

COMPONENT	OBJECTIVES	COMPETENCY
<p><i>I Language Development</i></p>	<p><i>The following objectives support competencies A, B, and C.</i></p> <ol style="list-style-type: none"> <li>1. <i>Communicates using learned vocabulary and structures which relate to common topics such as:</i> <ul style="list-style-type: none"> <li>- <i>greetings and social pleasantries</i></li> <li>- <i>school subjects/classroom objects</i></li> <li>- <i>means of transportation</i></li> <li>- <i>weather expressions and seasons</i></li> <li>- <i>numbers and measurements</i></li> <li>- <i>date/days/months/addresses</i></li> <li>- <i>size/colors</i></li> <li>- <i>clothing</i></li> <li>- <i>family members/relationships</i></li> <li>- <i>occupations/professions</i></li> <li>- <i>places in the neighborhood.</i></li> </ul> <p><b>(FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)</b></p> </li> <li>2. <i>Responds to simple directions/commands/statements and questions in the present tense within the limits of the structures and vocabulary presented.</i></li> </ol> <p><b>(FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.3)(FL.A.2.2.1)(FL.A.2.2.5)</b></p>	<ol style="list-style-type: none"> <li>A. <i>The student will demonstrate the ability to react and respond to commands physically.</i></li> </ol> <p><b>(FL.A.2.1.4)</b></p> <ol style="list-style-type: none"> <li>B. <i>The student will demonstrate the ability to respond to oral stimuli using basic structures and vocabulary presented in familiar situations by:</i> <ol style="list-style-type: none"> <li>a. <i>answering simple questions</i></li> <li>b. <i>producing words/phrases in the target language to identify pictures depicting familiar objects/situations.</i></li> </ol> <p><b>(FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.3)</b> <b>(FL.A.2.2.1)(FL.A.2.2.5)</b></p> </li> <li>C. <i>The student will demonstrate the ability to initiate simple oral communication and formulate simple statements and questions using basic structures and vocabulary.</i></li> </ol> <p><b>(FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)</b></p>
<p><i>II Literacy Skills</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> <li>1. <i>Identifies specific words and simple sentences presented through oral reading activities.</i></li> </ol> <p><b>(FL.A.2.1.4)(FL.A.2.2.4)</b></p> <ol style="list-style-type: none"> <li>2. <i>Responds to questions based on reading selections (e.g., advertisements, newspaper and magazine articles, menus, etc.).</i></li> </ol> <p><b>(FL.A.2.2.2)(FL.A.2.3.1)</b></p>	<ol style="list-style-type: none"> <li>A. <i>The student will demonstrate the ability to read aloud and understand selected words and/or simple sentences integrating pictures with text.</i></li> </ol> <p><b>(FL.A.2.1.4)(FL.A.2.2.4)</b></p> <ol style="list-style-type: none"> <li>B. <i>The student will demonstrate the ability to answer and formulate questions prompted by the reading of appropriate text selections.</i></li> </ol> <p><b>(FL.A.2.2.2)(FL.A.2.3.1)</b></p>

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<p><i>III Composition</i></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> <li>1. <i>Creates simple sentences in the present tense.</i> (FL.A.3.3.1)</li> <li>2. <i>Writes simple sentences/paragraphs using language patterns already mastered in previous lessons to describe familiar objects and pictures.</i> (FL.A.1.3.1)(FL.A.3.2.1)</li> <li>3. <i>Asks/answers written questions following a short story by using familiar elements of the language.</i> (FL.A.2.2.3)(FL.A.3.2.1)(FL.A.3.2.3)</li> </ol>	<p>A. <i>The student will demonstrate progression of writing skills by:</i></p> <ol style="list-style-type: none"> <li>a. <i>constructing simple sentences using the present tense</i></li> <li>b. <i>writing a simple paragraph using familiar structures and vocabulary</i></li> <li>c. <i>answering questions in writing to provide information pertaining to a story.</i> (FL.A.1.3.1)(FL.A.2.2.2)(FL.A.3.2.1)(FL.A.3.2.3) (FL.A.3.3.1)</li> </ol>
<p><i>IV Culture</i></p>	<p><i>The following objectives support competencies A, B, and C.</i></p> <ol style="list-style-type: none"> <li>1. <i>Distinguishes the geographical locations and relationship between the different French-speaking countries of the world.</i> (FL.D.2.2.1)</li> <li>2. <i>Differentiates among the nationalities of the various French-speaking countries.</i> (FL.D.2.3.1)</li> <li>3. <i>Recognizes common foods typical of various French-speaking countries and responds to questions related to these topics.</i> (FL.B.1.2.3)</li> </ol>	<p>A. <i>The student will demonstrate the ability to identify the various French-speaking countries on a map and to name their capitals.</i> (FL.D.2.2.1)</p> <p>B. <i>The student will demonstrate the ability to name the nationals of the various French-speaking countries (e.g., “français,” “sénégalais,” “canadiens,” etc.).</i> (FL.D.2.3.1)</p> <p>C. <i>The student will demonstrate knowledge of certain ethnic foods and traditional celebrations of countries where the target language is spoken.</i> (FL.B.1.2.3)</p>

