

CURRICULUM GUIDE
FRENCH I
Middle Township School District

Prepared by:
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COURSE: French 1

LENGTH OF COURSE:

Middle School- French I will be split over two years (7th & 8th grade) class meets daily, 45 min.

High School- One academic year, class meets daily, 45 min.

COURSE DESCRIPTION:

The first year of French language instruction introduces the student to grammar structures, phonics, and vocabulary in order to develop communication skills at the novice-low level. Students will also study French culture in order to make cultural connections between their home culture and that of France. In the target language, the students will engage in conversation, provide and obtain information, express feelings and exchange opinions. They will learn to understand and interpret spoken and written language on a variety of topics. They will present information, concepts and ideas to listeners or readers on a variety of topics. They will demonstrate an understanding of traditions, products and perspectives of French culture. They will reinforce and expand their knowledge of other curricular areas of study while using French language and culture. Students will acquire and use information from a variety of authentic French language sources. They will demonstrate an understanding of the nature of language and the concept of culture through comparisons of French and their own culture. Students will be provided with sufficient French language instruction to be able to actively participate in communication both within and beyond the school setting for personal enjoyment and enrichment.

A wide variety of teaching techniques will be employed by teachers in order to attain the novice-low level of French language proficiency. This includes group and pair work to write dialogs or skits, use of computer labs and the SmartBoard, and class projects, all in order to develop speaking, listening, reading, and writing skills. A culminating project for French One is recommended for students and an example is included in this document.

TYPE OF CREDIT: HS credit

GRADE LEVEL: MS-7th-8th HS-9th-12th

PREREQUISITES: None

TEXTBOOK AND MATERIALS:

CURRICULUM GUIDE
FRENCH I
Middle Township School District

BOOK:

Discovering French Nouveau! Bleu 1, McDougal Littell

ANCILLARY MATERIALS:

Teacher prepared materials

Discovering French Nouveau! Bleu 1, Workbook, McDougal Littell

Discovering French Nouveau! Bleu 1, Activités pour tous Workbook, McDougal Littell

Discovering French Nouveau! Bleu 1, Overhead Transparencies and Copymasters, McDougal Littell

Discovering French Nouveau! Bleu 1 Teacher Unit Resource Books (8 volumes)

Discovering French Nouveau! Bleu 1 Teacher to Teacher Copymasters, McDougal Littell

McDougal Littell website with interactive activities for students and teacher resources:

www.classzone.com

Collins French Concise Dictionary, Harper Collins Publishers

Authentic online resources

French realia

Relevant maps in classroom

AUDIOVISUAL MATERIALS:

Discovering French Nouveau! Bleu 1 Integrated DVD and VHS Video Programs, McDougal Littell

Discovering French Nouveau! Bleu 1 Audio Program, McDougal Littell

Department-owned culture-related videos, as appropriate.

Use of podcasts/internet audio & video, where available

NJ Core Content Standards:

<http://www.state.nj.us/education/cccs/standards/7/index.html>

In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.

In at least one language other than English, students will understand and interpret spoken

CURRICULUM GUIDE
FRENCH I
Middle Township School District

and written language on a variety of topics.

In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics.

In at least one language other than English, students will demonstrate an understanding of the traditions, products, practices and perspective of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.

In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.

In at least one language other than English, students will acquire and use information from a variety of sources only available in the world language.

In at least one language other than English, students will demonstrate literacy and an understanding of the nature of language through comparison across languages.

In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures.

In at least one language other than English, students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Enduring Understandings:

Communicating with people in their language facilitates the building of rapport.

CURRICULUM GUIDE
FRENCH I
Middle Township School District

Communicating in another language facilitates participation in global economies.

Gaining awareness and understanding of other cultures allows one to make connections between one's own culture and those of other societies.

Culture is reflected in the products, practices and perspectives of a society.

Societies are enriched by the variety of cultures that exist within them.

Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.

Essential Questions:

How do we share significant personal information with people from French-speaking countries?

How do we compare and contrast the lives of people from France with people from the United States?

If I lived in Paris, how would I travel and communicate?

ASSESSMENTS:

Formative Assessments:

Daily oral participation

Homework and brief writings related to lessons

Oral and written assessments through teacher generated questions, paired and small group activities

Journal entries

Simulated language laboratory activities

Formal written assignments

Oral, aural, and written quizzes

Summative Assessments: Tests ,Performance assessments

Unit 1: Meeting People

Lesson Essential Questions:

Why is it important to study French?

Where in the world is French spoken?

What is the fundamental sound system of the French language to ensure correct pronunciation and accentuation?

What is a cognate?

CURRICULUM GUIDE
FRENCH I
Middle Township School District

What are the French accents and spelling marks?
How do I express daily classroom needs?
How do I introduce myself and react properly to introductions?
What greetings are used in formal and informal situations?
What are the customs associated with greetings in France?
How do I ask another person's name?
How do I point someone out?
How do I introduce someone and say where they are from?
How do I express how I feel and ask others how they feel?
How do I express my age and ask or express another person's age?
How do I say my telephone number?
How do I count from 0-100?
How do express where I am from and my nationality?
How do I express where someone is from and his/her nationality?
How do I tell about my family and ask others about their family?
How do I express possession?
How do I talk about pets and animals?
How do I use gender of nouns?

Key Knowledge and Skills

Students will:

- Learn basic French pronunciation and accentuation
- Count to 100
- State telephone numbers
- Make appropriate classroom requests
- Recognize cognates
- Greet and bid farewell
- Use appropriate body gestures to greet and bid farewell
- Understand social registers (*tu* vs. *vous*)
- Use expressions of courtesy
- Ask someone's name and respond
- Introduce themselves and react appropriately
- Ask how someone feels and respond
- Recognize the gender of French words
- Utilize definite and indefinite articles in the singular form
- Utilize first and second person singular possessive adjectives
- Understand why it is important to study French
- Know where French is spoken in the world
- Know where France is located
- Know what the capital of France is
- Express the nationalities of France, Canada, England and the United States with appropriate gender markers
- Express where someone is from
- Express their and others' ages

CURRICULUM GUIDE
FRENCH I
Middle Township School District

- Discuss one's own and others' families

Assessments:

- Skit: Write and perform a dialog between two or more students in which they meet, greet, introduce themselves. Students will converse about their ages, nationalities and places of origin.
- Quizzes and writing assignments (introducing themselves and someone they know)
- Test

Performance Assessment: Project to introduce a family (student's or invented): The student may choose one of two options to introduce each family member: make a video or make a "photo album" to be presented to the class. In either case the oral component (taped or in front of class) will include saying the person's name, relationship to the student, age and nationality. The written component will include the same information either in the form of a small booklet to accompany the video or captions by the photos in the photo album.

Unit 2: Weather and Snacking in France

Lesson Essential Questions:

- Where do French teenagers go to have a snack and what do they eat and drink?
- How do I express which foods I like and dislike?
- How do I offer or ask for food in French?
- How do I order snacks and beverages in a café?
- How do I ask about prices and pay for food?
- How do I use French money and what are the customs involved with it?
- What is the value of the Euro?
- How do I ask a friend to lend me money?
- How do I ask about and express time using both the twelve-hour and twenty-four hour clocks?

CURRICULUM GUIDE
FRENCH I
Middle Township School District

How do I say when an event is scheduled?
How do I talk about my school schedule?
What is the school day like in France?
What are some of the holidays in France?
How do I express the days of the week?
How do I express the date?
How do I describe the geography and the culture of France?
What are some basic facts about France?
How do I talk about weather and seasons?
How do I change nouns and definite articles from singular to plural?
What connections can I make from what I learn about France?

Key Knowledge and Skills:

Students will:

- Recycle previously applied vocabulary
- Apply vocabulary to create simple sentences
- Give the date
- Know some basic facts about France and its regions.
- Tell time in French and ask others what time it is
- Talk about school subjects and schedules
- Talk about snacks and drinks
- Demonstrate ordering and paying the check in a café
- Learn about French money and how it is used
- Convert euros to US dollars and vice versa
- Ask about and express the time, date and season
- Identify French holidays
- Express seasons and weather conditions
- Relate the weather in France with its geography
- Use definite articles in both singular and plural forms

Assessments:

- Projects: create French calendar with French holidays; on an authentic French weather web site, look up the weather in an assigned French city for various times and then play the role of a meteorologist to report it to the class.
- Quizzes and writing assignments (write about three places in France and their weather on a particular French holiday)
- Test

Performance Assessment: With a partner students will create a typical French café scene (including a menu) and then write and perform a dialogue. Students will order, make “small talk” and then pay for their snack and drinks.

CURRICULUM GUIDE
FRENCH I
Middle Township School District

Unit 3: Daily activities at Home, at School and on the Weekend

Lesson Essential Questions:

- How do I express what I like and do not like to do?
- How do I express what I must do, want to do or can do?
- What is an infinitive?
- How do I describe some of my daily activities?
- How do I express my actions and those of others in the present tense?
- How do I express what I and others are not doing?
- How do I ask where others are and what they are doing?
- How do I express where I and others are?
- What do French teenagers typically do both in and outside of school?
- How do I invite friends to do things with me?
- How do I politely accept or refuse an invitation?
- How do I ask questions to seek information?
- How do I answer questions asked of me?
- How do I make a telephone call in France?
- What connections can I make from what I learn about France?
- What are French high schools like and how do they compare to American ones?
- How do I talk about school?
- How do I express approval or regret?
- How do I express mild doubt or surprise?

