

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"> 1. <i>Communicates using learned vocabulary and structures dealing with general topics such as:</i> <ul style="list-style-type: none"> - <i>physical characteristics</i> - <i>meals and eating habits</i> - <i>places in the community</i> - <i>simple money transactions and measurements</i> - <i>parts of the body</i> - <i>shopping: school items/clothing/food.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.3) 2. <i>Responds to simple directions/commands/statements/questions using:</i> <ol style="list-style-type: none"> a. <i>present of regular “-er,” “-ir,” “-re” verbs and selected irregular verbs</i> b. <i>near future (“aller”+infinitive)</i> c. <i>present progressive.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)(FL.A.1.3.4)(FL.A.2.2.1)(FL.A.2.2.5) 3. <i>Responds and reacts to commands and directions within the limits of the structures and vocabulary presented in class.</i> (FL.A.2.2.3)(FL.A.2.2.1) 	<ol style="list-style-type: none"> A. <i>The student will demonstrate the ability to react and respond to commands and instructions.</i> (FL.A.2.1.4) 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"> a. <i>answering simple questions</i> b. <i>formulating simple but complete statements.</i> (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) C. <i>The student will demonstrate the ability to initiate simple oral communication using basic structures and vocabulary related to familiar situations.</i> (FL.A.1.2.1)(FL.A.1.2.3)(FL.A.1.3.1)
<p><i>II Literacy Skills</i></p>	<p><i>The following objectives support competency A.</i></p> <ol style="list-style-type: none"> 1. <i>Applies decoding skills to recognize authentic reading materials that have been orally presented.</i> (FL.A.2.3.4)(FL.A.2.2.5) 2. <i>Reads and expresses comprehension of simple vocabulary and sentence structures.</i> (FL.A.2.2.7)(FL.A.3.2.2) 	<ol style="list-style-type: none"> A. <i>The student will use decoding and comprehension skills to demonstrate comprehension of simplified literary selections by using acquired vocabulary and structures when:</i> <ol style="list-style-type: none"> a. <i>answering questions related to the reading selection</i> b. <i>describing a picture</i> c. <i>reading aloud to peers.</i> (FL.A.2.2.4)(FL.A.2.2.5)(FL.A.2.2.7)(FL.A.2.3.2) (FL.A.2.3.3.FL.A.2.3.4)(FL.A.3.2.2)(FL.A.3.2.3)