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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>Uses simple vocabulary and phrases related to the weather, the seasons, temperature, measurement, the metric system, health and environmental issues, etc.</i> (FL.C.1.2.2.)</li> <li>2. <i>Identifies names and events in history, geographical concepts, and different systems of government.</i> (FL.C.1.2.2)(FL.C.2.2.2)(FL.C.1.3.1)</li> <li>3. <i>Demonstrates awareness of the achievement of world-renowned artists and musicians from the target language/culture.</i> (FL.C.1.2.2)(FL.C.1.3.1)(FL.C.1.3.2)</li> <li>4. <i>Uses manipulatives and classroom simulations incorporating mathematical concepts and computations:</i> <ul style="list-style-type: none"> <li>- <i>shopping (weight, prices)</i></li> <li>- <i>traveling (currency exchange)</i></li> <li>- <i>weather forecast (temperature conversions).</i></li> </ul>           (FL.C.1.2.1)(FL.C.1.2.2)         </li> <li>5. <i>Compiles recipes from the countries being studied and makes a presentation to the class.</i> (FL.C.1.2.1)(FL.C.1.2.2)(FL.C.1.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will reinforce his knowledge of other disciplines through the foreign language, including geographical locations, weather expressions, temperature conversions, numerical expressions, etc.</i> (FL.C.1.2.1)(FL.C.1.2.2)</li> <li>B. <i>The student will demonstrate the ability to read and understand selected simple materials pertinent to the target language or dealing with a topic of interest of the target culture (e.g., newspaper/magazine articles, advertisements and sports features dealing with subjects such as “Jai-Alai,” the “Tour de France,” the “Chunnel” etc.).</i> (FL.C.1.3.1)(FL.C.1.3.2)(FL.C.2.2.1)</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>Recognizes similarities and differences in pronunciation and in the alphabet.</i> (FL.D.1.2.2.)</li> <li>2. <i>Identifies words borrowed from one language and used in another.</i> (FL.D.1.2.2)</li> <li>3. <i>Identifies examples of true and false cognates.</i> (FL.D.1.2.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. <i>The student will recognize that languages have different patterns of communication and will compare the target language to his own based on:</i> <ul style="list-style-type: none"> <li>- <i>sound distinctions</i></li> <li>- <i>idiomatic expressions</i></li> <li>- <i>syntax</i></li> <li>- <i>cognates</i></li> <li>- <i>formal/informal speech.</i></li> </ul>           (FL.D.1.2.1)(FL.D.1.2.2)(FL.D.1.3.2)         </li> </ol>

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<p>VII Experiences/Communities</p>	<p>4. <i>Demonstrates awareness of formal and informal communication in greetings and leave-taking and uses expressions of politeness in the target language. (i.e., "tu"/"vous").</i> (FL.D.1.3.2)</p> <p>5. <i>Knows similarities and differences between the patterns of behavior of the target culture and his own as it relates to body language, celebrations, holidays, recreation, etc.</i> (FL.D.2.2.1)(FL.D.2.3.1)</p> <p>6. <i>Recognizes cultural aspects in both the native culture and the target culture relating to:</i> - family - school - work - play. (FL.D.2.2.3)</p> <p>7. <i>Recognizes the similarities and differences between music and songs from the target culture and those of the native culture.</i> (FL.D.2.3.2)</p> <p><i>The following objectives support competency A.</i></p> <p>1. <i>Recognizes that many people in the U.S. communicate in languages other than English on a daily basis (French-Louisiana; German-Pennsylvania; Italian-the Northeast; Spanish-the Southwest).</i> (FL.E.1.2.1)(FL.E.1.3.1)</p> <p>2. <i>Recognizes professions which require proficiency in another language.</i> (FL.E.1.2.2.)</p> <p>3. <i>Presents information about the target language and culture to others.</i> (FL.E.1.3.2.)</p> <p>4. <i>Performs in a school or community event.</i> (FL.B.1.3.2)</p>	<p>B. <i>The student will recognize that cultures have different patterns of interaction and will compare the target culture to his own based on:</i> - body language - birthday/feast days - holiday celebrations - customs. (FL.D.1.2.2.)(FL.D.2.2.3)(FL.D.2.3.1)(FL.D.2.3.2)</p> <p>A. <i>The student will use the target language within and beyond the school setting through:</i> - presentations - simulations - simple skits/plays - performances - field trips. (FL.E.1.2.1)(FL.E.1.3.1)(FL.E.1.2.2)(FL.E.1.3.2) (FL.B.1.3.2)</p>