Key Knowledge and Skills:

Students will:

- Recycle previously acquired vocabulary
- Apply vocabulary to create simple sentences
- Learn the subject pronouns
- Identify infinitives
- Express what they must, can, want and like to do
- Conjugate the verb *faire* and use its associated expressions
- Conjugate the verb *être*
- Conjugate regular –er verbs
- Conjugate –er verbs whose infinitives end in *-ger*
- Use present tense verbs in the negative
- Form yes-no and information questions using *est-ce que*
- Answer yes-no and information questions
- Gain knowledge of French high schools

Assessments:

CURRICULUM GUIDE
FRENCH I
Middle Township School District

- Skit: Make a phone call to invite a friend to do something with you.
- Quizzes and writing assignments
- Test

Performance Assessment: Make a poster or power point presentation showing your daily activities in school and outside of school. Include pictures and full-sentence captions describing what you do. Present this formally to class. Compare your activities to those of a typical French teenager.

Unit 4: People and their Possessions

Lesson Essential Questions:

- How do I express need, fear and physical feelings with the idiomatic use of the verb *avoir*?
- How do I describe people and things?
- How do I describe my room and what is in it?
- How do I express and describe what someone owns?
- How must adjectives change to agree with the nouns they modify?
- Which adjectives are placed before the noun they modify and which are placed after it?
- How do I describe the location of objects?
- How do I use the Internet in France?
- How do I get someone's attention?
- How do I express my opinion?
- How do I talk about regular events?
- How do I contradict a negative statement or question?
- How do I introduce a conclusion?
- How do I use colors to describe objects?
- How do I write an informal letter?
- How do I describe life, geography and culture in the Provence region of France?

Key Knowledge and Skills:

Students will:

- Learn vocabulary associated with bedroom furniture and objects in a bedroom
- Form plural of definite and indefinite articles
- Form the singular and plural of nouns
- Form the singular and plural of adjectives
- Identify adjective position (before or after noun they modify)
- Identify the location of people and objects using prepositions
- Conjugate the verb *avoir* and use some expressions with *avoir*
- Use the expression *il y a*
- Use the negative article *pas de*
- Use the definite article with days of the week and with nouns in a general or collective sense

CURRICULUM GUIDE
FRENCH I
Middle Township School District

- Identify colors and use with appropriate gender markers
- Write an informal letter in the French format

Assessments:

- Skit: At a party, ask a friend who another person is and what that person is like.
- Quizzes and writing assignments
- Test

Performance Assessment: Write an informal letter to your French pen pal describing your bedroom. Describe the room itself, what is and is not in it, and what you do in your room. Use the descriptive vocabulary presented in this chapter.

Unit 5: City Life—the Home, the Family, and Urban Activities

Lesson Essential Questions:

- How do I talk about the rooms in my home?
- How do I talk about my house?
- What is in my neighborhood and in a typical city neighborhood?
- How do I express which floor in a building someone or something is on?
- How do I talk about the members of my family?
- What connections can I make with what I learn about France?
- How do I talk about which sports, games and instruments I play?
- How do I talk about places in a city?
- How do I express where I and others go?
- How do I express how I and others go?
- How do I ask and give directions?
- How do I express what I am going to do using previously learned infinitives?
- Where in France do people meet?
- How does public transportation affect the French way of life?
- How do I say where I have been?
- How do I ask someone to come along?
- How do I put things in order?
- How do I contradict someone?

CURRICULUM GUIDE
FRENCH I
Middle Township School District

How do I express doubt or surprise?

What are the important cultural, historic and practical places in Paris?

What is living in Paris like?

Key Knowledge and Skills:

Students will:

- Recycle previously learned vocabulary and grammar (including *avoir être* and infinitives)
- Name the places in a typical city and give directions to these places
- Identify the location of people and things using prepositions of location
- Conjugate the verb *aller*
- Express future actions using the *futur proche* with the verb *aller*
- Identify modes of transportation
- Use contractions with *à* and *de*
- Use the preposition *chez*
- Conjugate the verb *venir*
- Express games and sports that one plays using *jouer + à*
- Express instruments that one plays using *jouer + de*
- Name the rooms in a house or apartment
- Use possessive adjectives (all forms)
- Use stress pronouns
- Use the construction noun + *de* + noun
- Name the members of an extended family
- Show possession using *de*
- Identify important places in Paris

Assessments:

• Skit: Write and perform dialogue of a street scene. Ask and give directions to a place (to be assigned) in Paris. Give information about the site you wish to visit. Provide the class with an informational handout on your site.

- Quizzes and writing assignments
- Test

Performance Assessment: Develop a floor plan for your culturally-appropriate apartment in Paris. Label all rooms and prepare a description of at least three. In a presentation to the class, describe the apartment and tell what is in your neighborhood. Use either a poster or a PowerPoint presentation as a visual aid during your presentation.

Unit 6: Shopping and Clothing

CURRICULUM GUIDE
FRENCH I
Middle Township School District

Lesson Essential Questions:

- How do I count from 100 to 1,000?
- How do I describe articles of clothing and clothing sizes?
- How do I find the correct size of clothing in France?
- How do I express my opinion about clothes?
- What connections can I make from what I learn about France?
- How do I describe the stores where I can buy clothes?
- How do I make plans to go shopping?
- How do I ask for help and find prices in a store?

Key Knowledge and Skills:

Students will:

- Recycle previously learned vocabulary and grammar (including *avoir* and money)
- Learn and use vocabulary associated with stores, money, clothing and clothing size
- State their opinions about clothing
- Inquire about and describe preferences using interrogative and demonstrative adjectives
- identify/Conjugate the verb *mettre*
- Conjugate stem-changing verbs like *préférer* and *acheter*
- Understand and explain cultural differences between shopping in France and in the United States
- Use expressions associated with money
- Recycle knowledge of euros, including converting euros to dollars and vice versa
- Give commands
- Use the subject pronoun *on*
- Identify places in Paris where one can go shopping

Assessments:

- Skit: Write and perform a scene in a store where you are choosing what to buy.
- Quizzes and writing assignments.
- Test

Performance Assessment: Imagine that you are designer at Fashion Week in Paris. You and your partner will create a fashion show where you will take turns modeling and describing clothing. Members of the “audience” will write a “review” (description and opinion) of their favorite designer.

CURRICULUM GUIDE
FRENCH I
Middle Township School District

*End of year, Unite 6, Lecon 18, pg.275

French I
Year end Summative Performance Assessment

Performance Task:

The following is a *sample* authentic task that will help assess achievement of student goals for French I.

The culminating project or performance task for this year is for you and your partner to develop a videotaped conversation in a café.

Goal: Your task is to arrive at a French café with someone who you do not know well. You must get to know this person by asking them questions and answering their questions. Ask about his/her age, birthday, favorite colors, favorite sports, favorite music, origin, where they live, parents (or siblings) what they do for a living, what he/she likes to eat and drink, where he/she likes to shop, how he/she likes to shop, how he/she gets to work each day and what he/she likes to wear in public, etc. You must also exhibit understanding of French culture by integrating three aspects of French culture into your conversation.

Role: You and your partner must choose to be either students or adults. This will affect how you address each other.

Situation: You and your partner are two adults or students who do not know each other well. You meet in a café and ask each other questions to get to know each other.

Product or Performance: The conversation should last five minutes and be videotaped. You will be judged on pronunciation, depth of questions, answers and follow-up questions. You will also be judged in your written copy on grammar, spelling, and vocabulary. The script will be prepared on a computer, be double-spaced and have all diacritical marks made on the computer. The conversational questions must be on a variety of topics including: his/her name, age, residence, family, pets, leisure activities, favorite holidays, what his/her parents (or siblings) do for a living, what he/she likes to eat and drink, where he/she likes to shop, how he/she gets to work each day and what he/she likes to wear in public, etc. You must also integrate three aspects of French culture into your conversation.

CURRICULUM GUIDE
FRENCH I
Middle Township School District

Standards for Success:

Your interview must meet the following standards:

Must be videotaped, Video must be audible and of good quality

Include both partners speaking

Be at least five minutes in length

Include the information outlined above on a variety of topics

Words must be pronounced correctly

Script must be typed with all diacritical marks and double-spaced

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

<p>Unit Essential Question: How can understanding course, classroom, and teacher expectations help me to be successful French I student?</p>					
<p>Lesson Essential Questions: How am I expected to behave as a MTMS/MTHS student? What are the rules and procedures I must follow in this classroom?</p>					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
Week 1	<ul style="list-style-type: none"> • School policies and expectations • Classroom procedures • Ice-breaking/Classroom-building activities 	<ul style="list-style-type: none"> • Introduce students to the Foreign Language class 	<ul style="list-style-type: none"> • Ice-breakers • Textbook scavenger hunt 	<ul style="list-style-type: none"> • MTMS/MTHS Code of Conduct • School forms • Textbook Discovering French I 	<ul style="list-style-type: none"> • Textbook Procedure Assessment • Student displays mastery of completion of a variety of graphic organizers

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 1 Leçon 1 A,B,C Faisons connaissance (A) La rentrée, (B) Tu es français?, (C) Salut! Ça va?

Unit Essential Question:

Do you feel confident asking and asking basic questions in French while talking to your peers and the teacher?

Lesson Essential Questions:

Do people greet each other the same way in France as they do in the United States?
Should I address an adult differently than when I am speaking to one of my friends?
How do I express feelings of frustration and appreciation?
How do I communicate how I am feeling and ask others about how they are doing?

Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Concepts (emphasizes speaking and listening in the target language) Greet people <ul style="list-style-type: none"> Introducing oneself Spelling one's name Asking someone's name Asking someone's age Asking someone else's name and age Communication patterns of language Oral and written presentation of ideas and information to an audience Ask how people feel Express feelings of frustration and appreciation. Say good-bye 	Bonjour, salut, au revoir Comment t'appelles-tu? Je m'appelle Moi Et toi? Les nombres 0 – 60 Tu es de...? Je suis de... Les nationalités non, et, où, aussi Ça va? Ça va très bien, comme ci comme ça, mal Zut, merci	<ul style="list-style-type: none"> Web Quests Internet Activities Map Activities Student-generated dialogues 	<ul style="list-style-type: none"> Textbook and accompanying student workbook (<u>Discovering French I, Lecture Pour Tous</u>) Overheads, CD's, audio-cassettes, videos, songs Flashcards Realia 	<ul style="list-style-type: none"> Adjectives of nationality L'alphabet Français/française Expressions with ça va Counting to 60 Student dialogues Mastery of essential questions Student displays mastery of completion of a variety of graphic organizers Tests de control Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension and writing entry

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 1 Leçon 2 A,B,C Famille et copains (A) Copain ou copine?, (B) Une coincidence, (C) Les photos d'Isabelle

Unit Essential Question:

Do you feel confident asking and asking basic questions in French while talking to your peers and the teacher?

