

**Freeport Public Schools Curriculum Maps  
for  
Languages Other Than English**

**Grades 7 – 12**

**2004 - 2005**

Introduction to Foreign Language – 7th Grade

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept.  First Quarter	-Greetings -Names -Alphabet -Cognates -Geography -Colors -Calendar -Numbers 0-199	-Saying hello-goodbye -Asking/saying How you are What day it is How old someone is Where someone is from What you like and dislike	-Pronouns - <i>tú, yo, él, ella</i> -Ser - <i>soy, eres, es</i> -Nouns + definite articles with <i>gustar – me te</i> - <i>Much(o)/cuanto(s)</i> -Indefinite articles (singular) <i>un, una</i>	-Oral assessments -Quizzes -Test (unit + quarterly) -Guided dialogues -Listening comprehension
Nov.  Second Quarter	-Numbers 31-199 -Time -Classes/subjects -Talking about classes and sequencing events -Everyday activities -Pastimes -Sports -Places in the school and community	-Telling time -Telling what time something happens -Describing people and things -Verb <i>tener</i> -Talking about what you like to do -Talking about where things are -Verb <i>querer</i> -Verb <i>necesitar</i> (singular forms)	-Ser with time -Ser with adjectives -Using <i>primero, después, luego, por fin</i> -Regular <i>ar</i> verbs -Introduce conjugation -Verb <i>estar</i> and <i>ir</i> with location vocabulary – <i>cerca de, lejos de, encima de, debajo de, aquí, allá</i>	-Oral assessments -Quizzes -Test (unit + quarterly) -Guided dialogues -Listening comprehension -Project

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Feb.  Third Quarter	-Dates, seasons, days am/pm -Weather expressions -Questions with <i>quién</i> , <i>quiénes</i> and <i>hacer</i>	-Discussing when and how often you do things -Talking about the weather -Discussing activities	-Expressions of time – <i>a veces, siempre, nunca</i> -¿ <i>Qué tiempo hace?</i> - <i>Er + ir</i> verbs -Verb <i>hacer</i>	-Oral assessments -Quizzes -Test (unit + quarterly) -Guided dialogues -Listening comprehension -Project
April  Fourth Quarter	-Family members -Personal characteristics -Chores	-Describing a family -Describing people -Discussing things a family does together	-Possessive adjectives -Adjectives -Verbs – <i>hacer, salir, deber, poner, decir</i>	-Oral assessments -Quizzes -Test (unit + final) -Guided dialogues -Listening comprehension -Project

## Freeport Union Free School District

Textbook Resource:

**Holt Rinehart and Winston Ven Conmigo Level 1, 2003**

### Spanish I

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Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Sept. – Oct.  First Quarter  Chpts. 1-2	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-use useful phrases</li> <li>-say hello and goodbye</li> <li>-introduce people and respond to an introduction</li> <li>-ask how someone is?</li> <li>-ask someone’s age, origin, likes and dislikes</li> <li>-pronounce the vowels</li>   <li>-talk about what they need</li> <li>-describe the contents of their room</li> <li>-talk about what they need and want to do</li> <li>-identify the sound of the letter <i>d</i></li> </ul>	<ul style="list-style-type: none"> <li>-Alphabet</li> <li>-Color</li> <li>-Greetings</li> <li>-Introductions</li> <li>-How you/others are</li> <li>-Numbers (0-30)</li> <li>-Sports</li> <li>-Food</li> <li>-Music</li> <li>-Classes</li>   <li>-School supplies</li> <li>-Bedroom items</li> <li>-Expressions with <i>Necesitar</i> and <i>Querer</i></li> <li>-After school activities</li> <li>-Numbers 31-199</li> </ul>	<ul style="list-style-type: none"> <li>-Prounouns <i>tú</i> and <i>yo</i></li> <li>-<i>Soy, eres</i> and <i>es</i></li> <li>-Forming questions with questions words</li> <li>-Nouns and definite articles</li>   <li>-Indefinite articles</li> <li>-Noun plural</li> <li>-Subject Pronouns <i>él</i> and <i>ella</i></li> <li>-Agreement: <i>mucho</i> and <i>¿Cuánto?</i> with nouns</li> <li>-Identifying infinitives</li> </ul>	<ul style="list-style-type: none"> <li>-Guided dialogues</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<ul style="list-style-type: none"> <li>-First names and Saint’s Days</li>   <li>-School day in Spain and Latin America</li> <li>-Apartments in Spain</li> <li>-Spanish currency</li>   <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li>   <li style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b>key words</b></li> <li style="text-align: center;"><b>WV3 Spain -1</b></li> <li style="text-align: center;"><b>WV3 Spain -2</b></li> </ul>
Nov. – Jan.  Second Quarter  Chpts. 3-5	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-Talk about classes and sequence events</li> <li>-tell time</li> <li>-tell at what time something happens</li> <li>-talk about being late or in</li> </ul>	<ul style="list-style-type: none"> <li>-Academic subjects</li> <li>-Sequencing words</li> <li>-Time expressions</li> <li>-Adjectives for describing people and things</li> </ul>	<ul style="list-style-type: none"> <li>-Plural definite articles <i>los</i> and <i>las</i></li> <li>-Telling time with <i>ser</i></li> <li>-The preposition <i>de</i></li> <li>-Forms of <i>ser</i></li> <li>-Adjective agreement</li> </ul>	<ul style="list-style-type: none"> <li>-Create dialogues</li> <li>-Skits, memorized</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Mid-term</li> <li>-Projects</li> <li>-Oral assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Grade scales in different countries</li> <li>-Student course loads</li> <li>-Mexican TV listings</li> <li>-Entertainment guide listings</li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Second Quarter Cont...	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>a hurry</li> <li>-describe people and things</li> <li>-talk about things they like and explain why?</li> <li>-pronounce the letters <i>G, H, J</i></li>   <li>-talk about what they like to do</li> <li>-discuss what they and others do during free time</li> <li>-tell where people and things are</li> <li>-talk about where and others go during free time</li> <li>-distinguishing between the sounds of <i>b</i> and <i>v</i></li> <li>-discuss how often you do things</li> <li>-talk about what you and your friends like to do together</li> <li>-talk about what you do during a particular week</li> <li>-give today's date</li> <li>-accent marks</li> </ul>	<ul style="list-style-type: none"> <li>-Past times, events and exams</li>   <li>-Everyday activities around the house</li> <li>-more everyday activities</li> <li>-Place</li> <li>-Prepositions of location</li> <li>-Subject pronouns</li> <li>-Days of the week</li> <li>-Describe how often things are done</li> <li>-Typical activities</li> <li>-Food, past times</li> <li>-Months of the year, seasons</li> <li>-Describing weather</li> </ul>	<ul style="list-style-type: none"> <li>-Tag questions <i>¿no? ¿verdad?</i></li>   <li>-Present tense of regular <i>ar</i> verbs</li> <li>-The verb <i>jugar</i> and the contraction <i>al</i></li> <li>- <i>con, conmigo, contigo</i></li> <li>-The relative pronoun <i>que</i></li> <li>-The verb <i>estar</i></li> <li>-Subject pronouns</li> <li>-The verb <i>ir</i></li> <li>-Days of the week</li> <li>-Negation</li> <li>-Question words <i>¿quién? ¿quiénes?</i></li> <li>-Indirect object pronouns <i>les, a ustedes, a ellos</i></li> <li>-<i>er</i> and <i>ir</i> verbs</li> </ul>	<ul style="list-style-type: none"> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<ul style="list-style-type: none"> <li>-Popular sports in Spanish-speaking countries</li> <li>-Greetings in Spanish-speaking countries</li> <li>-<i>tú</i> and <i>usted</i></li> <li>-Extracurricular activities in Spanish-speaking countries</li>   <li>-<i>Tira cómica</i></li> <li>-Getting together with friends</li> <li>-Expressions of frequency</li> <li>-Seasons of the year in South America</li> <li>-Weather expressions</li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching</li> <li>Transparencies</li>   <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b>key words</b></li> <li style="text-align: center;"><b>WV3 Mexico -3</b></li> <li style="text-align: center;"><b>WV3 Mexico -4</b></li> <li style="text-align: center;"><b>WV3 Florida -5</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Feb. – Apr.  Third Quarter  Chpts. 6-8	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-describe a family</li> <li>-describe people</li> <li>-discuss things a family does together</li> <li>-discuss problems and give advice</li> <li>-pronounce the Spanish <i>r</i></li>   <li>-talk on the telephone</li> <li>-extend and accept invitations</li> <li>-make plans</li> <li>-talk about getting ready</li> <li>-turn down an invitation and explain why</li> <li>-distinguish between the letters <i>ll</i> and <i>y</i></li>   <li>-talk about meals and food</li> <li>-comment on food</li> <li>-make polite requests</li> <li>-order dinner in a restaurant</li> <li>-ask for and pay the bill in the restaurant</li> <li>-pronunciate the letter <i>c</i></li> </ul>	<ul style="list-style-type: none"> <li>-Family members</li> <li>-Domestic animals</li> <li>-Descriptions of people</li> <li>-Descriptive adjectives</li> <li>-Household chores</li>   <li>-Places and events</li> <li>-Personal items</li> <li>-Expressions of apology</li>   <li>-Breakfast foods</li> <li>-Lunch foods</li> <li>-Commenting on food</li> <li>-Describing a restaurant</li> <li>-Table ware</li> <li>-Dinner foods</li> <li>-Numbers 200-100,000</li> </ul>	<ul style="list-style-type: none"> <li>-Possessive adjectives</li> <li>-Verbs <i>hacer, salir</i></li> <li>-Personal <i>a</i></li> <li>-The verbs <i>deber</i> and <i>poner</i></li>   <li>-e <i>ie</i> stem-changing verbs</li> <li>-<i>pensar</i> and <i>ir</i> + a + infinitive</li> <li>-Reflexive verbs (infinitives only)</li> <li>-Expressions with <i>tener</i></li>   <li>-The verb <i>encantar</i></li> <li>-Indirect object pronouns</li> <li>-o <i>ue</i> stem-changing verbs</li> <li>-Use of <i>estar</i> to talk about how things taste; <i>ser</i> to talk about generalizations</li> <li>-Expressions with <i>tener</i></li> <li>-<i>otro</i> and gender agreement</li> </ul>	<ul style="list-style-type: none"> <li>-Skits</li> <li>-Presentation and projects</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Performance tasks</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<p><i>El compadrazgo</i></p> <p>Diminutives</p> <ul style="list-style-type: none"> <li>-agenda</li> <li>-Means of transportation</li> <li>-The several meanings of <i>ya</i></li>   <li>-Breakfast, Lunch, Dinner</li> <li>-Common Andean dishes</li> <li>-<i>La comida de las Americas</i></li> <li>-Getting a waiter’s attention</li> <li>-Table manners</li>   <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching transparencies</li> </ul> <p><i>go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b>key words</b></p> <p style="text-align: center;"><b>WV3 Florida -6</b></p> <p style="text-align: center;"><b>WV3 Ecuador -7</b></p> <p style="text-align: center;"><b>WV3 Ecuador -8</b></p> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Apr. – June.  Fourth Quarter  Chpts. 9-11	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-discuss gift suggestions</li> <li>-ask for and give directions</li> <li>-comment on clothes</li> <li>-make comparisons</li> <li>-express preferences</li> <li>-ask about prices and pay for something</li> <li>-talk about what they are doing right now</li> <li>-talk about past events</li>   <li>-talk about moods and physical conditions</li> </ul>	<ul style="list-style-type: none"> <li>-Gift items</li> <li>-Store names</li> <li>-Clothing</li> <li>-Expressions related to cost</li>   <li>Time expressions</li>   <li>-Physical conditions</li> <li>-Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>-Present progressive</li> <li>-Preterite tense of regular <i>ar</i> verbs</li>   <li>-The verb <i>doler</i> with <i>me, te, le</i></li> </ul>	<ul style="list-style-type: none"> <li>-Projects</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Final exam</li> <li>-Performance tasks</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<p><i>La Quincianera</i> <i>Piñatas</i></p> <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> </ul> <p style="text-align: center;"><i>Technology</i> <i>Go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b><u>key words</u></b> <b>WV3 Texas -9</b> <b>WV3 Texas -10</b> <b>WV3 Puerto Rico -11</b></p>

