

COMPONENT	OBJECTIVES	COMPETENCY
I Language Development	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Communicates using learned vocabulary in familiar situations reflecting themes such as: <ul style="list-style-type: none"> - place/date of birth - character/personality - leisure time activities (hobbies, games) - measurements/signs/sizes/distance - sports - numbers (101-1,000). 2. Responds to and formulates simple statements and questions in order to exhibit comprehension of conversations or narrations of short stories, poems, and films. (FL.A.1.2.2) (FL.A.1.2.3) (FL.A.1.3.1) (FL.A.3.2.3) 	<ol style="list-style-type: none"> A. The student will demonstrate the ability to follow and give a complex set of directions by: <ol style="list-style-type: none"> a. physically acting out as prompted b. performing chores in a familiar setting c. making himself/herself understood by peers. B. The student will demonstrate the ability to respond adequately to oral stimuli using basic structures and vocabulary presented in familiar situation by: <ol style="list-style-type: none"> a. answering questions (e.g., “¿Cómo vas a la escuela?” - “Yo voy en _____”.) b. reacting to visual aides/realia. (FL.A.1.3.3) (FL.A.1.3.1.)
II Literacy Skills	<p>The following support competency A.</p> <ol style="list-style-type: none"> 1. Applies previously and newly learned decoding and comprehension skills to read and interpret short to moderate length reading selections taken from material learned. 2. Answers and composes questions about authentic reading selections in both oral and written forms while: <ol style="list-style-type: none"> a. retelling a story both orally and in writing b. recalling details and events of the story c. rewriting/performing the story as a narrative or play. (FL.A.2.3.3.) 	<ol style="list-style-type: none"> A. The student will apply decoding and comprehension skills by: <ol style="list-style-type: none"> a. expressing an understanding of reading selections and answering questions about the material presented in class. b. reading a short story using vocabulary and structures already mastered in previous lessons, and demonstrating comprehension by retelling the story, recalling events and details. (FLA.2.3.3)

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III Composition	<p>The following objectives support competencies A, B, and C.</p> <ol style="list-style-type: none"> 1. Creates short, simple dialogue and descriptions based on learned material. 2. Prepares brief, simple dialogues and descriptions, recombining sentence elements at a simple level. 3. Produces and/or discusses written questions related to a story, a filmstrip, or a picture using familiar elements of the target language. (FL.A.3.3.1) (FL.A.3.2.3) 	<ol style="list-style-type: none"> A. The student will demonstrate the ability to write sentences using the past tense of selected verbs (e.g., “aprender”, “vivir”, “ir”, etc.). B. The student will compose short dialogues or descriptions using vocabulary and structures presented in previous lessons. C. The student will organize, in writing, information provided in a story, a filmstrip, or a picture through the process of question and answer. (FLA.3.2.3) (FLA.3.3.1)
IV Culture	<p>The following objectives support competency A.</p> <ol style="list-style-type: none"> 1. Expresses familiarity with various aspects of Hispanic culture, such as: holidays, foods, leisure-time activities, and customs. 2. Participates in school cultural activities representative of Hispanic heritage (e.g., assemblies, field trips, skits, plays, etc.). 3. Identifies and discusses Hispanic influence in the United States in areas such as the arts and architecture. (FL.B.1.3.4) (FL.B.1.3.1) (FL.D.2.2.3) 	<ol style="list-style-type: none"> A. The student will differentiate specific elements of Hispanic culture by: <ol style="list-style-type: none"> a. listening to and reading stories about Hispanic culture b. viewing a filmstrip on how the Spanish-speaking people celebrate the different holidays c. participating in field trips to different restaurants and asking/answering questions about ethnic foods. (FL.B.1.3.4) (FL.D.2.2.3) (FL.B.1.3.1)

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<i>V Connections</i>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> <i>Obtains information from a skit or play in the target language.</i> (FL.C.2.2.2) (FL.A.2.3.1) 	<p><i>A. The student will demonstrate the ability to acquire information and perspectives available in the foreign language by participating in the short skit or role play and discussing which element of the skit/ play are specific to the target culture or represent unique aspects of the target culture.</i> (FL.C.2.2.2) (FL.A 2.3.1)</p>
<i>VI Comparisons</i>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> <i>Identifies examples and understands the significance of true and false cognates (e.g., words derived from a common original form).</i> <i>Recognizes and identifies some cultural aspects, viewpoints, and attitudes of people in both his/her own culture and the target language relating to family, school, work and play.</i> (FL.D.1.2.1) (FL.D.2.2.3) 	<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.</i> (FL.D.2.2.3)</p>
<i>VII Experiences/Communities</i>	<p><i>The following objectives support competency A and B.</i></p> <ol style="list-style-type: none"> <i>Identifies major languages other than English that are used in the United States, and the geographic regions in which they are most commonly used.</i> <i>Uses the target language in role-playing activities in the classroom, a visit to a restaurant, a museum, or places of interest in the community where the target language is used.</i> (FL.E.1.3.1.) 	<p><i>A. The student will demonstrate the ability to use the language within and beyond the school setting (e.g., working in a small group to identify different languages spoken in the U.S.).</i></p> <p><i>B. The student will demonstrate the ability to show evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.</i></p>