Lesson Essential Questions:

Is there a difference between identifying male and female friends in French?

Why is French spoken as a first or second language in so many countries world-wide?

How do I find out another person's name?

How do I find out who someone is?

How do I introduce or point out someone?

How do I get someone's attention or express surprise?

What are the differences between the American telephone area code and the French?

How do I introduce my family and pets?

How do I find out how old a friend is? How do I find out how old others are? How do I express my own age?

Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Ask and provide telephone numbers Learn when to pronounce final consonants Be aware of formal and casual greetings in L2 Become familiar with the use of monsieur, madame, and 	Voici, voila Un garçon Un ami Un copain Un prof Un monsieur Une fille Une amie Une copine Une dame Une prof Il est Elle est Tu connais...	<ul style="list-style-type: none"> Student-generated graphs showing Francophone population within Canada and globally Recitation of alphabet and spelling of names Solving math problems, orally and in word 	<ul style="list-style-type: none"> Textbook and accompanying student workbook (Discovering French I, Lecture Pour Tous) Overheads, CD's. audio-cassettes, videos and songs Flashcards Realia 	<ul style="list-style-type: none"> Family Members poster : oral presentation correct usage of ma, mon, mes (untitled poster to prevent simple reading), can be used as written assessment afterwards Oral assessment : Qui est la sœur de ta mère ?(flashcard questions, groups of 4 with 1 leader who has

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

	<p>mademoiselle and their abbreviations</p> <ul style="list-style-type: none"> • Greetings and good-bye gestures • Written presentation of information and ideas in L2 to an audience • Ask where people are from • Express likes and dislikes of oneself and others 	<p>Comment s'appelle.. Il, elle s'appelle.. Le, la, les. L' Vocabulaire de la famille Mon, ma, mes Quel age as-tu? J'ai... ans Adjectives of nationality L'alphabet Francais/francaise Expressions with ca va Counting to 100 Family Members Mon/ma Ton/ta Un/une Le/la</p>	<p>form</p> <ul style="list-style-type: none"> • Student-generated job interview dialogues • Listening comprehension using tapes, songs, cassettes and CD's • Description of magazine advertisements, emphasizing clothing and colors • Vocabulary bingo • Calendars, realia, flashcards and pictures • Preparation and presentation of family tree posters • Internet research and Web Quests 		<p>already been assessed by the teacher)</p> <ul style="list-style-type: none"> • Recitation of alphabet and spelling of names • Solving math problems, orally and in word form • Student-generated job interview dialogues • Listening comprehension using tapes, songs, cassettes and CD's • Description of magazine advertisements, emphasizing clothing and colors • Vocabulary bingo • Calendars, realia, flashcards and pictures • Internet research and Web Quests • Mastery of essential questions • Student displays mastery of completion of a variety of graphic organizers • Tests de controle • Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension and writing entry
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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 2 Leçon 3 A,B,C Bon appétit! (A) Tu as faim?, (B) Au café, (C) Ça fait combien? Unit Essential Questions: Can I survive in a Francophone environment, using your communication skills to make simple requests?					
Lesson Essential Questions: Where would I go in France to order different types of food? How would I order? What is the difference between expressing my need for food as opposed to a beverage? How do you convert the American dollar into European currency? Can I decipher a schedule written in French? How is it different to one written in English other than the vocabulary?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Conversational expression of feelings, ideas, and opinions in French • Oral and written presentation of information and ideas to an audience • Developing more than one way of expressing an idea, expanding the conversation • Using context 	J'ai faim, soif Tu veux..? Qu'est-ce que tu veux? Je voudrais.. Donne-moi.. S'il te plait.. Les nourrituresp.45,49 C'est combine? Ca fait combine? Combien coute..? Prete-moi.. Describe others Describe clothing, family Ask and tell ages Talk about birthdays and dates Express possession Listening to intonation, practicing, understanding and then speaking	<ul style="list-style-type: none"> • Chassez l'intrus • Mon café menu • Au café dramatization • L'euro • Le temps report • L'hymne national • Tu as faim? • Recette: traduction • Internet research and Web Quests 	<ul style="list-style-type: none"> • Textbook and accompanying student workbook (Discovering French I, Lecture Pour Tous) • Overheads, CD's, audio-cassettes, videos and songs • Flashcards • Realia 	<ul style="list-style-type: none"> • Calendars, realia, flashcards and pictures • Internet research and Web Quests • Mastery of essential questions • Student displays mastery of completion of a variety of graphic organizers • Tests de controle

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MTMS/MTHS**

French I SLMs 2011-2012

	<ul style="list-style-type: none"> • clues • Using different kinds of descriptive word • Using negative sentences orally and in writing • Listening for the main idea • Describing classes and classroom objects • Say how often you do something • Discuss obligations 	<p>Visualizing and getting the main idea</p> <p>Looking for cognates</p> <p>Use adjectives of personality</p> <p>Talk about schedules and comparing to those in France, discussion of the French educational system/ "le Bac"</p> <p>Ask and tell time</p> <p>Making and responding to request</p> <p>Asking for information</p> <p>Say where you are going</p> <p>Request food</p> <p>Vocabulary: les couleurs,</p>			<ul style="list-style-type: none"> • Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension and writing entry
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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 2 Leçon 4 A,B,C De jour en jour (A) L'heure, (B) Le jour et la date, (C)Le temps

Unit Essential Question:

Can I survive in a Francophone environment using my communication skills to make simple requests?

Lesson Essential Questions:

Can I successfully express myself re: time, date and weather?

Can I decipher a schedule written in French?

How is it different than an American one?

Is the telling of time expressed differently, compared to English?

Could I respond appropriately to an invitation with a time and date on it?

Could I react appropriately to a weather warning? Can I read and listen to weather reports in order to make plans?

Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Use adjectives of personality • Talk about schedules and comparing to those in France, discussion of the French educational system/ "le Bac" • Ask and tell time • Making and responding to request • Asking for information • Say where you are going • Request food 	Time expressions Jours Mois Le temps Les parties du corps	<ul style="list-style-type: none"> • Graphic organizer: compare/contrast France's weather with U.S. • Internet research • Map reading 	<ul style="list-style-type: none"> • Textbook and accompanying student workbook (Discovering French I, Lecture Pour Tous) • Overheads, CD's, audio-cassettes, videos and songs • Flashcards • Realia 	<ul style="list-style-type: none"> • Mastery of essential questions • Student displays mastery of completion of a variety of graphic organizers • Chanson: Alouette • Student generated dialogues • Presentation of weather report • Student description of plans based on the weather • Tests de controle • Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension and writing entry

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 3 Leçon 5 Le français pratique: Mes activités Unit Essential Question: How do I discuss daily activities in French?						
Lesson Essential Questions: Can I respond to yes/no questions in French? Can I invite a friend to an activity? Do I know how to accept or refuse an invitation? Can I express likes and dislikes en French?						
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments	
11 days	<ul style="list-style-type: none"> • Taking risks and helping partner • Asking for clarification • Comparing places • Discuss plans • Sequence events • Talk about places and people you know 	Est-ce que tu aimes.. J'aime.. Je n'aime pas.. Je préfère.. “er” verbs p. 74 Je veux.. Je voudrais.. Je ne veux pas.. Est-ce que tu veux.. Est-ce que tu peux..	<ul style="list-style-type: none"> • Vocabulary bingo • Student preparation of classroom schedule • Pair-work questioning of start and end times of classes • Student-generated survey of class, using appropriate questions and variety of interrogative words • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests • Math team competitions with flashcards • Student-generated seven concept grammar and vocabulary poster games • Charades • Mais non • Le Senegal map: compare/contrast graphic organizer 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Mastery of essential questions • Student displays mastery of completion of a variety of graphic organizers • Tests de controle • Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension and writing entry 	

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 3 Leçon 6 Une invitation

Unit Essential Question:

How do I discuss daily activities in French?

Lesson Essential Questions:

How does a French student's school schedule compare to mine?

Can I compare and contrast the ways French and American teenagers spend their free time?

Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Talking about where where people are • Expanding conversational skills: answering yes/no questions • Describing what people do and don't do • Saying where you are coming from • Saying what just happened • Expressing preferences • Making comparisons • Saying what you know • Describe the weather 	Present tense of etre Subject pronouns Oui, mais oui, bien sur, peut-etre, non mais non Ne...pas A,de,et,ou, avec pour, mais	<ul style="list-style-type: none"> • C'est moi poster with writing re: activities • Poem re: likes and dislikes • Mini-histoire • Invitation a une boum 	<ul style="list-style-type: none"> • Text,workbook and accompanying videos, CD's, cassettes, audio-visual material,songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Text,workbook and accompanying videos, CD's, cassettes, audio-visual material,songs • Internet activities and Web Quests • Crea-dialogue • Composition:personellement p.91 • Mastery of essential questions • Student displays mastery of completion of a variety of graphic organizers • Tests de controle • Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension and writing entry

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 3 Leçon 7 Une boum Unit Essential Question: How do I discuss daily activities in French?					
Lesson Essential Questions: How do French parties compare to yours? Can you successfully find the meaning of a French verb in a dictionary? Can you describe what other people are doing? Can you express approval or regret?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Expanding conversational skills: describing how often you do certain activities • Using the correct intonation when asking questions 	“er” regular verb conjugation Bien, mal, beaucoup, souvent, toujours, aussi, maintenant, rarement, super, dommage	<ul style="list-style-type: none"> • Student-generated survey of classmates, collaboratively, using • Combien de fois + conjugated verb. Responses will include a variety of adverbs of frequency 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests • Construction paper for surveys 	<ul style="list-style-type: none"> • Journal entry, summarizing results of survey • Journal entry: point de vue personnel re: activities matched with locations • Message illustre • Mastery of essential questions • Student displays mastery of completion of a variety of graphic organizers • Tests de controle • Lecture book plus 4 assessment: 2 vocab, 1 reading comprehension

Pacing Guide for French I
MTMS/MTHS

French I SLMs 2011-2012

					and writing entry
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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 3 Leçon 8 Un concert de musique africaine Lesson Essential Question: How do I discuss daily activities in French?					
Unit Essential Questions: Am I able to express logical questions in French? Am I able to identify French-speaking countries in Africa?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • ask and answer detailed questions in French 	Où, quand, à quelle heure, comment, pourquoi, parce que Question formation orally and in writing Qui, à qui, de qui, avec qui, pour qui Qu'est-ce que plus subject plus verb Q'est-ce qu' plus vowel sound Inversion -the verb faire	<ul style="list-style-type: none"> • Test de Contrôle p. 114,115 • Cultural comparisons re: TV viewing k, Internet use • Lecture series: Bonjour Trinh: les Vietnamiens en France • Reading French students' letters • Reading: le lycée Jean –Baptiste: compare contrast high schools in France with American schools, 	<ul style="list-style-type: none"> • Text,workbook and accompanying videos, CD's, cassettes, audio-visual material,songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Textbook Procedure Assessment

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 4 Leçon 9 Le français pratique: Les personnes et les objets Unit Essential Question: How does one talk about one's personality and give a physical description of themselves, their friends and family and their possessions?					
Lesson Essential Questions: How does one talk about yourself... your personality and your appearance in French? How do you describe your friends and how old they are? How do you describe your room? How do you talk about everyday objects that you own or use? How do you describe objects: their color and size?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • describe people and things • describe their location, using prepositions • identify classroom objects • describe people's height, weight, age, • hair and eye color 	-les personnes vocab p.138 La description physique p. 139 Objets Prépositions Dans ma chambre il y a... Computer vocab	<ul style="list-style-type: none"> • Oral response to qu'est-ce que c'est and qu'est-ce que tu as? • Communicating preference, using the verb préférer • Chambre vocab used in a sketch. 	<ul style="list-style-type: none"> • Magazine pictures, Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Oral description of picture • Response to où est.. • Conversation dirigée p. 148 • Créa-dialogue • Vous rappelez-vous? activity p.133A • Qui est-ce? mystery person activity

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

**Unité 4 Leçon 10 Vive la différence!,
Unit Essential Question:**
How does one talk about one's personality and give a physical description of themselves, their friends and family and their possessions?

Lesson Essential Questions:
How does one describe their friends and how old their friends are?
How does one contradict a negative statement or question?
How does one describe nouns in a general sense?

Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • - adjectives used to describe friends • -third person singular and plural 	-how to describe differences among people -note culturelle: Haiti -verb avoir -avoir expressions: avoir faim, avoir soif, avoir...ans -definite, indefinite articles: les noms masculins et féminins (singular and plural) -plural formation of nouns	<ul style="list-style-type: none"> • A votre tour p. 160 • Le grenier p. 157 ex. 11 • Student horaire 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests • Poster board. 	<ul style="list-style-type: none"> • Créa-dialogue p. 161 • Quelle est la difference? p. 161 • Composition: ma semaine p. 161 • Favorite celebrity bulletin board p. 133 • Story-telling: Mini-histoire p. 133B

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

<p>Unité 4 Leçon 11 Le copain de Mireille Unit Essential Question: How does one talk about one's personality and give a physical description of themselves, their friends and family and their possessions?</p>					
<p>Lesson Essential Questions: How does one describe personality in French? What is the difference between French and American attitudes towards friendship?</p>					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Spelling and placement of adjectives that describe personality. 	La description p. 165 La nationalité p. 167 Third person plural verb conjugation	<ul style="list-style-type: none"> Note culturelle: L'amitié et la bande de copains p. 163: compare/contrast 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests Poster board. 	<ul style="list-style-type: none"> Dialogue p. 162 A votre tour p. 170 Créa-dialogue p. 170 Avis de recherché p. 171 Description orale d'une acteur ou actrice Composition: Fete d'anniversaire

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 4 Leçon 12 La voiture de Roger Unit Essential Question: How does one talk about one's personality and give a physical description of themselves, their friends and family and their possessions?					
Lesson Essential Questions: How does one express an opinion in French? How do you get someone's attention?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Description using more than one noun and multiple adjectives. 	Les couleurs Adjective placement Il est ou c'est? p. 177 Couleurs Vocab: opinions p.178	<ul style="list-style-type: none"> • Les Français et la voiture p. 173 • Show and tell p. 177 • Traduisez Gratin de pommes de terre • Les voitures françaises • Mobile • Les animaux et le langage p. 187 • Language comparisons p. 186 • Lecture: Le scooter, c'est genial.p. 188 • Bonjour 	<ul style="list-style-type: none"> • Text,workbook and accompanying videos, CD's, cassettes, audio-visual material,songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Test de Controle • Dialogue p. 172 • Description des animaux de l'arc de Noah p. 175 • A votre tour p. 180 • Créa-dialogue p. 180 • Faisons connaissance p. 181 • Dialogue: un chien p. 181 • Composition: une voiture p. 181

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

			Brigitte letter p. 190-191		
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<p>Unité 5 Leçon 13 Le français pratique: La ville et la maison Unit Essential Question: How does one describe city life-the home, the family and urban activities?</p>					
<p>Lesson Essential Questions: How does one talk about one's town? How do you talk about different places to live...cities, towns, suburbs? How does one describe one's house or apartment?</p>					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Description of cities and towns 	Les edifices p. 197 How to talk about where one lives p.196 How to ask for directions p. 199 Ma maison p.200	<ul style="list-style-type: none"> Web quest: What are French roads named after. Compare/contrast with student's hometown. 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> Créa-dialogue p.203, p.191A Où est...p.203 Composition: la maison idéalep.203 Map/directions p. 191A

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

<p>Unité 5 Leçon 14 Week-end à Paris Unit Essential Question: How does one describe city life-the home, the family and urban activities?</p>					
<p>Lesson Essential Question: How to describe where one is going in town and why? How does one communicate future actions?</p>					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days FCAT	<ul style="list-style-type: none"> Correct usage of the verb <i>aller</i> and use of the preposition <i>à</i> plus definite article 	endroit/événement p.210 arriver, rentrer, rester transportation expressions p.210 aller plus infinitive	<ul style="list-style-type: none"> Story-telling/mini-histoire p191 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> Textbook Procedure Assessment

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 5 Leçon 15 Au Café de l'Univers Unit Essential Question: How does one describe city life-the home, the family and urban activities?					
Lesson Essential Questions: How does one express "who is coming"? How does one put emphasis on the person of whom is being referred? How can one describe objects and people(nouns) with something another noun?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Correct usage of the verb <i>venir</i> with the appropriate contractions w/ de. 	<ul style="list-style-type: none"> • To talk about activities: sports, games, and music • To talk about where people are coming from • To contradict someone • To express surprise venir, p218 • contractions du and des, p219 • les sports, les jeux, la musique, p220 • les pronoms accentués, p221 • To learn about attractions in Paris and in French cafés 	<ul style="list-style-type: none"> • Practice vocabulary and structures with the activities on pages 218–223. Students can do Activities 2, 3, and 7 for homework. Arrange students in pairs to check their answers together. Model and have students repeat the exchanges in Activities 1, 4–6, 8, and 9. Students can then do the activities as PAIR PRACTICE, switchin g roles to allow for more practice. • Use Communipak Tête à tête 3, pages 157–158, and Échanges 3–4, pages 151–152, for pair practice in asking and answering questions about sports, music, and games. Video Activities page 94 can be done in small groups. • Have students do the activities in Activités pour tous, pages 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Administer Quiz 15 on pages 101–102 after the lesson's activities are completed. Adapt the test items to your class's needs using the Test Generator.