## Freeport Union Free School District

Textbook Resource:

Holt Rinehart and Winston Ven Conmigo Level 2, 2003

### Spanish I I

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Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Sept – Oct.  First Quarter  Chpts. 1-2	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-introduce themselves and others</li> <li>-describe people</li> <li>-talk about what you and others do</li> <li>-say what you like and don't like</li> <li>-talk about how you are feeling</li> <li>-make suggestions and respond to them</li> <li>-say if something has already been done</li> <li>-ask for and offer help</li> <li>-describe your city or town</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers</li> <li>-Personal adjectives</li> <li>-Family members</li> <li>-Days of the week</li> <li>-Colors</li> <li>-Food</li> <li>-Moods and feelings</li> <li>-Adverbs of time</li> <li>-Calendar expressions</li> <li>-Places around town</li> <li>-Weather expressions</li> <li>-Clothing</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense of <i>tener</i></li> <li>-Adjective agreement</li> <li>-Present tense of regular verbs</li> <li>-Indirect object pronouns with verbs like <i>gustar</i></li> <li>-Present tense of <i>estar</i></li> <li>-Preterite of regular <i>ar</i> verbs</li> <li>-Preterite of <i>ir</i></li> <li>-Present of <i>querer</i> and <i>poder</i></li> <li>-Uses of <i>estar</i></li> </ul>	<ul style="list-style-type: none"> <li>-Oral interviews</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing (writing a paragraph)</li> </ul>	<ul style="list-style-type: none"> <li>-Diversity among Spanish-speakers</li> <li>-Dinner times</li> <li>-Spanish lunch at home</li> <li>-¿<i>Qué es el euro?</i></li> <li>-Extended family living</li> <li>-Weather map of Spain</li> <li>-Celsius v. Farenheit</li> </ul> <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> </ul> <p style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b>key words</b> <b>WV3 Andalusia -1</b> <b>WV3 Andalusia -2</b></p>
Nov. – Jan.  Second Quarter	<ul style="list-style-type: none"> <li>-Talk about your daily routine</li> <li>-talk about responsibilities</li> <li>-complain</li> <li>-talk about hobbies and</li> </ul>	<ul style="list-style-type: none"> <li>-Daily activities</li> <li>-Household chores</li> <li>-Hobbies and past times</li> </ul>	<ul style="list-style-type: none"> <li>-Reflexive verbs and pronouns</li> <li>-e <i>ie</i> stem-changing verbs and <i>vestirse</i></li> <li>-adverbs ending in <i>-mente</i></li> </ul>	<ul style="list-style-type: none"> <li>-Create dialogues</li> <li>-Skits, memorized</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Mid-term</li> </ul>	<ul style="list-style-type: none"> <li>-Division of household chores in Spain</li> <li>-Expressions of agreement</li> <li>-Popular free time</li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Second Quarter Cont...  Chpts. 3-5	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>past times</li> <li>-say how long something has been going on</li> <li> </li> <li>-ask for and give opinions</li> <li>-give advice</li> <li>-talk about things and people they know</li> <li>-make comparisons</li> <li>-make plans</li> <li> </li> <li>-talk about staying fit and healthy</li> <li>-tell someone what to do and not to do</li> <li>-give explanations</li> </ul>	<ul style="list-style-type: none"> <li>-Classroom activities</li> <li>-School and computer terms</li> <li>-Describing people</li> <li>-Activities around town</li> <li> </li> <li>-Sports</li> <li>-Fitness activities</li> <li>-Health and fitness terms</li> <li>-Body parts</li> <li>-Injuries and explanations</li> </ul>	<ul style="list-style-type: none"> <li>-Direct object pronouns, <i>lo, las, los, las</i></li> <li>-<i>hace</i> + quantity of time + present tense</li> <li> </li> <li>-<i>Deberías vs. debes</i></li> <li>-<i>Ser</i> + adjective to describe nouns</li> <li>-<i>Estar</i> + adjective to describe locations, emotions, states or conditions</li> <li>-Present tense of the verb <i>conocer</i></li> <li>-Direct object pronouns</li> <li> </li> <li>-Preterit of <i>dormir</i></li> <li>-Preterite of <i>er</i> and <i>ir</i> verbs</li> <li>-Informal commands</li> <li>-Command forms of verbs ending in <i>-gar</i> and <i>-car</i></li> <li>-Irregular informal commands</li> <li>-Preterite of <i>poder</i></li> <li>-Reflexive verbs to express feelings</li> </ul>	<ul style="list-style-type: none"> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<ul style="list-style-type: none"> <li>activities among Spanish speaking teenagers</li> <li> </li> <li>-School grade levels in Mexico</li> <li>-Amount of tuition in Latin American universities</li> <li> </li> <li>-Snack foods in Spanish speaking countries</li> <li>-Motivating expressions</li> <li> </li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li> </li> <li style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b>key words</b></li> <li><b>WV3 Valley of Mexico-3</b></li> <li><b>WV3 Valley of Mexico-4</b></li> <li><b>WV3 Texas -5</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Feb. – Apr.  Third Quarter  Chpts. 6-8	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-ask for and give information</li> <li>-relate a series of events</li> <li>-order in a restaurant</li> <li>-talk about what they used to do</li> <li>-describe what people and things were like</li> <li>-use comparisons to describe people</li> <li>-describe a past event</li> <li>-say why they couldn't do something</li> <li>-report what someone said</li> </ul>	<ul style="list-style-type: none"> <li>-In the city</li> <li>-Places in the city</li> <li>-In the train station</li> <li>-In a restaurant</li> <li>-Childhood activities</li> <li>-Describing people</li> <li>-Describing places</li> <li>-Conveniences</li> <li>-In the zoo, amusement park and movie theatre</li> <li>-Running errands</li> <li>-At a festival</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense of <i>saber</i></li> <li>-<i>Saber vs. conocer</i></li> <li>-Review: Use of preterite</li> <li>-Preterite of <i>pedir, servir</i> and <i>traer</i></li> <li>-Imperfect tense of <i>-ar, er, ir</i></li> <li>-Imperfect tense of <i>ir</i> and <i>ver</i></li> <li>-Spelling change of <i>o</i> to <i>u</i> and <i>y</i> to <i>e</i> to avoid vowel repetition</li> <li>-The imperfect of <i>ser</i></li> <li>-The imperfect of <i>hay</i></li> <li>-Comparisons of equality: <i>tan</i> + adjective or adverb + <i>como</i>; <i>tanto/tanta(s)</i> + noun + <i>como</i></li> <li>-Adjectives with <i>ísimo/a</i></li> <li>-Superlatives</li> <li>-Verbs with prepositions</li> <li>-Using <i>mientras</i> in the past</li> <li>-Preterite of <i>decir</i></li> </ul>	<ul style="list-style-type: none"> <li>-Skits</li> <li>-Presentation and projects</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Performance tasks</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<ul style="list-style-type: none"> <li>-San Antonio, center of Mexican American culture</li> <li>-San Antonio tourist guide</li> <li>-Birthdays in Spanish-speaking countries</li> <li>-Expressions about the distant past</li> <li>-Public services in Latin American cities</li> <li>-<i>Dichos</i></li> <li>-Informal expressions to say “really” or “extremely”</li> <li>-<i>El Yunque</i> and <i>el coquí</i></li> <li>-Holidays and festivals in Spanish-speaking countries</li> </ul> <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> </ul> <p style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b>key words</b>  <b>WV3 Texas -6</b>  <b>WV3 Caribbean -7</b>  <b>WV3 Caribbean -8</b></p>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
