1.)</li> </ol>
<p>II Literacy Skills</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Formulates and answers questions about a variety of media sources produced in the target language (video, radio, television, songs, or computer programs).</li> <li>2. Applies decoding skills to recognize authentic reading materials that have been orally presented.</li> <li>3. Reads and expresses comprehension of simple brief recombination of known elements (structures, vocabulary) presented in previous lessons. (FL.A.2.2.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student will respond to a series of simple oral or written questions, after watching a video about an aspect of the target culture. For example, the student will answer in complete sentences questions such as ¿“Quién es?”...[a character in the video]</li> </ol>

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<p>III Composition</p>	<p>The followings objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. <i>Organizes information in written form about a variety of topics of academic and cultural interest (e.g., making lists, categorizing objects, or organizing concepts).</i></li> <li>2. Completes simple sentences in the tenses presented.</li> <li>3. Writes simple sentences/paragraphs using language patterns already mastered in previous lessons to describe familiar objects and pictures.</li> <li>4. Asks/answers written questions following a short story using familiar elements of the language. (FL.A.2.2.3)</li> </ol>	<p>B. Using decoding and comprehension skills to respond to questions, orally and in writing, the student will demonstrate comprehension of a simplified literary selection by using acquired vocabulary and structures in:</p> <ol style="list-style-type: none"> <li>a. answering questions related to the reading selection</li> <li>b. describing a picture</li> <li>c. reading aloud to peers (FL.A.2.2.2) (FL.A.2.2.3)</li> </ol> <p>A. The student will demonstrate progression of writing skills by:</p> <ol style="list-style-type: none"> <li>a. constructing simple sentences using the present tense</li> <li>b. writing a simple paragraph using familiar structures and vocabulary</li> <li>c. answering questions in writing to provide information pertaining to a story.</li> </ol> <p>B. <i>The student will demonstrate progression of writing skills by creating and illustrating a target-language catalog of household items.</i> (FL.A.3.2.1) (FL.A.2.2.3)</p>
<p>IV Culture</p>	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> <li>1. Identifies similarities/differences between activities representing Hispanic culture and the student's own culture:             <ol style="list-style-type: none"> <li>a. American and Hispanic foods, music, games etc.</li> <li>b. customs and traditions.</li> </ol> </li> <li>2. Identifies the geographical positions and relationships of the different Spanish speaking countries of the world.</li> </ol>	<p>A. The student will demonstrate the ability to compare and contrast cultural activities that reflect Hispanic culture as well as the students' own culture (s) by:</p> <ol style="list-style-type: none"> <li>a. listening to story</li> <li>b. viewing pictures of filmstrips of authentic cultural events from Hispanic countries</li> <li>c. answering questions in writing to provide information related to a story</li> </ol>

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<p><i>V Connections</i></p>	<p>3. Differentiates among the nationalities of the Spanish speaking countries. (FL.B.1.2.3) (FL.D.2.2.1) (FL.E.1.2.1)</p> <p><i>The following objectives support competencies A and B.</i></p> <p>1. Participates in activities in language class designed to integrate content-area concepts (e.g., mathematical calculations) into target language instruction.</p> <p>2. Expresses knowledge of pictures, realia, and media, intended for same-age native speakers in the target language and identifies major elements of the source materials. (FL.C.1.2.1) (FL.C.2.2.3)</p>	<p>B. The student will demonstrate the ability to identify on a map the Spanish speaking countries.</p> <p>C. The student will demonstrate the ability to name the inhabitants of some Spanish speaking countries (e.g., “mexicanos”, “cubanos”, “nicaranguenses”, etc.). (FL.A.1.2.3) (FL.D.2.2.1) (FL.A.1.2.2)</p> <p>A. The student will demonstrate the ability to reinforce and further knowledge of other disciplines through the foreign language (e.g., writing/preparing a specific food recipe of the target culture, using measurement, explaining a simple process).</p> <p>B. The student will demonstrate the ability to acquire information and perspectives available through the foreign language and within the target culture [e.g., discovering the function and purpose of unfamiliar authentic objects from the target culture through a question and answer game] (FL.C.2.2.3)</p>

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<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. Recognizes and identifies the similarities and differences between his/her native language and the target language in terms of the pronunciation, alphabet and forms to written expression.</i></li> <li><i>2. Recognizes forms of the target language evident in the local culture (e.g., advertisements, songs, and rhymes). (FL.D.1.2.2) (FL.D.2.2.2)</i></li> </ol>	<ol style="list-style-type: none"> <li><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., listing similarities and differences between punctuation, written expression and oral written syntax of both the target language and their own language (letter-ch, ñ, rr) syntax (“libro rojo”, “red-book”)</i></li> <li><i>B. The student will demonstrate the ability to recognize that cultures have different patterns of interaction and apply this knowledge to his/her own culture (e.g., observing a variety of commercials advertisement, television commercials, and magazine advertisements, and identify those elements that reflect the target culture). (FL.D.1.2.2., FL.D.2.2.2)</i></li> </ol>
<p><i>VII Experiences/Communities</i></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> <li><i>1. Recognizes that many people in the United States use languages other than English on a daily basis. (FLE.1.2.1)</i></li> </ol>	<ol style="list-style-type: none"> <li><i>A. The student will demonstrate the ability to use the target language within and beyond the school setting (e.g., identifies different languages commonly spoken in the United States)</i></li> </ol>