Pacing Guide for French I
MTMS/MTHS

French I SLMs 2011-2012

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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 5 Leçon 16 Mes voisins Unit Essential Question: How does one describe city life-the home, the family and urban activities?					
Lesson Essential Questions: How does one express possession in French? How does one talk about family members in French? How does one put things in numeric order in French? (les nombres ordinaux)					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Show ownership with possessives and “de” • Correctly use ordinal numbers 	<ul style="list-style-type: none"> • To talk about possessions • To identify and describe family members • To express doubt Possession w/ de (228), la famille (229), adjectifs possessifs(230,232), nombres ordinaux (233) • To learn about places in Paris • To be aware of the popularity of French and American films in France 	<ul style="list-style-type: none"> • Have students do the activities on pages 228–233. Do 1–3, 5, 6, and 9–11 as homework. Model and • Use Communipak Tête à tête 4, pages 159–160, or Video Activities page 128 for oral practice about families. • Have students do the activities in Activités pour tous, pages 83–85. • Assign Workbook Writing Activities 1–7 on pages 140–143. 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Use Quiz 16 on pages 137–138 after completing the lesson. Give Unit Test 5 (Form A or B) on pages 177–185 of Unit Resources. For assessment of specific language skills, select the appropriate Performance Tests. The Test Generator can be used to adjust tests and quizzes to meet the class’s specific needs.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 6 Leçon 17 Le français pratique: L'achat des vêtements Unit Essential Question: How does one discuss buying clothing and accessories in French?					
Lesson Essential Questions: How does one talk to a salesperson and discuss making purchases? How does one express an opinion about clothing? Where does one go to purchase clothing and accessories? How does one use numbers to 1000?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Correctly use vocabulary and concepts to discuss apparel and purchasing articles of clothing. 	<ul style="list-style-type: none"> • To talk about clothing, accessories, and stores that sell clothes • To talk about what people are wearing and where to go shopping • To say whether clothes fit and what they look like • To ask for help from a salesperson and find out prices • To use expressions of opinion • To use numbers to 1000 to discuss prices Clothing (258), acheter, porter, mettre (259), chaussures (260), dans un magasin (262), numbers 100-1000 (262) • To be aware of the French concept of style 	<ul style="list-style-type: none"> • Use any of Communipak Interviews 1–4, pages 140–141, Conversations 1–2, pages 144–145, Échange 1, page 148, or Tête à tête 1, pages 151–152, for additional practice with clothing vocabulary. Video Activities page 28 is suitable for small-group work. • Have students do the activities in Activités pour tous, pages 91–93. • Assign Writing Activities 1–4 in the Workbook (pages 152–155). 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Use Quiz 17 on pages 35–36 after students have completed the lesson's activities. You can adapt the questions to the class's specific needs with the Test Generator.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 6 Leçon 18 Rien n'est parfait! Unit Essential Question: How does one discuss buying clothing and accessories in French? How does one demonstrate which item to which a person is referring? How does one say where one is putting something?					
Lesson Essential Questions:					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Correctly use "ce" and "quel?", the verbs acheter, mettre and préférer 	<ul style="list-style-type: none"> To talk about clothing and accessories and describe what clothes look like. To talk about where to buy clothes To emphasize a remark acheter (268), amener (269), préférer, espérer, l'adjectif demonstrative ce..., l'adjectif interrogative quel?, mettre (272) To pronounce the letters "e" and "è" To learn about French department stores 	<ul style="list-style-type: none"> Practice new vocabulary and grammatical constructions with the Activities on pages 268–273. Students can work alone or do Activities 1–3 and 7–9 for homework. Ask students to work in pairs to do Activities 4–6 as PAIR PRACTICE. In pairs, have students prepare Échange 2, page 149, of Communipak. Invite pairs to present their conversations to the class. Students can play the game on page 59 of the Video Activities to practice forms of ce and quel. Have students do the activities in Activités pour tous, pages 95–97. Assign the Writing Activities in the Workbook (pages 159–162). 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> After students have completed all of the lesson's activities, administer Quiz 18 on pages 66–67. Use the Test Generator to adjust the questions to your class's needs.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 6 Leçon 19 Un choix difficile Unit Essential Question: How does one discuss buying clothing and accessories in French?					
Lesson Essential Questions: How does one give an opinion about style? How does one make comparisons?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Correctly make comparisons and use the verb choisir 	<ul style="list-style-type: none"> • To describe actions • To describe people and things (new, beautiful, old) • To express comparisons • To introduce an opinion • To decide what to choose Correctly use finir (278), verbs like finir, les adjectifs beau, nouveau and vieux, make comparisons with adjectives using plus, mois and aussi. • To learn about how French young people buy clothes 	<ul style="list-style-type: none"> • Do the activities on pages 278–281. Assign Activities 1–4 and 6–7 for homework. Model and have students repeat Activities 5 and 8 before arranging them in pairs for PAIR PRACTICE. • Use Communipak Échange 3, page 150, Tête à tête 2–3, pages 153–156, or Video Activities page 91 for pair practice in making comparisons. • Have students do the activities in Activités pour tous, pages 99–101. • Students can do the Writing Activities in the Workbook (pages 165–168). 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • For formal assessment of the lesson, use Quiz 19 on pages 98–99. The Test Generator can be used to modify test items to meet a particular class's needs.

Pacing Guide for French I MTMS/MTHS

French I SLMs 2011-2012

Unité 6 Leçon 20 Alice a un job Unit Essential Question: How does one discuss buying clothing and accessories in French?					
Lesson Essential Questions: How does one talk about how much money one needs? How does one talk about earning, spending/paying money? How does one talk about “one” in French? How does one talk about selling something in French? How does one tell someone else what to do?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Correctly use verbs and vocabulary pertaining to money. • Tell others what to do using the appropriate command. 	<ul style="list-style-type: none"> • To talk about where to go shopping, what you need, what you like • To use money-related expressions and find out prices • To give advice and indicate approval • To give commands • Vocabulary pertaining to money, the pronoun “on”, the verb vendre, form l’impératif for the positive and negative • To learn about the ways in which young people earn money 	<ul style="list-style-type: none"> • Model the activities on pages 286–293. Assign Activities 3–5, 8–11 and 14 for homework. Model and have students practice Activities 1–2, 6–7, 12–13, and 15 as PAIR PRACTICE. • Use any of the following for pair practice: Communipak Tu as la parole 1–6, pages 142–143, or Conversations 2–8, pages 144–147; or Video Activities page 129. • Have students do the activities in Activités pour tous, pages 103–105. • Monitoring and Adjusting • Assign the Writing Activities in the Workbook (pages 172–175). 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD’s, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Use Quiz 20 on pages 136–137 after students have completed the lesson. Administer Unit Test 6 (Form A or B) on pages 166–174 of Unit Resources as a comprehensive assessment of the unit. You may also do any or all of the Performance Tests for the unit. • Use Comprehensive Test 2 (Form A or B) on pages 197–220 of Unit Resources to assess Units 4–6. • Play the GAME: DRILLING WITH DICE, pages 292–293 of the TE, for more practice with verb forms. • As pairs of students present any of the Communipak activities for this unit, have the rest of the class <p style="text-align: right;">su</p> <p>mmarize functions and structures that have been learned.</p>

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 7 Leçon 21 Le français pratique: Le week-end et les vacances Unit Essential Question: How does one discuss leisure time activities in French?					
Lesson Essential Questions: How does one talk about going out with friends? How do you talk about helping out around the house? How does one discuss leisure activities in French? How does one discuss sporting events and in what seasons they occur? How does one talk about traveling? How does one discuss dates/how long to stay on a trip/when to return? How does one discuss what to see on a trip?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Correctly use vocabulary to discuss leisure activities 	<ul style="list-style-type: none"> To discuss common weekend activities, summer and winter sports, and French holidays To discuss leisure activities: going out with friends, sports To talk about household chores and helping around the house To describe vacation travel plans: travel dates, 	<ul style="list-style-type: none"> Do the activities on pages 311 and 314–315 for homework. Explain that the direction lines at the beginning of each activity are now given in French (see the TEACHING NOTE on page 311 of the TE). Students can write their responses to activities 3, 4, and 6. Do Activity 4 as GROUP PRACTICE, page 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> Administer Quiz 21 on pages 33–34 after all the lesson's activities are completed. Use the Test Generator to adjust the lesson quiz to the class's specific needs.

**Pacing Guide for French I
MTMS/MTHS**

		<p>how to travel, how long</p> <ul style="list-style-type: none"> • to stay • To use faire de + sport • To learn about popular weekend and sports activities in France 	<p>314 of the TE, and Activity 6 as PAIR PRACTICE.</p> <ul style="list-style-type: none"> • Use Communipak Tu as la parole 1–2, page 152, for additional pair practice. Students can also work in small groups on Video Activities page 26. • Have students do any appropriate activities in <i>Activités pour tous</i>, pages 111–113. • Assign the Writing Activities on pages 185–186 of the Workbook. 		
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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 7 Leçon 22 Vive le week-end! Lesson Essential Question: How does one discuss leisure time activities in French?					
Unit Essential Questions: How does one discuss events in sequence? How does one tell what did or did not happen?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Correctly use the the passé compose of –er verbs to tell what happened or what did not happen 	<ul style="list-style-type: none"> To talk about how you and others feel To narrate what did and did not happen in the past, and talk about sequence Expressions with avoir, the positive and negative forms of the passé compose of –er verbs, form questions with the passé compose of –er verbs To compare French and American concepts of weekend 	<ul style="list-style-type: none"> Students can work in pairs to practice communicative skills with Communipak Échange 2, page 159; Have students do any appropriate activities in Activités pour tous, pages 115–117. Have students complete Workbook Writing Activities 1–7 on pages 191–194. 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> Use Quiz 22 on pages 72–73 after students have completed all of the lesson's activities. You may modify questions to meet individual needs with the Test Generator.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

<p>Unité 7 Leçon 23 L'alibi Unit Essential Question: How does one discuss leisure time activities in French?</p>					
<p>Lesson Essential Questions: How does one tell what did or did not happen? What is there to see when one is on a trip? How does one put events in sequence using vocabulary of “when”?</p>					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Use the correct verb tense to demonstrate the sequence of events 	<ul style="list-style-type: none"> To identify periods of future and past time To describe vacation plans: how long to stay and what to see To narrate what you did and didn't do The present tense of the verb voir , the passé composé of –ir, -re verbs, être, avoir, faire, mettre, voir, vocabulary that demonstrates “when”(maintenant, avant, après) To learn about how French young people spend their weekends and leisure time 	<ul style="list-style-type: none"> Model the activities on pages 332–337. Assign 1–4, 6, 10, 12, and 13 for homework. Do 5, 7, 8, 9, and Use Communipak Tête à tête 1 and 2, pages 161–164, or Video Activities page 99. Have students do any appropriate activities in Activités pour tous, pages 119–121. Assign the Writing Activities on Workbook pages 199–200. 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> Administer Quiz 23 on pages 107–108 after the lesson's activities are completed. Use the Test Generator to adapt questions to your class's particular needs.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011–2012

Unité 7 Leçon 24 Qui a de la chance? Unit Essential Question: How does one discuss leisure time activities in French?					
Lesson Essential Questions: How does one tell what did or did not happen? How does one know which helping verb to use in the passé composé? How does one say “never” in a French sentence? How does one say somebody(nobody) o something(nothing) in French?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Positives and negatives • The passé composé with être 	<ul style="list-style-type: none"> • To discuss things you never do • To narrate where you went and when you returned • To remain vague about certain details • To use ne . . . jamais • To use the passé composé with être • To use quelqu’un and quelque chose and their opposites • To pronounce the letters “qu” • To be aware of weekend and leisure time activities in the French-speaking world 	<ul style="list-style-type: none"> • Model the activities on pages 343–347. Have students do Activities 1, 3, and 5–9 alone or for homework, and 2, 4, and 10 as PAIR PRACTICE. • Choose any of the following Communipak activities for additional practice: Interviews 1–8, pages 148–151; Conversations 5–8, pages 156–157; Échange 3, page 160; Tête à tête 3–4, pages 165–168. You may also do Video Activities page 136. • Have students do any appropriate activities in Activités pour tous, pages 123–125. • Assign Writing Activities 1–6 in the Workbook, 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD’s, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Use Quiz 24 on pages 144–145 after students have completed all of the lesson’s activities. Adapt questions to your class’s needs with the Test Generator. • Administer Unit Test 7 (Form A or B) on pages 179–187 of Unit Resources. For additional assessment of specific language skills, select any or all of the Performance Tests for the unit.