April – June  Fourth Quarter  Chpts. 9-11	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-ask for and give directions</li> <li>-ask for help in a store</li> <li>-talk about how clothes look and fit</li> <li>-bargain in a market</li> <li>-describe a problem</li> </ul>	<ul style="list-style-type: none"> <li>-Giving directions</li> <li>-In a clothing store</li> <li>-Discussing prices</li> <li>-Environmental problems</li> <li>-Animals</li> <li>-Protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>-Formal commands (<i>Usted and ustedes</i>)</li> <li>-Comparisons</li> <li>-Preterite of <i>oír, creer, leer, caerse</i> and <i>tener</i></li> <li>-Negative words</li> </ul>	<ul style="list-style-type: none"> <li>-Projects</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Final exam</li> <li>-Performance tasks</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> </ul>	<ul style="list-style-type: none"> <li>-Clothing and shoe sizes</li> <li>-Expressions for shopping</li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b>key words</b></li> <li style="text-align: center;"><b>WV3 Andes -9</b></li> <li style="text-align: center;"><b>WV3 Andes -10</b></li> <li style="text-align: center;"><b>WV3 California -11</b></li> </ul>

**Freeport Union Free School District**

Textbook Resource:

**Holt Rinehart and Winston Ven Conmigo Level 3, 2003**

**Spanish I I I**

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Sept. – Oct.  First Quarter  Chpts. 1-2	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-express interest, indifference and displeasure</li> <li>-ask for information</li> <li>-describe themselves and others</li> </ul> <ul style="list-style-type: none"> <li>-ask for and give advice</li> <li>-talk about taking care of themselves</li> </ul>	<ul style="list-style-type: none"> <li>-Sports and hobbies</li> <li>-Describing people</li> </ul> <ul style="list-style-type: none"> <li>-Emotional states</li> <li>-Healthy living</li> </ul>	<ul style="list-style-type: none"> <li>-Present tense of stem-changing verbs</li> <li>-The present tense</li> <li>-The preterite tense</li> <li>-Word order in questions</li> <li>-<i>Saber vs. conocer</i></li> <li>-Changing <i>o</i> and <i>y</i> before vowels</li> </ul> <ul style="list-style-type: none"> <li>-Informal commands</li> <li>-Irregular informal commands</li> <li>-Present progressive</li> <li>-Reflexive verbs</li> <li>-Imperfect tense</li> </ul>	<ul style="list-style-type: none"> <li>-Oral interviews</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing (writing 2 paragraphs)</li> </ul>	<ul style="list-style-type: none"> <li>-Seafood in Galicia</li> <li>-Vacation activities of students from Costa Rica, Spain and Miami</li> </ul> <ul style="list-style-type: none"> <li>-Language of Spain</li> <li>-Spanish business hours</li> <li>-Spanish health habits</li> <li>-Socializing with friends in Spain</li> <li>-<i>Tira Cómica</i></li> </ul> <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> </ul> <p><i>go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b>key words</b></p> <p style="text-align: center;"><b>WV3 La Coruna -1</b> <b>WV3 La Coruna -2</b></p>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Nov.- Jan  Second Quarter  Chpts. 3,9,4	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-talk about what has happened</li> <li>-express and support a point of view</li> <li>-use conversational fillers</li> <li>-talk about future events</li> <li>-talk about responsibilities</li>   <li>-talk about emotional reactions</li> <li>-express an assumption</li> <li>-make hypothetic statements</li>   <li>-talk about how food tastes</li> <li>-talk about unintentional events</li> <li>-ask for help</li> <li>-request favors</li> </ul>	<ul style="list-style-type: none"> <li>-Modern day life</li> <li>-City issues</li> <li>-The future</li>   <li>-Describe personalities</li> <li>-Discrimination</li>   <li>-Food items</li> <li>-Specialty shops</li> </ul>	<ul style="list-style-type: none"> <li>-The present perfect</li> <li>-<i>Lo que</i></li> <li>-The future tense</li>   <li>-Conditional</li>   <li>-<i>Se</i> + indirect object pronoun</li> <li>-<i>Por</i> and <i>para</i></li> <li>-Double object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Create dialogues</li> <li>-Skits, memorized</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Mid-term</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> <li>-Regents Preparation</li> </ul>	<ul style="list-style-type: none"> <li>-The oil boom in Venezuela</li> <li>-Cellular phones in Caracas</li> <li>-<i>La sobremesa</i></li> <li>-Traditional Venezuelan foods</li> <li>-Holiday foods in Venezuela</li>   <li>-Hispanics in New York City</li> <li>-Impressions Spanish-speaking people have of the United States</li> <li>-Spanish-language media in New York</li>   <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li>   <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b>key words</b></li> <li style="text-align: center;"><b>WV3 Caracas -3</b></li> <li style="text-align: center;"><b>WV3 Caracas -4</b></li> <li style="text-align: center;"><b>WV3 New York -9</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Feb. – Apr.  Third Quarter  Chpts. 6-8	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-introduce and change a topic of conversation</li> <li>-express what needs to be done</li> <li>-express an opinion</li> </ul> <p>-read: <i>La Camisa de Margarita</i></p> <p>-read: <i>Signos de Puntuación</i></p> <p>-write: <i>El concierto</i></p>	<ul style="list-style-type: none"> <li>-Art</li> <li>-Opinions</li> <li>-Theatre</li> </ul> <p>-Friendship and love</p> <p>-Problems and solutions</p> <p>-The television</p> <p>-To know and not to know</p> <p>-The newspaper</p>		<ul style="list-style-type: none"> <li>-Skits</li> <li>-Presentation and projects</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Performance tasks</li> <li>-Oral assessments</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> <li>-Regents Preparation</li> </ul>	<ul style="list-style-type: none"> <li>-Mexican murals</li> <li>-Expressing indifference</li> <li>-<i>Los instrumentos musicales</i></li> <li>-Cultural attractions of Guadalajara</li> <li>-Latin American use of <i>vos</i></li> <li>-Movies in Argentina</li> <li>-Sports in Argentina</li> <li>-Radios in Latin America</li> <li>-Newstands in Buenos Aires</li> <li>-Internet in Argentina</li> </ul> <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> </ul> <p><i>go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b>key words</b></p> <p><b>WV3 Guadalajara -6</b></p> <p><b>WV3 Buenos Aires -7</b></p> <p><b>WV3 Buenos Aires -8</b></p>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
<p>April-June</p> <p>Fourth Quarter</p> <p>Chpts. 5,10,11</p>	<p><b>The students will be able to</b></p> <p>-read: <i>El virrey y el azteca</i></p> <p>-read: <i>Los novios</i></p> <p>-read: <i>Tu mito</i></p> <p>-talk about accomplishments</p> <p>-talk about future plans</p> <p>-read: <i>¿Qué significa ser hispano?</i></p> <p>-read: <i>La herencia cultural</i></p> <p>-read: <i>Gringa/Chicana</i> and <i>Yo soy Joaquín</i></p> <p>-read: <i>El proyecto de Néstor</i></p> <p>-read: <i>Algunas soluciones</i></p> <p>-read: <i>Las abejas de bronce</i></p>	<p>-Report about society</p> <p>-Legends</p> <p>-Successes</p> <p>-Your roots</p> <p>-How to realize your goals</p> <p>-Social problems</p> <p>-Talking about hypothetical situations</p>		<p>-Projects</p> <p>-Quizzes</p> <p>-Tests</p> <p>-Regents Exam</p> <p>-Performance tasks</p> <p>-Oral assessments</p> <p>-Listening comprehension</p> <p>-Reading comprehension</p> <p>-Writing</p> <p>-Regents Preparation</p>	<p>-Aztec pictographs</p> <p>-The legend of <i>Quetzalcóatl</i></p> <p>-Article about Gloria Estefan</p> <p>-New York City's <i>El Barrio</i></p> <p>-¿Cuál es el mayor problema ambiental de tu comunidad?</p> <p><i>Technology</i></p> <p>-Video Program</p> <p>-Audio CD</p> <p>-Teaching Transparencies</p> <p><i>go.hrw.com (interactive games and activities)</i></p> <p><b>key words</b></p> <p><b>WV3 Guadalajara -5</b></p> <p><b>WV3 New York -10</b></p> <p><b>WV3 Costa Rica -11</b></p>