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<p><i>III Composition</i></p> <p><i>IV Culture</i></p>	<p>3. <i>Formulates and answers questions from reading selections in both oral and written form by:</i> <i>a. recalling events</i> <i>b. identifying main characters</i> <i>c. determining logical sequence of events.</i> (FL.A.2.2.4)(FL.A.2.3.2)(FL.A.2.3.3)(FL.A.3.2.3)</p> <p><i>The following objectives support competency A.</i></p> <p>1. <i>Creates simple sentences and paragraphs based on previously learned materials.</i> (FL.A.1.3.1)(FL.A.3.2.1)(FL.A.3.3.1)</p> <p>2. <i>Composes brief dialogues and descriptions dealing with previously learned vocabulary, structures, and situations.</i> (FL.A.2.2.2)(FL.A.3.2.3)</p> <p><i>The following objectives support competency A.</i></p> <p>1. <i>Identifies similarities and differences between aspects of French culture and his own, such as foods, music, games, customs, and traditions.</i> (FL.B.1.2.2)(FL.B.1.2.3)</p> <p>2. <i>Participates in cultural activities which emphasize French culture through the visual and dramatic arts.</i> (FL.B.1.2.1)(FL.B.1.3.1)(FL.B.1.3.2)(FL.B.1.3.4)</p>	<p><i>A. The student will demonstrate the ability to compose simple sentences/paragraphs using previously learned materials to create:</i> <i>a. descriptions</i> <i>b. dialogues</i> <i>c. skits and plays.</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)</p> <p><i>A. The student will identify activities representing French culture and participate in field trips, skits, and plays which depict such customs and traditions.</i> (FL.B.1.2.1)(FL.B.1.2.2)(FL.B.1.2.3)(FL.B.1.3.1) (FL.B.1.3.2)(FL.B.1.3.4)</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"> 1. <i>Uses target language vocabulary and structures to discuss, orally and in writing, topics dealing with the geography and history of specific countries.</i> (FL.C.1.2.2)(FL.C.1.3.1)(FL.C.1.3.2.FL.C.2.2.4) 2. <i>Uses target language vocabulary and concepts to discuss topics studied in science class, such as physical characteristics, parts of the body, and scientific information.</i> (FL.C.1.2.1)(FL.C.1.2.2)(FL.C.1.3.1)(FL.C.1.3.2)(FL.C.2.2.4) 3. <i>Writes and prepares a specific food recipe of the target culture using measurement, explaining simple processes, and discussing food sources.</i> (FL.C.1.2.1)(FL.C.1.2.2)(FL.C.1.3.2) 	<ol style="list-style-type: none"> A. <i>The student will reinforce his knowledge of other disciplines through the foreign language (e.g. geographic locations, weather expressions, temperature conversion, numerical expressions, etc.).</i> (FL.C.1.2.1)(FL.C.1.2.2) 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 on subjects such as: the “Tour de France,” “Oktoberfest,” “San Fermín,” etc.).</i> (FL.C.1.3.1)(FL.C.1.3.2)(FL.C.2.2.1)
<p><i>VI Comparisons</i></p>	<p><i>The following objectives support competencies A and B.</i></p> <ol style="list-style-type: none"> 1. <i>Recognizes similarities/differences between his native language and the target language in terms of oral and written syntax (word order, gender and number agreement, etc.).</i> (FL.D.1.2.2) 2. <i>Understands the significance of true and false cognates (e.g., words derived from a common original form).</i> (FL.D.1.2.1) 3. <i>Demonstrates an awareness of status differences and how to express respect in both his own language and the target language.</i> (FL.D.1.3.2) 4. <i>Understands cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, “coming of age”, etc.).</i> (FL.D.2.2.1)(FL.D.2.3.1) 	<ol style="list-style-type: none"> 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"> - <i>sound distinctions</i> - <i>idiomatic expressions</i> - <i>syntax</i> - <i>cognates</i> - <i>formal/informal speech.</i> (FL.D.1.2.1)(FL.D.1.2.2)(FL.D.1.3.2) B. <i>The student will recognize that cultures have different patterns of interaction and apply this knowledge to his own as related to customs and traditions, views, and attitudes.</i> (FL.D.2.2.1)(FL.D.2.2.2)(FL.D.2.2.3)(FL.D.2.3.1) (FL.D.2.3.2)

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<p><i>VII Experiences/Communities</i></p>	<p>5. <i>Recognizes certain cultural aspects, viewpoints, and attitudes in both the native culture and in the target culture as they relate to:</i></p> <ul style="list-style-type: none"> - <i>family</i> - <i>school</i> - <i>work</i> - <i>leisure.</i> <p>(FL.D.2.2.3)</p> <p>6. <i>Recognizes forms of the target language evident in the local culture (e.g., signs, advertisements, songs, and rhymes).</i></p> <p>(FL.D.2.2.2)(FL.D.2.3.2)</p> <p><i>The following objectives support competency A.</i></p> <p>1. <i>Discusses leisure activities and current events in written and oral form with peers who speak the language.</i></p> <p>(FL.C.2.3.1)</p> <p>2. <i>Participates in activities which benefit the school and community.</i></p> <p>3. <i>Writes and illustrates stories for classroom presentations and cultural events.</i></p> <p>(FL.C.2.3.1)</p>	<p>A. <i>The student will use the target language within and beyond the school setting in:</i></p> <ul style="list-style-type: none"> - <i>discussions</i> - <i>presentations/performances</i> - <i>simulations</i> - <i>field trips.</i> <p>(FL.C.2.3.1)(FLE.1.3.2)(FL.C.2.3.1)</p>