Pacing Guide for French I
MTMS/MTHS

French I SLMs 2011-2012

			pages 205–208.		
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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 8 Leçon 25 Le français pratique: Les repas et la nourriture Unit Essential Question: How does one discuss food, beverages and meals in French?					
Lesson Essential Questions: How does one ask for quantities of food related items? How does one express food preferences? How does one interact with vendors in a French speaking country? What are the shopping habits (for food items) in French countries?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Food and food related concepts • Quantities 	<ul style="list-style-type: none"> • To talk about meals, place settings, foods, beverages, fruits, and vegetables • To express food preferences • To make a shopping list, interact with vendors, and ask prices • To use quantity expressions • To learn about French meals and grocery shopping habits 	<ul style="list-style-type: none"> • Model and have students practice the vocabulary and communicative expressions in the activities on pages 365–371. • Then arrange students in pairs for the PAIR PRACTICE of activities 3–7, 11, and 12. • Use any of the following pair practice activities in Communipak: Tu as la parole 1–4 on page 155; Conversations 1 and 3 on pages 157–158; or Tête à tête 1 on pages 165–166. In addition, students can role play a customer and fruit vendor with Video Activities page 29. • Have students do any appropriate activities in Activités pour tous, pages 131–133. • Assign Workbook Writing Activities 1–5 on pages 217–220. 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • After students have completed all of the lesson's activities, administer Quiz 25 on pages 36–37. You can use the Test Generator to adjust lesson quizzes to students' needs.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

<p>Unité 8 Leçon 26 À la cantine, Unit Essential Question: How does one discuss food, beverages and meals in French?</p>					
<p>Lesson Essential Questions: How does eating out in French countries differ to eating in the US? How does one express what one should and or want to eat?</p>					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Eating and drinking • Using the partitive 	<ul style="list-style-type: none"> • To identify foods and beverages • To talk about what you can, should, and want to eat • To use the verbs vouloir, prendre, and boire • To use partitive articles • To pronounce the letters “ou” and “u • To compare French and American cafeterias and food selections 	<ul style="list-style-type: none"> • Model the activities on pages 376–383. Students can work alone or do 1–6, 8–10, 12, 17, and 18 for homework. Arrange students in pairs for PAIR PRACTICE of Activities 7, 11, and 13–16. • Select appropriate Communipak activities: Interviews 1–6, pages 152–154; Échanges 1 and 2, pages 161–162; Tête à tête 2, pages 167–168. You may also do the information gap activity in the Video Activities, page 68. • Have students do any appropriate activities in Activités pour tous, pages 135–137. • Assign the Writing Activities on pages 225–228 of the Workbook. 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Use Quiz 26 on pages 76–77 after students have completed all of the lesson’s activities. Adapt test questions to your class’s needs with the Test Generator.

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 8 Leçon 27 Un client difficile Unit Essential Question: How does one discuss food, beverages and meals in French?					
Lesson Essential Questions: How does one order in a French restaurant? How can you talk about what you should and or want to eat?					
Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> • Planning meals • Eating out • Pronouns with commands 	<ul style="list-style-type: none"> • To talk about what you can, should, and want to eat • To ask others to help you plan a meal • To eat out with friends and talk about people you know • To ask for service • To use the verbs pouvoir and devoir • To use pronouns me, te, nous, and vous • To use pronouns with commands • To pronounce the letters “s” and “ss” • To learn about French 	<ul style="list-style-type: none"> • Model the activities on pages 388–393. Students can practice in pairs Activities 1, 2, 5, 8, and 10. Assign Activities 3–4, 6–7, 9, and 11–12 for homework. Go over the answers with the class. • Use any of these activities from Communipak for additional oral practice: Tu as la parole 5 and 7, page 156; or Tête à tête 3, pages 169–170. Use Video Activities page 105 to have students role play visiting and bringing things to a sick friend. • Have students do any appropriate activities in Activités pour tous, pages 139–141. • Monitor understanding with the Writing Activities in the 	<ul style="list-style-type: none"> • Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs • Internet activities and Web Quests 	<ul style="list-style-type: none"> • Administer Quiz 27 on pages 112–113 after the lesson's activities are completed. Adapt the quiz items

**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

		restaurants and cuisine	Workbook, pages 233–236.		
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**Pacing Guide for French I
MTMS/MTHS**

French I SLMs 2011-2012

Unité 8 Leçon 28 Pique-nique

Unit Essential Question:

How does one discuss food, beverages and meals in French?

Lesson Essential Questions:

How do you ask a food server to bring items “to you”?

What are some interesting French vacation spots?

How do you discuss what someone else “said”?

Duration	Focus	Concepts/Vocabulary	Activities	Materials	Formal Assessments
11 days	<ul style="list-style-type: none"> Eating out Using the IO pronoun 	<ul style="list-style-type: none"> To ask the waiter/waitress to bring things for others To talk about what others have said or written To use the verbs connaître, dire, and écrire To use the pronouns le, la, les, lui, and leur To pronounce the letters “on” and “om To learn about French picnics and vacation spots 	<ul style="list-style-type: none"> Do the practice activities on pages 398–405. Activities 1, 2, 6, 10, and 12–15 can be done individually or as homework. Model and have students do Activities 3–5, 7–9, and 11 as PAIR PRACTICE. Have students do any appropriate activities in Activités pour tous, pages 143–145. Do any of Communipak Conversations 2, 4, 5, and 6, pages 157–160, Tu as la parole 6 and 8, page 156, or Échanges 3 and 4, pages 163–164. For additional pair practice, use Video Activities page 141. Assign the Writing Activities in the Workbook, pages 239–243. 	<ul style="list-style-type: none"> Text, workbook and accompanying videos, CD's, cassettes, audio-visual material, songs Internet activities and Web Quests 	<ul style="list-style-type: none"> Use Quiz 28 on pages 149–150 after students have completed the lesson. Questions can be adapted to a class’s particular needs with the Test Generator. Administer Unit Test 8 (Form A or B) on pages 184–192 of Unit Resources as a comprehensive assessment of the unit. Assess specific language skills with any of the unit Performance Tests.

	September	October	November
Essential Questions	What are the definite & indefinite articles? What is a noun? What is an adjective? Can I identify Spanish speaking countries on a map?	Can I count from 0-100? Can I spell words in Spanish? What are the months, days, and seasons? Can I give the date in Spanish? Can I greet formally and informally? What are the classroom objects? Who were the Aztecs?	How is the Day of the Dead celebrated in Mexico? Who were the Maya?
Content	<u>Grammar:</u> articles, gender/number, nouns/adjectives, subject pronouns. <u>Culture:</u> Spanish speaking countries on map, Spanish heritage in USA <u>Vocabulary:</u> definite & indefinite articles, nouns & pronouns	<u>Grammar:</u> alphabet, numbers, greetings, classroom objects <u>Culture:</u> Día de la Raza (Columbus Day), Aztecs <u>Vocabulary:</u> numbers 0-100, months, days, seasons, date	<u>Grammar:</u> adjective/noun agreement <u>Culture:</u> Day of the Dead, Maya <u>Vocabulary:</u> Words associated with Day of the Dead and Maya culture
Skills	Recognize how to use parts of speech in Spanish sentences	Count from 0-100, say the Spanish alphabet, talk about when events take place, recognize the Aztec influence in Hispanic culture	Identify and describe people and things, recognize the Maya influence in Hispanic culture
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries	Quizzes & Tests Homework Listening comprehension Dialogues Journal Entries	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries "Día de los Muertos" project Chocolate WebQuest
NJCCCS	N.M.A.1, A.2, A.3, A.4 N.M.B.5 N.M.C.3	N.M. A.1 N.M.B.4 N.M.C.3, C.4	N.M.A.4 N.M.C.3, C.5

	December	January	February
Essential Questions	How are the Christmas holidays celebrated in Spain/Mexico/Caribbean?	Can I count above 100 in Spanish? Can I tell the time an event takes place? Who were the Inca? How can I effectively study for my midterm exam?	Can I describe my family? What are the animal words?
Content	<u>Grammar:</u> parts of speech <u>Culture:</u> Spanish names, Christmas in Spanish speaking countries <u>Vocabulary:</u> continued from November, holiday related vocabulary	<u>Grammar:</u> Time, <u>Culture:</u> Three Kings Day, Inca <u>Vocabulary:</u> continued from December, numbers from 100 to 1,000+	<u>Grammar:</u> noun/adjective agreement in number and gender, -ar verbs <u>Culture:</u> Valentine's Day <u>Vocabulary:</u> family, animals
Skills	Identify and describe people and things, recognize Hispanic holiday traditions, compare/contrast December holidays	Count from 100-1000+, tell time on the hour and half hour, compare/contrast January holidays, recognize the Inca influence in Hispanic culture	Talk about your family, create an electronic scrapbook/family tree, categorize animals, conjugate -ar verbs
Assessment	Quizzes & Tests Homework Listening Comprehension Poinsettia & Navidad Internet Scavenger Hunts Bio-Poem Diamond Poems	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries Family Tree project
NJCCCS	N.M.A.3 N.M.B.1, B.3 N.M.C.2, C.3	N.M.A.2, A.3 N.M.C.3	N.M.A.4 N.M.C.1, C.3