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept  First Quarter	-Unit I: <i>diversiones y fiestas</i> -Leisure -Pastimes and celebration -Readings: <u>Cuentitos Literarios</u>  -Unit II: <i>la presencia latina</i> -Community/ neighborhood -Current events -Readings: <u>Aventuras Literarias</u>	-Discuss leisure activities -Dialog with classmates on how they spend their free time -Compare and contrast vacations in the city and in the country  -Express admiration, disapproval and surprise -Demonstrate knowledge of Hispanic immigration influence in the United States -Discuss ideal city life -Describe objects, persons using a variety of vocabulary acquired both orally and in written form -Use <i>ser</i> and <i>estar</i> correctly in oral and written exercises	-Subject pronouns -Present tense -Gender and number of nouns -Personal “a” -Definite and indefinite articles  -Agreement and position of adjectives -Adjectives used as nouns -The use of the verbs <i>ser</i> and <i>estar</i> -Demonstrative adjectives and pronouns -Possessive adjectives	-Role play conversation about leisure activities -Write a composition stating preferences for vacation in the city or the country -Quizzes  -Write an essay on ancestors and how they came to the United States -Test and quizzes
Nov  Second Quarter	Unit III: <i>vejez y juventud</i> -Family -Old age and youth -Readings: <u>Aventuras Literarias</u>	-Express opinions about family dynamics -Discuss family history -discuss family outings in the past -Give advice on abstract family issues	-Preterit tense -Imperfect tense -Preterit vs imperfect usage -Idiomatic “hacer” + time expressions	-Create a dialogue with classmate on the topic -Test and quizzes -Write a composition about life in the good old days -Midterm exam





Quarter	Topic Content	Skills	Concepts	Major Assessments
Sept. First Quarter	-Describing summer activities, swimming, working, etc. -Readings: <i>Novelas Policíacas</i> , “ <i>Una Mano en la Arena</i> ”, “ <i>Adiós Papá</i> ”	-Modes of speaking -Writing short paragraphs -How to develop a short story -Acquire new vocabulary -How to use a dictionary effectively	-Identifying subject pronouns -Review tenses: present, preterite, imperfect, future, conditional, present perfect, future perfect, conditional perfect, pluperfect	-Quizzes -Unit test -Oral presentations -Journal entries -Project: write your own short story
Nov. Second Quarter	-Literature theme: <i>Aventuras</i> -Readings: <i>El Oro de los Sueños</i>	-Read a novel in Spanish -Discuss character development -Vocabulary development	-Use of <i>vosotros</i> form in literature -Use of the subjunctive	-Quizzes -Unit tests -Oral presentations: present page or excerpt from novel, dialogues using the subjunctive -Mid-term exam
Feb. Third Quarter	-Readings from <i>Aventuras Literarias</i>	-How to use library resources -Discuss literary themes and answer questions	-The subjunctive tense -W. E. D. verbs	-Quizzes -Unit tests -Subjunctive dialogues -Oral presentations
April Fourth Quarter	-Readings -Poetry: selected works -Film: “ <i>Like Water for Chocolate</i> ”	-Compare and contrast -Characterization -Symbolism -Plot	-Literary terms	-Quizzes -Unit test -Project -Final exam

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept.  First Quarter	-Value of second lang -Phonetics -Introductions, greetings -Countries -Health expressions -Prices, phone numbers, # 1-100 -Clock and event time, date and birthdays -Weather, months, seasons	-Create dialogues, conversations and questions	-Formal vs. informal expressions -Title of respect -Question words - <i>Stare</i> for health - <i>Essere</i> for origin - <i>Fare</i> with articles definite and indefinite -Weather expressions -cognates	-Guided dialogues -Unit tests -Quizzes -Projects -Oral assessments -Listening comprehension
Nov.  Second Quarter	-Daily activities, answer yes/no questions, verb conjugation, likes-dislikes, asking for information, talking about people, double verbs, subject pronouns, body parts	-Converse asking and answering questions, journal writing	-Yes/no questions, question words, answering information questions, likes-dislikes ( <i>piacere</i> ), identifications, people and things, expressions with <i>tener</i>	-Create dialogues -Skits memorized -Quizzes -Tests -Midterm -Projects
Feb.  Third Quarter	- <i>Stare</i> , location, health cond, <i>Essere</i> description, appearance, personalities, nationalities, countries, origins, possessions, contraction, “go” verbs, house- home, transportation, airport, family, animals, ordinal numbers, possession -Sports entertainment	-Dialogue writing and reading, answering questions, longer conversations	-Adjective agreement, <i>andare a +</i> infinitive, expressing future, uses of <i>stare &amp; essere, ARE-ERE-IRE</i> verbs, present progressive	-Skits -Presentation and projects -Quizzes -Tests -Performance tasks
April  Fourth Quarter	-Physical description, comparisons, clothing, #100- 1000, reflexive verbs, food and beverage	-Oral presentation that are memorized -Paragraph writing -Reading stories, answering questions -Conversations	-Expressions with object pronouns, use of stem changing verbs, comparisons, introduction to past tense, direct object pronouns	-Projects -Quizzes -Tests -Final exam

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept.  First Quarter	-Personal identification -Education -Leisure activities -Travel	-Exchange greetings -Discuss likes and dislikes -Describe people and places -Ask for and give information Talk about school life -Talk about the new school year -Talk about where you went and what you did -Discuss leisure time	- <i>Piacere</i> and indirect object pronouns -Descriptive adjectives -The verb ( <i>avere</i> ) - <i>Stare vs essere</i> -Interrogative words -Telling time -Regular present tense verbs -The verb <i>andare</i> -Stem changes: <i>ire-isco</i> -Irregular <i>Io</i> verbs -Expressions of frequency -Regular present perfect <i>avere</i> -Irregular verbs: <i>passato prossimo: with avere</i>	-Oral interview -Quizzes and tests -Projects -Role play
Nov.  Second Quarter	-Meal-taking, food/drink -Current events -Community (communication) -Health and welfare -House and home -Reviews for Mid-term	-Comment on food -Talk about the past -Express activity preferences -Obtaining information -Talk about things and people you know -Discuss daily routines	-Irregular present perfect w/ <i>essere</i> ( <i>passato prossimo</i> ) verbs -Demonstrative adjectives and pronouns -Present perfect w/ <i>essere</i> -Adjectives of nationality - <i>Sapere vs. conoscere</i> -Reflexive pronouns and verbs -Possessive adjectives and pronouns	-Projects i.e.: Poster Italian Role play (restaurant) Postcard describing visit to art museum -Quizzes and tests -Writing a news article -Describing a personal experience -Paired interview (likes, dislikes) -Quizzes/test -Diary of daily routine -Conversation on family chores -Mid-term

Italian II

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Feb.  Third Quarter	-Family life	<ul style="list-style-type: none"> <li>-Describe childhood experiences</li> <li>-Express personal reactions</li> <li>-Discuss family relationships</li> <li>-Narrate in the past</li> <li>-Discuss family celebrations</li> <li>-Talk about activities in progress</li> </ul>	<ul style="list-style-type: none"> <li>-Imperfect tense</li> <li>-Reflexive pronouns and verbs</li> <li>-Possessive adjectives and pronouns</li>   <li>-Progressive tenses</li> <li>-Present perfect vs. imperfect</li> <li>-Demonstrative adjectives and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Oral presentation</li> <li>-Time capsule – written description of childhood memory</li> <li>-Projects: <ul style="list-style-type: none"> <li>-Party invitation, -</li> <li>Illustrated story on past event</li> <li>-Role play</li> <li>-Quizzes/ test</li> </ul> </li> </ul>
April  Fourth Quarter	<ul style="list-style-type: none"> <li>-Meal-taking, food/drink</li> <li>-Health and welfare</li> <li>-Leisure</li> <li>-Physical environment</li> <li>-Review of final exam</li> </ul>	<ul style="list-style-type: none"> <li>-Order in a restaurant</li> <li>-Ask for and pay a restaurant bill</li> <li>-Talk about things to do in the city</li> <li>-Discuss ways to stay fit and healthy</li> <li>-Make suggestions</li> <li>-Talk about daily routine and personal care</li> <li>-Discuss recreation activities</li> <li>-Recognize unique, natural wonder</li> <li>-Tell someone what to do</li> <li>-End of year review</li> </ul>	<ul style="list-style-type: none"> <li>-Direct object pronouns</li> <li>-Indirect object pronouns</li> <li>-Double object pronouns</li> <li>-Indirect object pronouns with verbs like <i>piacere</i></li> <li>-Present perfect vs. imperfect</li> <li>-Commands using <i>lei/voi</i></li> <li>-Pronoun placement</li> <li>-Commands</li> </ul>	<ul style="list-style-type: none"> <li>-Planning a special occasion dinner</li> <li>-Written comparison</li> <li>-Quizzes/test</li> <li>-Performance tasks</li> <li>-Writing ads (using <i>Ud.</i> Commands)</li> <li>-Project: Travel brochure</li> <li>-Unit tests</li> <li>-Final exam</li> </ul>

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept. First Quarter	<ul style="list-style-type: none"> <li>-Class rules</li> <li>-Introductions</li> <li>-Physical description</li> <li>-Personal identity</li> <li>-Personal hygiene</li> <li>-Daily activities &amp; past</li> </ul>	<ul style="list-style-type: none"> <li>-Paired activities</li> <li>-Guided conversations</li> <li>-Journal writing</li> <li>-Picture identification</li> <li>-Role play</li> <li>-Writing practice</li> <li>-Skits using vocabulary</li> <li>-Reading practice</li> </ul>	<ul style="list-style-type: none"> <li>-Review of:</li> <li>-Agreement of adjectives</li> <li>-Present tense regular/irregular verbs</li> <li>-<i>Essere vs. stare</i></li> <li>-Reflexive verbs</li> <li>-Stem changing verbs</li> </ul>	<ul style="list-style-type: none"> <li>-Unit tests</li> <li>-Projects re: Italian Heritage Month (October)</li> </ul>
Nov. Second Quarter	<ul style="list-style-type: none"> <li>-Vacations: the beach, the country, the mountain</li> <li>-Giving and taking directions</li> <li>-The city</li> <li>-Food</li> <li>-Quantities</li> <li>-Physical activities</li> <li>-Social activities</li> <li>-Invitations</li> </ul>	<ul style="list-style-type: none"> <li>-Role play</li> <li>-Journal writing</li> <li>-Guided conversations</li> <li>-Charades</li> <li>-Paired activities</li> <li>-Demonstrations</li> <li>-Reading practice</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>-Picture identification</li> <li>-Guided conversation</li> </ul>	<ul style="list-style-type: none"> <li>-The <i>passato prossimo</i></li> <li>-The imperfect</li> <li>-Use of imperfect as opposed to the <i>passato prossimo</i></li> <li>-The imperative</li> <li>-Prepositions of place</li> <li>-The <i>imperfetto</i> in negative expressions</li> </ul>	<ul style="list-style-type: none"> <li>-Projects i.e.: Italy</li> <li>-North/South regions</li> <li>- Celebrations</li> <li>-Unit tests</li> <li>-Journals</li> <li>-Compositions</li> <li>-Midterm exam</li> </ul>
Feb. Third Quarter	<ul style="list-style-type: none"> <li>-Household tasks</li> <li>-Asking for help</li> <li>-Travel: airport, train station, travel agency</li> </ul>	<ul style="list-style-type: none"> <li>-Skits using both tenses</li> <li>-Valentine’s Day activities with vocabulary</li> <li>-Journal writing</li> <li>-Writing practice (Regents Composition)</li> <li>-Guided conversations</li> <li>-Reinforce vocabulary on computer</li> <li>-Games using voc/grammar</li> </ul>	<ul style="list-style-type: none"> <li>-The present subjunctive</li> <li>-Future tense</li> <li>-Conditional</li> <li>-Synonyms</li> </ul>	<ul style="list-style-type: none"> <li>-Unit tests</li> <li>-Skits</li> <li>-Projects</li> <li>-Composition</li> </ul>

Quarter	Topic/Content	Skills	Concepts	Major Assessments
April  Fourth Quarter	<ul style="list-style-type: none"> <li>-Shops, restaurants</li> <li>-Health: Dr. 's office, hospital</li> <li>-Clothing</li> <li>-Shopping</li> <li>-Materials</li> <li>-The home: rooms, furniture, appliances</li> <li>-The hotel: reservations</li> </ul>	<ul style="list-style-type: none"> <li>-Role play</li> <li>-Object identification</li> <li>-Favorite recipes</li> <li>-Listening practice</li> <li>-Oral practice</li> <li>-Writing practice</li> <li>-Reading practice</li> <li>-Picture identification</li> <li>-Reinforcement on computers</li> </ul>	<ul style="list-style-type: none"> <li>-Past participles</li> <li>-Present perfect tense</li> <li>- "<i>Mi piace</i>" type verbs</li> <li>-Question words</li> <li>-Pronouns: Subject/Object</li> <li>-Grammar rules</li> </ul>	<ul style="list-style-type: none"> <li>-Unit tests</li> <li>-Oral testing for Regents</li> <li>-Regents exam</li> </ul>