	March	April	May
Essential Questions	Can I go shopping? Can I talk about what I do? What do I want to be?	What do I want to be? How do I ask questions in Spanish?	Can I talk about what I am able to do? Can I describe different people/cultures of the world?
Content	<u>Grammar:</u> -er/-ir verbs, <u>Culture:</u> Spanish fashion and health <u>Vocabulary:</u> clothing, body/health, jobs	<u>Grammar:</u> Question words <u>Culture:</u> Cinco de Mayo <u>Vocabulary:</u> jobs	<u>Grammar:</u> ir + a for future tense <u>Culture:</u> Cinco de mayo, Culture Fair (food) <u>Vocabulary:</u> food
Skills	Describe yourself and others, talk about what you wear and how you feel	Describe what you want to be and why	Talk about history of Mexico's May 5 th , write/talk about where you want to go
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries Monster project	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries Job project	Quizzes & Tests Homework Listening Comprehension Dialogues Journal Entries Cinco de mayo webquest/scavenger hunt Culture Fair project (food)
NJCCCS	N.M.A.4 N.M.C.1, C.3	N.M.A.4 N.M.B.4, B.5 N.M.C.1, C.3, C.4	N.M.A.3, A.4 N.M.B.4, B.5 N.M.C.1, C.3, C.4
	June		

Subject/Course: **Survey of Spanish**
 Language program: "Exploring Spanish"

Building: HS
 2012

Grade (s): 9-12

Essential Questions	Can I talk about where I'm going? How can I effectively study for my final exam?		
Content	<u>Grammar</u> : Review of 2 nd Semester <u>Culture</u> : Review of 2 nd Semester <u>Vocabulary</u> : Review of 2 nd Semester		
Skills	Write/talk about where you want to go, review all 2 nd semester skills		
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Essay		
NJCCCS	N.M.A.4, A.5 N.M.B.5 N.M.C.4, C.5		

Subject/Course: **Spanish 1**
 Language program: “Acción 1”

Building: HS
 Revised 2012

Grade (s): 9-12

	September	October	November
Essential Questions	Who am I? How do I feel? What do I want to do? Can I greet formally and informally? What are the classroom objects? Can I identify Spanish speaking countries on a map?	Can I count from 0-1000? Can I tell the time an event takes place? What are my favorite subjects? Can I spell words in Spanish?	How is the Day of the Dead celebrated in Mexico? What can I do? Where do I want to go? Can I describe other people?
Content	<u>Grammar:</u> querer, ser & estar (and location), me gusta, te gusta, definite articles, gender/number, alphabet, subject pronouns. <u>Culture:</u> Spanish speaking countries on map, Spanish heritage in USA <u>Vocabulary:</u> greetings, months, dates, classroom objects	<u>Grammar:</u> alphabet, subject pronouns, numbers, time <u>Culture:</u> Sr, Sra, Srta, Hispanic last names <u>Vocabulary:</u> numbers 0-1000, school subjects, school related activities, say how much/how many, time	<u>Grammar:</u> se/sabes, gusta/gustan <u>Culture:</u> Body language when greeting, Day of the Dead, Art/Music in SW, <u>Vocabulary:</u> leisure activities, parts of the body, colors
Skills	talk about who they are, what they feel, say where they are from, greet formally and informally	express what someone wants to do at a specific time, count from 0-1000, say the time an event takes place, talk about what they like to do, find out the same info for a peer	identify and describe people and things, recognize Hispanic public figures, talk about personal abilities
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues	Quizzes & Tests Homework Listening comprehension Dialogues	Quizzes & Tests Homework Listening Comprehension Dialogues “Día de los Muertos” project
NJCCCS	FL.PK-12.7.1NM C.4, A.5, BA1, AA, B.A.2, A.2, BA4, A.3	FL.PK.-12.7.1NM B.A.2, A.5, A.2, C.A.1, C.4, B.A.1, A.3, A.B., B.A.4, A.A, A.1., B.4	FL.PK.-12.7.1NM B.C., B.E., A.C., C.C., C.4., C.3., C.A.3., B.A.2., A.2., A.4., B.A.1., A.A., B.A.4., B.B.
	December	January	February
Essential Questions	How are the Christmas holidays celebrated in Spain/Mexico/Carribbean?	Can I talk about what I can do? Can I describe myself and others? How can I effectively study for my midterm exam?	Can I talk about what others can do? What do I want to eat?

Board approved: May 17, 2012

Subject/Course: **Spanish 1**
 Language program: “Acción 1”

Building: HS
 Revised 2012

Grade (s): 9-12

Content	<u>Grammar:</u> : se/sabes, IR, gusta/gustan, <u>Culture:</u> famous Hispanic people, Spanish names, Christmas in Spanish speaking countries <u>Vocabulary:</u> continued from November, holiday related vocabular	<u>Grammar:</u> the verb “IR” ; ar/er/ir present tense verbs “YO” form; review of subject pronouns <u>Culture:</u> fashion, “Puntualidad” <u>Vocabulary:</u> phrases for feelings, different places	<u>Grammar:</u> ar/er present tense verbs (all forms), -ir present tense verbs (all forms), review of subject pronouns <u>Culture:</u> festivals, Mexican cooking of the southeast, compare/contrast Hispanic/American culture, Sunday <u>Vocabulary:</u> more action words, foods
Skills	identify and describe people and things, recognize Hispanic public figures, talk about personal abilities, compare/contrast holidays	Talk about where you want to go, describe routine actions of yourself	Describe routine actions of self, groups, others
Assessment	Quizzes & Tests Homework Listening Comprehension “Las Posadas” video Navidad en España video Navidad project	Quizzes & Tests Homework Listening Comprehension Dialogues	Quizzes & Tests Homework Listening Comprehension Dialogues
NJCCCS	FL.PK-12.7.1.NM C.3., B.D., C.2., C.5., C.C., A.3., A.1., A.2., A.C., A.E., A.H., B.H., C.G., C.H	FL.PK-12.7.1.NM B.2, B.4., C.A.3., B.5., B.A.3., B.A.4., A.1., A.2., A.3., A.4., A.A., A.H.	FL.PK-12.7.1NM A.1., A.2., A.5., A.C., A.E., A.H., B.4., B.C., B.H., B.A.4., B.A.3., C.A.1.

	March	April	May
Essential Questions	Can I talk about what I have? Can I say who something belongs to?	Can I describe my family? Can I describe my house?	Can I talk about what I am able to do? Can I describe different people/cultures of the world? Can I go shopping?
Content	<u>Grammar:</u> the verb “tener”, the verb “estar”; ser y estar <u>Culture:</u> Spanish art, Madrid, addresses <u>Vocabulary:</u> tener expressions, adjectives for ser y estar	<u>Grammar:</u> the verb TENER, possessives <u>Culture:</u> Semana Santa <u>Vocabulary:</u> house, family	<u>Grammar:</u> the verb PODER, nationalities and languages <u>Culture:</u> Culture Fair (art, music, sports, fashion, etc.) <u>Vocabulary:</u> clothing/shopping
Skills	Describe yourself and others, talk about what you and other people have	Describe a house, talk about your family	Talk about what you are able to do, describe what you are wearing, have an interaction in a store

Board approved: May 17, 2012

Subject/Course: **Spanish 1**
 Language program: "Acción 1"

Building: HS
 Revised 2012

Grade (s): 9-12

Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues	Quizzes & Tests Homework Listening Comprehension Dialogues House mini-project Family project	Quizzes & Tests Homework Listening Comprehension Dialogues Skits Culture Fair project
NJCCCS	FL.PK-12.7.1.NM A.1., A.2., A.A., A.B., A.F., A.G., B.2., B.3., B.4., B.E., B.F.	FL.PK.-12.7.1.NM A.2., A.3., A.4., A.A., A.C., B.1., B.B., C.1., C.4., C.E., C.F.	FL.PK-12.7.1NM/NH A.2., A.3., A.4., A.H., C.E., C.F., C.G., C.H.

Board approved: May 17, 2012

	June		
Essential Questions	How can I effectively study for my final exam? Can I talk about what I am able to do? Can I describe different people/cultures of the world? Can I go shopping?		
Content	<u>Grammar</u> : Review of year <u>Culture</u> : Review of year <u>Vocabulary</u> : clothing/shopping; whole year review		
Skills	Have an interaction in a store, review all year skills		
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Skits		
NJCCCS	FL.PK-12.7.1.NM/NH A.1., A.2., A.3., B.2., B.3., B.4., B.F., A.E., A.F., C.5., C.D., C.F., C.H.		