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept.  First Quarter	- <u>"Ti Ho Sposato Per Allegria"</u> by Natalia Ginzburg - Famous Italian explorers	-Read for comprehension -Acquire new vocabulary -Discussion of story -Read for comprehension "In Columbus' Footsteps" -Read/discuss various famous explorers (Cabot, Vespucci, Verrazano)	-What is happiness? -How did these famous explorers contribute toward the discovery of the New World	-Written exam -Essay on happiness -Group presentations of memorized act -Written exam -Presentation of a famous Italian explorer -Italian Heritage and Culture Month
Nov.  Second Quarter	-Famous Italian composers and musicians	-Listening comprehension – listen to various arias "appreciation of operas" -Acquire new vocabulary -Read for comprehension "arias" "songs" -Discussion of theme from song/opera	-How does music and opera influence the Italian culture?	-Oral exam -Presentation of a song or opera -Presentation of a famous composer or musician

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Feb.  Third Quarter	-Love in poetry of Pablo Neruda “In Memory of Marcello Mastroianni” -Women’s Month -Famous Italian women	-Acquire new vocabulary introduced in poetry -Discussion of the film “ <i>Il Postino</i> ” -Read poems used from movie discussion and analysis of themes -Acquire new vocabulary -Discussion of “Voice of Firestone” -Read literature for comprehension on Famous women (Ferraro, Grasso, etc.)	-Theme of love fulfilled/failed -Successful Italian women -The role of Italian women, their influence and contributions	-Written exam -Essay on theme development -Written essay -Presentation of a famous Italian woman -Essay “The Role of an Italian Woman”
April  Fourth Quarter	-“ <i>Le Avventure di Pinocchio</i> ” by Collodi -Foods from the Provinces of Italy	-Acquire new vocabulary -Introduction of <i>Passato Remoto</i> -Discussion of basic themes -Compare/contrast Folktale vs Walt Disney version -Food -Translate family recipes into Italian -Review cooking unit voc./verbs -Create an original skit at the restaurant	-Theme of life, friendship and family -Does the food make the people?	-Written exam -Essay on basic theme -Group presentation of a memorized chapter -Italian recipes -Skit -Presentation

**Freeport Union Free School District**

Textbook Resource:

**Holt Rinehart and Winston Allez, viens Level 1, 2003**

**French I**

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Sept. – Oct.  First Quarter  Chpts. 1,6,2,7	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-greet people and say goodbye</li> <li>-ask how people are and tell how they are</li> <li>-ask someone’s name and give their name</li> <li>-ask someone’s age and give theirs</li> <li>-express likes, dislikes and preferences about things and activities</li> <li>-pronounce the sound of letter combinations</li> <li>-agree and disagree</li> <li>-ask for and give information</li> <li>-tell when they have class</li> <li>-ask for and express an opinion</li> <li>-ask for, give and refuse permission</li> </ul>	<ul style="list-style-type: none"> <li>-Numbers 0-100</li> <li>-Alphabet</li> <li>-Things you like or dislike</li> <li>-Activities you like or dislike</li> <li>-Places to go</li> <li>-School subjects</li> <li>-Time of day</li> <li>-Class schedule</li> <li>-Numbers 100-1000</li> <li>-Family members</li> <li>-Adjectives to describe and characterize people</li> </ul>	<ul style="list-style-type: none"> <li>-The definite articles <i>le, la, l’, les</i> and the gender of nouns</li> <li>-Indefinite articles <i>un, une, and des</i></li> <li>-Subject pronouns and <i>-er</i> verbs</li> <li>-The verb <i>aimer</i></li> <li><i>-ne...pas</i></li> <li>-The verb <i>aller</i></li> <li><i>-aller + infinitive</i></li> <li>-Using <i>si</i> instead of <i>oui</i></li> <li><i>-avoir, être</i></li> <li>-Possession with <i>de</i></li> <li>-Possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing (simple sentences)</li> <li>-Quarterly Exam</li> </ul>	<ul style="list-style-type: none"> <li>-Greetings and goodbyes</li> <li>-Gestures</li> <li>-Going out</li> <li>-The french educational system</li> <li>-French currency</li> <li>-Family life and pets</li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b><u>key words</u></b></li> <li><b>WA3 POITIERS-1</b></li> <li><b>WA3 POITIERS-2</b></li> <li><b>WA3 PARIS-6</b></li> <li><b>WA3 PARIS-7</b></li> </ul>

French I

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Nov. – Jan.  Second Quarter  Chpts. 3,4,5,8	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-make and respond to a request</li> <li>-ask others what they need and tell others what they need</li> <li>-tell what they would like and like to do</li> <li>-get someone’s attention, ask for information, express and respond to thanks</li> </ul>	<ul style="list-style-type: none"> <li>-School supplies</li> <li>-Additional items for school</li> <li>-Colors</li> <li>-Numbers</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrative adjectives <i>ce, cet, cette, and ces</i></li> <li>-Adjective agreement and placement</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> <li>-Mid-term</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Bacclauréat</i></li> <li>-Sports in France and francophone countries</li> <li>-The celsius and fahrenheit system</li> <li>-Meeting friends</li> <li>-Cafe menus</li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b><u>key words</u></b></li> <li><b>WA3 POITIERS-3</b></li> <li><b>WA3 QUEBEC-4</b></li> <li><b>WA3 PARIS-5</b></li> <li><b>WA3 ABIDJAN-8</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Second Quarter Cont...	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-tell how much they like or dislike something</li> <li>-exchange information</li> <li>-make, accept and turn down suggestions</li>   <li>-make suggestions and excuses</li> <li>-make a recommendation</li> <li>-get someone’s attention</li> <li>-order food and beverages</li> <li>-inquire about and tell likes and dislikes</li>   <li>-offer, accept or refuse food</li> </ul>	<ul style="list-style-type: none"> <li>-Sports and hobbies</li> <li>-Weather expressions</li> <li>-Months of the year</li> <li>-Seasons</li>   <li>-Food and beverages</li>   <li>-Food items and meals</li> </ul>	<ul style="list-style-type: none"> <li>-Expressions with <i>faire</i> and <i>jouer</i></li> <li>-Question formation with <i>est-ce que</i></li> <li>-<i>de</i> after a negative verb</li> <li>-the pronoun <i>en</i></li> <li>-adverbs of frequency and quantity</li> <li>-The present tense of <i>faire</i></li>   <li>-The verb <i>prendre</i></li> <li>-The <i>imperative</i> mode</li>   <li>-The verb <i>pouvoir</i></li> <li>-The verb <i>vouloir</i></li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> <li>-Mid-term</li> </ul>	

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Feb. – Apr.  Third Quarter  Chpts. 6,11	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-make plans</li> <li>-extend and respond to an invitation</li> <li>-arrange to meet someone</li> <li>-inquire about and share future plans; express indecision and wishes</li> <li>-remind and reassure</li> </ul>	<ul style="list-style-type: none"> <li>-Leisure time activities</li> <li>-Places to go in one’s spare time</li> <li>-Vacation spots and activities</li> </ul>	<ul style="list-style-type: none"> <li>-Using <i>le</i> with days of the week</li> <li>-The verb <i>vouloir</i></li> <li>-Prepositions <i>à</i> and <i>en</i></li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> <li>-Quarterly</li> <li>-Proficiency preparation</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Châteaux</i></li> <li>-Colonies de vacances</li> <li> <b>Technology</b></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li> <i>go.hrw.com (interactive games and activities)</i></li> <li> <b><u>key words</u></b></li> <li><b>WA3 PARIS-6</b></li> <li><b>WA3 ARLES-11</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Apr. – June.  Fourth Quarter  Chpts. 10,9	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-ask for an opinion, pay a compliment and criticize</li> <li>-hesitate and make a decision</li> <li>-ask for and give advice</li> <li>-ask for and express opinions</li> <li>-inquire about and relate past events</li> <li>-make and answer a telephone call</li> </ul>	<ul style="list-style-type: none"> <li>-Articles of clothing</li> <li>-Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>-The verbs <i>mettre</i> and <i>porter</i></li> <li>-Adjectives used as nouns</li> <li>-The <i>passé composé</i> with <i>avoir</i></li> <li>-Placement of adverbs with the <i>passé composé</i></li> </ul>		<ul style="list-style-type: none"> <li>-Fashion in francophone countries</li> <li>-Clothing sizes</li> <li>-French telephone system</li> <li>-French telephone numbers</li> <li style="text-align: center;"><b><i>Technology</i></b></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b><u>key words</u></b></li> <li><b>WA3 ARLES-10</b></li> <li><b>WA3 ARLES-9</b></li> </ul>

**Freeport Union Free School District**

Textbook Resource:

**Holt Rinehart and Winston Allez, viens Level 2, 2003**

**French II**

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Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Sept – Oct.  First Quarter  Chpts. 1-2	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-describe and characterize themselves and others</li> <li>-express likes, dislikes and preferences</li> <li>-ask for information, give advice and respond to suggestions</li> <li>-relate a series of events</li>   <li>-welcome someone and respond to someone’s welcome</li> <li>-ask someone how they are feeling and tell how they (personally) feel</li> <li>-point out where things are</li> <li>-pay and respond to compliments</li> <li>-ask for and give directions</li> </ul>	<ul style="list-style-type: none"> <li>-Clothing</li> <li>-Travel items</li>   <li>-Rooms and furniture</li> <li>-Places in town</li> </ul>	<ul style="list-style-type: none"> <li>-The verbs <i>avoir, être, faire, aller, prendre</i></li> <li>-Adjective placement</li> <li>-Interrogative adjectives <i>quel, comment, qui, qu’est-ce que</i></li> <li><i>Ir</i> verbs</li> <li>Imperative</li>   <li>-<i>Tu</i> versus <i>vous</i></li> <li>-Prepositions</li> <li>-Contractions</li> </ul>	<ul style="list-style-type: none"> <li>-Oral interviews</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Projects</li> <li>-Oral assessments</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing (writing a paragraph)</li> <li>-Quarterly Exam</li> </ul>	<ul style="list-style-type: none"> <li>-Travel documents for foreign countries</li> <li>-Studying abroad</li>   <li>-Polite behavior for a guest</li> <li>-Paying and receiving compliments</li> <li>-Houses in francophone countries</li>   <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li>   <li style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></li>   <li style="text-align: center;"><b><u>key words</u></b></li> <li><b>WA3 Paris Region-1</b></li> <li><b>WA3 Paris Region-2</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Nov. – Jan.  Second Quarter  Chpts. 3,4,8,	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-make purchases</li> <li>-ask for, offer, accept, refuse and pay compliment to food</li> <li>-ask for and give advice</li> <li>-extend good wishes</li>   <li>-ask for and describe a place</li> <li>-ask for and make suggestions</li> <li>-emphasize likes and dislikes</li> <li>-relate a series of events (daily routines)</li>   <li>-reminisce</li> <li>-Read: <i>La belle histoire de Leuk-le-Liévre</i></li> <li>-Read: <i>L'histoire de Mamy Wata</i></li> </ul>	<ul style="list-style-type: none"> <li>-Stores and products</li> <li>-Meal vocabulary</li> <li>-Gifts and shops</li>   <li>-Places, flora and fauna</li> <li>-Vacation activities</li> <li>-Daily activities</li> <li>-Cardinal directions</li>   <li>-Childhood activities</li> </ul>	<ul style="list-style-type: none"> <li>-Review definite articles</li> <li>-Partitive articles</li> <li>-Pronoun <i>en</i></li> <li>-Indirect object pronouns <i>lui</i> and <i>leur</i></li> <li>-Adverbs of quantity <i>beaucoup, assez</i> and <i>peu</i></li> <li>-Verbs <i>vouloir, pouvoir</i></li>   <li>-Reflexive verbs and pronouns</li> <li>-Relative pronouns <i>ce que, ce qui</i></li> <li>-Adverbs of frequency</li>   <li>-<i>Imparfait</i></li> <li>-<i>Si on + Imparfait</i></li> </ul>	<ul style="list-style-type: none"> <li>-Restaurant scene simulation</li> <li>-Projects</li> <li>-Skits</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Mid-term</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing (writing a paragraph)</li> </ul>	<ul style="list-style-type: none"> <li>-Neighborhood stores</li> <li>-Typical meals in the francophone world</li> <li>-Currency</li> <li>-Meals for special occasions</li> <li>-Realia: Greeting cards</li>   <li>-Creole language</li> <li>-Martinique (History, music and dance)</li>   <li>-Ethnic groups in West Africa</li>   <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li>   <li style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></li>   <li style="text-align: center;"><b>key words</b></li> <li><b>WA3 PARIS REGION-3</b></li> <li><b>WA3 MARTINIQUE-4</b></li> <li><b>WA3 COTE D'IVOIRE</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Feb. – Apr.  Third Quarter  Chpts. 5,6,7	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-express concern for someone</li> <li>-inquire, express satisfaction and frustration</li> <li>-sympathize with and console someone</li> <li>-give reasons and make excuses</li> <li>-congratulate and reprimand someone</li> <li>-ask for opinions, express enthusiasm, indifference and dissatisfaction</li> <li>-asking for and give information</li> <li>-Read: <i>La Belle au bois dormant</i></li> <li>-express concern for someone, complain</li> <li>-give, accept and reject advice</li> </ul>	<ul style="list-style-type: none"> <li>-School day vocabulary</li> <li>-Weekend activities</li> <li>-Verbs that use <i>être</i> in the <i>passé composé</i></li> <li>-Illnesses</li> <li>-Aches, pains and injuries</li> </ul>	<ul style="list-style-type: none"> <li>-The <i>passé composé</i> with <i>avoir, être</i></li> <li>-The <i>passé composé</i> with <i>être</i></li> <li>-The verb <i>ouvrir/partir</i></li> <li>-The pronoun <i>en</i> with activities</li> <li>-The verbs <i>devoir, se sentir</i></li> </ul>	<ul style="list-style-type: none"> <li>-Projects</li> <li>-Skits</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Quarterly Exam</li> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing (writing a paragraph)</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Bulletin trimestriel</i></li> <li>-Historical figures in school</li> <li>-Brochure of bus tours in Touraine</li> <li>-Staying healthy</li> <li>-Pharmacies in France</li> <li><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li><b>key words</b></li> <li><b>WA3 TOURAINE-5</b></li> <li><b>WA3 TOURAINE-6</b></li> <li><b>WA3 TOURAINE-7</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
April – June  Fourth Quarter  Chpts. 9,10	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-wonder what happened, offer, accept or reject explanations</li> <li>-break some news; show interest</li> <li>begin, continue and end a story</li> </ul> <p>-Read and Discuss: <u>L`amitié</u></p>	<ul style="list-style-type: none"> <li>-Feelings</li> <li>- Personal happenings</li> </ul> <p>-Apologetic actions</p>	<ul style="list-style-type: none"> <li>-<i>Avoir l`air</i> + adjective</li> <li>-The <i>passé composé</i> vs. the <i>imparfait</i></li> <li>-The <i>passé composé</i> and the <i>imparfait</i> with interrupted actions</li> </ul> <p>-Placement of object pronouns</p>	<ul style="list-style-type: none"> <li>-Listening Comprehension</li> <li>-Reading comprehension</li> <li>-Writing</li> <li>-Oral speaking – relating a story or experience</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Histoires marseillaises</i></li> <li>-Talking about personal problems</li> </ul> <p style="text-align: center;"><i>Technology</i></p> <ul style="list-style-type: none"> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> </ul> <p style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></p> <p style="text-align: center;"><b><u>key words</u></b></p> <p><b>WA3 PROVENCE-9</b> <b>WA3 PROVENCE-10</b></p>

**Freeport Union Free School District**

Textbook Resource:

**Holt Rinehart and Winston Allez, viens Level 3, 2003**

**French III**

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Sept. – Oct.  First Quarter  Chpts. 1,2	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-renew old acquaintances</li> <li>-inquire and express enthusiasm and dissatisfaction</li> <li>-exchange information and describe what a place was like</li> <li>-express indecision and make recommendations</li> <li>-order and ask for details</li> <li>-ask for and give directions</li> <li>-express impatience and reassure someone</li> <li>-express enthusiasm and boredom</li> <li>-ask and tell where things are</li> </ul>	<ul style="list-style-type: none"> <li>-French menu and names of food</li> <li>-At the gas station</li> <li>-Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Passé composé, l'imparfait</i></li> <li>-The verb <i>conduire</i></li> <li>-The imperative</li> <li>-Pronouns and their placement</li> </ul>	<ul style="list-style-type: none"> <li>-Skits</li> <li>-Restaurant simulations</li> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>Writing about vacation activities</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Quarterly</li> </ul>	<ul style="list-style-type: none"> <li>-Traditional regional cooking</li> <li>-Regional specialties</li> <li>-Regional foods</li> <li>-Languages in Belgium</li> <li>-Favorite comic-book characters</li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>- Audio CD</li> <li>-Teaching Transparencies</li> <li style="text-align: center;"><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b><u>key words</u></b></li> <li><b>WA3 FRANCOPHONE EUROPE-1</b></li> <li><b>WA3 FRANCOPHONE EUROPE-2</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Nov.- Jan	<b>The students will be able to</b>				
Second Quarter  Chpts. 3,7	-ask for, grant and refuse permission -express obligation -forbid -reproach -justify their actions, reject others' excuses  -make suppositions -express doubt and certainty -ask for and give advice -express astonishment -caution someone -express fear -reassure someone -express relief  Read: <u>Julie Boum</u>	-Household chores -Social responsibilities	-Subjunctive - <i>Ne...pas</i> + infinitive      -Indicative vs. subjunctive -Using the subjunctive -irregular subjunctive forms	-Listening comprehension -Reading comprehension Writing about vacation activities -Quizzes -Tests -Projects -Regents preparation exercises -Mid-term	-Swiss work ethic -Switzerland's neutrality      <i>Technology</i> - Video Program - Audio CD - Teaching Transparencies  <i>go.hrw.com (interactive games and activities)</i>  <u>key words</u>  <b>WA3 FRANCOPHONE EUROPE-3</b>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
Feb. – Apr.  Third Quarter  Chpts. 4,5,8,12	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-ask for and give opinions</li> <li>-ask which one(s)</li> <li>-point out and identify people and things</li> <li>-pay and respond to compliments</li> <li>-reassure someone</li> <li>-Read: Christian Lacroix Collection <i>Automne-Hiver</i></li> <li>-ask about and express intentions</li> <li>-express conditions and possibilities</li> <li>-ask about future plans</li> <li>-express wishes</li> <li>-express indecision</li> <li>-give advice</li> <li>-request information</li> <li>-write a formal letter</li> <li>-Read: <i>L'Enfant noir</i></li> </ul>	<ul style="list-style-type: none"> <li>-Clothing and styles</li> <li>-Hair and hair styles</li> <li>-Future choices and plans</li> <li>-Careers</li> </ul>	<ul style="list-style-type: none"> <li>-Interrogative and demonstrative pronouns</li> <li>-The causative <i>faire</i></li> <li>-The future</li> <li>-The conditional</li> <li>-Inversion</li> <li>-The future after <i>quand</i> and <i>dés que</i></li> <li>-<i>Si</i> clauses</li> </ul>	<ul style="list-style-type: none"> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>Writing about vacation activities</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Regents preparation exercises</li> <li>-Quarterly Exam</li> </ul>	<ul style="list-style-type: none"> <li>-French clothing stores</li> <li>-Fashion and personal style</li> <li>-The French sense of fashion</li> <li style="text-align: center;"><i>Technology</i></li> <li>- Video Program</li> <li>- Audio CD</li> <li>- Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b><u>key words</u></b></li> <li><b>WA3 FRANCOPHONE AFRICA-4</b></li> <li><b>WA3 FRANCOPHONE AFRICA-5</b></li> <li><b>WA3 FRANCOPHONE AMERICA-12</b></li> </ul>

Quarter	Performance Indicators	Vocabulary	Grammar	Assessment	Culture/Technology
April-June  Fourth Quarter  Chpts. 8,6,9,10	<p><b>The students will be able to</b></p> <ul style="list-style-type: none"> <li>-ask someone to convey good wishes; close a letter</li> <li>-Read: <i>Enfance d'une fille</i></li> <li>-make, accept and refuse suggestions</li> <li>-make arrangements</li> <li>-make and accept apologies</li> <li>-show and respond to hospitality</li> <li>-express and respond to thanks</li> <li>-Read: <i>Les Trois Femmes du roi</i></li> <li>-Read: <i>Fierro...l'été des secrets</i></li> <li>-Read: <i>O gaya</i></li> </ul>	-Family relationships	<ul style="list-style-type: none"> <li>-Si clauses</li> <li>-The comparative</li> <li>-Reciprocal verbs</li> <li>-The past infinitive</li> </ul>	<ul style="list-style-type: none"> <li>-Listening comprehension</li> <li>-Reading comprehension</li> <li>Writing about vacation activities</li> <li>-Quizzes</li> <li>-Tests</li> <li>-Projects</li> <li>-Regents Exam</li> </ul>	<ul style="list-style-type: none"> <li>-Traditional and modern styles of dress in Tunisia</li> <li>-Traditional and modern life in Tunisia</li> <li>-Bargaining in North America</li> <li style="text-align: center;"><i>Technology</i></li> <li>-Video Program</li> <li>-Audio CD</li> <li>-Teaching Transparencies</li> <li><i>go.hrw.com (interactive games and activities)</i></li> <li style="text-align: center;"><b>key words</b></li> <li><b>WA3 FRANCOPHONE AFRICA-6</b></li> <li><b>WA3 FRANCOPHONE AFRICA-8</b></li> <li><b>WA3 FRANCOPHONE AMERICA-9</b></li> <li><b>WA3 FRANCOPHONE AMERICA-10</b></li> </ul>

French IV

Quarter	Topic/Content	Skills	Concepts	Major Assessments
Sept. First Quarter	<ul style="list-style-type: none"> <li>-New school year classes, teachers, schedules, likes and dislikes</li> <li>-Vacations and leisure activities</li> <li>-The country, the beach, the city, transportation, countries and places</li> <li>-Reading of selected passages related to above topics</li> </ul>	<ul style="list-style-type: none"> <li>-Relate daily personal and school routine</li> <li>-Summarize vacation activities</li> <li>-Ask and disseminate information about other people</li> <li>-Summarize and discuss content of a reading passage</li> </ul>	<ul style="list-style-type: none"> <li>-Review of present tense, adjs., agreement and placement</li> <li>-Prepositions related to time, places and means of transportation</li> <li>-The <i>passé and composé</i> and the imperfect</li> </ul>	<ul style="list-style-type: none"> <li>-Test and quizzes</li> <li>-Oral assessment</li> <li>-Presentation</li> <li>-Journals</li> </ul>
Nov. Second Quarter	<ul style="list-style-type: none"> <li>-Earning a living: jobs and professions</li> <li>-Marriage: spouse, children, home and neighborhood</li> <li>-Things we wish we had or could do</li> <li>-Reading: <i>“Les Trois Bagues”</i>, a short story</li> </ul>	<ul style="list-style-type: none"> <li>-State and support opinions related to a career choice, the choice of a spouse, number and gender of children, and the type of housing desired</li> <li>-Identify themes and human characteristics in selected readings</li> <li>-Express ideas and support points of view on topics being discussed</li> </ul>	<ul style="list-style-type: none"> <li>-The future tense</li> <li>-The future perfect</li> <li>-The conditional</li> <li>-The conditional perfect</li> <li>-The subjunctive present and past</li> <li>-Sequence of tenses</li> <li>-The si clause</li> <li>-Direct and indirect object pronouns</li> <li>-Possessive and demonstrative adjectives and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-Test and quizzes</li> <li>-Compositions</li> <li>-Projects on career and professions</li> <li>-Reinforce voc. with games</li> <li>-Mid-term</li> </ul>
Feb. Third Quarter	<ul style="list-style-type: none"> <li>-Talking about people and places and formulating judgements about them</li> <li>-Current events</li> <li>-Historical and literary perspective of France</li> </ul>	<ul style="list-style-type: none"> <li>-Use of pronouns relating to people, places and activities</li> <li>-Discuss and exchange views on current events</li> <li>-Familiarize with major literary and historical trends and figures of France</li> </ul>	<ul style="list-style-type: none"> <li>-The definite and indefinite relative pronouns</li> <li>-Prepositions with names of places</li> <li>-Prepositions accompanying verbs</li> <li>-Major schools of thought</li> </ul>	<ul style="list-style-type: none"> <li>-Test and quizzes</li> <li>-Projects on current events, literary or historical trends or figures</li> </ul>

Quarter	Topic/Content	Skills	Concepts	Major Assessments
May  Fourth Quarter	- <u>"Drole de Mission"</u> , a short story -Readings: <u>Les Pêches</u> , Theuriet <u>Fables</u> , La Fontaine <i>Francophonie</i> , L. S. Senghor, Birage Diop, Aime Césaire -Review for final exam	-Read and summarize and discuss each passage -Identify and compare themes, styles and significance of each reading	-Agreement of the past participle with <i>avoir</i> -Review of verbs that use <i>être</i> -Comparative and superlatives	-Test and quizzes -Role playing -Translation -Presentation -Final exam