	September	October	November
Essential Questions	What do I remember from last year?	What did you or someone else do at a specific time in the past? What do you like/dislike? Can you express reactions to past events? What do you know about Mexico?	What did you or someone else do at a specific time in the past? Can you refer to someone or something you have already mentioned? What do you know about Mexico?
Content	<u>Grammar</u> : verb conjugation: regular & irregular <u>Culture</u> : readings from book <u>Vocabulary</u> : professions, animals, time, question words, descriptive adjectives	<u>Grammar</u> : preterit tense: regular forms of verbs like gustar/encantar/molestar/parecer <u>Culture</u> : Mexico City's foundation; Nahuatl vs. Spanish <u>Vocabulary</u> : airplane travel; hotel items;	<u>Grammar</u> : preterit tense, direct object pronouns <u>Culture</u> : stores & "regateo", Ballet Folklorico <u>Vocabulary</u> : stores, bargaining
Skills	Describe people, say what they know how to do, tell time, say what you have to do, listen to recordings and understand what is being said, answer questions/describe in full detail the recording.	<ul style="list-style-type: none"> • Say what you did in the past & when you did it • Use vocabulary related to air travel • Express reactions to present/past events • Talk about hotels • Describe items that can be found in a room, school, hotel • Describe the importance of the Aztecs • Describe how words bind to make a language • Describe how words from one language become part of another language • Listen to native speakers on tape and be able to understand what is being said. 	<ul style="list-style-type: none"> • Say what you did in the past & when you did it • Express reactions to present/past events • Name specialty stores and what can be found in them • Refer to something already mentioned by using object pronouns • Explain the art of "regateo" (bargaining) • Be able to describe a picture in as much detail as possible • Listen to native speakers on tape and be able to understand what is being said
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities
NJCCCS	FL.PK-12.7.1NM C.B., B.3., A.G., A.A., A.2., B.2., B.A.1., A.C. FL.3-12.7.1NH B.3	FL.PK-12.7.1NM A.2., A.G., A.C., A.1., A.A., A.F., B.1., B.3., B.E., B.F., C.A.1., C.A.2., C.E. FL.3-12.7.1NH A.6., A.1., B.3., C.A.1.4, A.A.2, B.A.2.4, A.5	FL.PK-12.7.1NM A.4., A. 5., B.3., B.5., B.A.1., B.A.2., B.A.3., A.2., A.D., A.E., B.B., A.D., A.F., C.D., A.A. FL.3-12.7.1NH B.A.1., A.4., B.3., B.4., B.C., A.1., A.G., A.6., A.A.1

	December	January	February
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Essential Questions	Can you say what a person did at one point in the past? Can you say what more than one person did at one point in the past?	Can you tell how long ago something happened? Can you talk about things people do to or for others? Can you say what a person did at one point in the past? Can you say what more than one person did at one point in the past?	What were you, your family and your friends like when you were younger?
Content	<u>Grammar</u> : preterit tense, (regular/irregular) all forms <u>Culture</u> : Mexican cooking, Tenochtitlan & Xochilmilco <u>Vocabulary</u> : foods, restaurant vocabulary	<u>Grammar</u> : preterit + hace; double object pronouns, preterit tense (all forms) <u>Culture</u> : Teotihuacán, Foods/cooking <u>Vocabulary</u> : fruits/vegetables; measurements/packaging of food	<u>Grammar</u> : demonstrative adjectives, preterit tense, imperfect (había/era), location <u>Culture</u> : daily life in Aztec society, what there used to be in ancient Mexico <u>Vocabulary</u> : nature; rural/urban life
Skills	<ul style="list-style-type: none"> Say what you did in the past and when you did it Express reaction to present/past events Talk about what to order in a restaurant Talk about what to eat for breakfast, lunch & dinner Explain key ingredients in Mexican cooking Explain why Tenochtitlan was an important city 	<ul style="list-style-type: none"> Say what you did in the past and when you did it Express reaction to present/past events Talk about different fruits and vegetables Say how long ago something happened Refer to people and things already mentioned 	<ul style="list-style-type: none"> Talk about what is/used to be in a place Describe what someone or something used to be like Distinguish one thing from another Describe Aztec society
Assessment	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities Menu project	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities
NJCCCS	FL.PK-12.7.1NM A.1., A.2., A.A., B.2., B.A.3., B.4., C.A.1., B.3., C.3., C.A.3. FL.3-12.7.1NH B.3., B.4, A.4., B.A.1.,	FL.PK-12.7.1NM B.D., C.D., A.3., A.1., B.A.3., B.1., A.2., B.A.2., A.4., A.H., A.C., B.A.1., A.A. FL.3-12.7.1NH B.A., A.2., A.5., B.A.2.3., B.2., A.4., A.A.3.,A.1., A.A.2., B.1., A.H.	FL.PK-12.7.1NM B.A.2., B.A.4., A.4., A.G., B.A.1., A.A., A.B., A.E., A.5., A.4., C.A.3. FL.3-12.7.1NH A.6., A.E., A.D., A.A.2., A.A.3., B.C.
	March	April	May

Essential Questions	What were you, your family, and your friends like when you were younger? What things did you like when you were younger?	What were you, your family and your friends like when you were younger? Where did you used to go? What did you used to do?	What were you, your family and your friends like when you were younger? Can you say what you were going to do? Can you express certain feelings?
Content	<u>Grammar</u> : imperfect forms of querer/saber/tener/poder/gustar; difference between preterit/imperfect tenses <u>Culture</u> : Cortes' conquest of Mexico;Malintzin <u>Vocabulary</u> : self-descriptive adjectives; "when I was young" verbs/activities	<u>Grammar</u> : regular forms of imperfect; reflexive verbs <u>Culture</u> : Mexican murals; history of Mexico <u>Vocabulary</u> : reflexive verbs; reflexive verbs at the beach; verbs (for imperfect)	<u>Grammar</u> : using the preterit and imperfect together; some irregular stem changing verbs <u>Culture</u> : Mexico Today, Culture fair <u>Vocabulary</u> : feelings (reflexive verbs), family
Skills	<ul style="list-style-type: none"> Describe what you used to be like Describe what someone else used to be like Explain the difference between the preterit and imperfect tenses 	<ul style="list-style-type: none"> Describe what you used to do Describe what others used to do Explain how to use a reflexive verb Express the notion "themselves" 	<ul style="list-style-type: none"> Express certain feelings in Spanish Be able to say what you were going to do Talk about your family Investigate an aspect of Hispanic culture to present for the culture fair
Assessment	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities	Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities Culture Fair project
NJCCCS	FL.PK-12.7.1NM A.1., A.2., A.A., A.E., A.G., B.3., B.4., B.5., B.A.1., B.A.2., C.F., C.G. FL.3-12.7.1NH A.6., A.5., A.A.2., A.A.3., B.3., B.F.	FL.PK-12.7.1NM B.2., B.4., B.A.1., B.A.2., B.A.3., B.A.4., C.5, A.B. FL.3-12.7.1NH B.J., B.D., C.1., C.3	FL.PK-12.7.1NM A.H., B.2., B.3., B.4., B. 5., B.B., C.A.3. FL.3-12.7.1NH C.A.1., C.5., C.1., A.D., A.C., A.J., B.J.
	June	Review	
Essential Questions	What type of job would you like to have? Can you complete a job application? What do you know about Puerto Rico?	Review of ALL YEAR Can you understand a native speaker? Can you answer with fluency? Reflect on what skills you have achieved this year.	

Content	<p><u>Grammar</u>: conditional (le gustaría) <u>Culture</u>: Link between US and Puerto Rico <u>Vocabulary</u>: employment</p>	<p><u>Grammar</u>: sentence and question formation; review of course grammar <u>Vocabulary</u>: Review of course vocabulary <u>Culture</u>: Review of culture from throughout the year</p>	
Skills	<ul style="list-style-type: none"> • Talk about what someone just did • Name various jobs • Discuss qualities employers usually look for • Tell a friend to do something • Talk about improving personal appearance 	<ul style="list-style-type: none"> • A combination of all skills students achieved all through the year 	
Assessment	<p>Quizzes & Tests Homework Cooperative learning activities Sentence completion Critical thinking activities Writing exercises Oral/aural activities</p>	<p>Final exam</p>	
NJCCCS	<p>FL.PK-12.7.1NM A.B., B.2., B.3., B.4., B.5., B.A.1., B.A.2. FL.3-12.7.1NH A.A.3., A.F., B.3., B.4., B.5., B.F., C.F.</p>	<p>FL.PK-12.7.1NM FL.3-12.7.1NH Combination of all standards covered throughout the year</p>	

	September - October	November	December
Essential Questions	Can I describe myself and the world around me? Can I express myself in different times (tenses)?	Can I express the idea that something is pleasing or fascinating to someone? Can I discuss movies and other forms of media entertainment Express the concept of “to become”?	Can I talk about upcoming vacations, free time? Can I discuss my activities through my desires, likes, and preferences in travel & vacations?
Content	<u>Grammar</u> : present, simple past, imperfect, future, conditional, commands, subjunctive. <u>Culture</u> : enhanced cultural awareness of students through current events of Spanish speaking world- arts, music, cuisine, sports, etc. <u>Vocabulary</u> : adjectives, nouns, verbs (refer to repaso in book)	<u>Grammar</u> : likes, dislikes, object pronouns <u>Culture</u> : What do people in Spanish speaking countries do for entertainment – discuss and research <u>Vocabulary</u> : things & concepts, likes & reactions, descriptions	<u>Grammar</u> : future/indefinite “lo” <u>Culture</u> : Basque people- who are they? Pelota? poetry of Julian Casals Christmas in the Hispanic world <u>Vocabulary</u> : leisure activities
Skills	Demonstrate ability to have subject – verb agreement, adjective-noun agreement, Conjugate and express self in various tenses	Express the idea that something is pleasing or fascinating to someone using the verbs gustar, encantar, fascinar; Discuss movies & other forms of media entertainment; Express the concept of “to become”	Express themselves and their activities in the future tense
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues	Quizzes & Tests Homework Listening comprehension Dialogues Quarter project C.1 L.1	Quizzes & Tests Homework Listening Comprehension Dialogues c.1 L.2
NJCCCS	Interpretive Mode: FL.6-12.7.1.IL.AA.3 A.1 A.2 A.7 Interpersonal Mode: FL.6-12.7.1.IL.B.A.1 B.1 B.B Presentational Mode: FL.6-12.7.1.IL.C.A.1	Interpretive Mode: FL.6-12.7.IL.A.A.2 A.G A.J A.2 Interpersonal Mode: FL.6-12.7.1.IL.B.A.2.7 B-C B-D Presentational Mode: FL.6-12.7.1.IL.C.A.1.3 C.3	Interpretive Mode: FL.6-12.7.1.IL.A-F A-J A.2 A-3 A-7 Interpersonal Mode: FL.6-12.7.1.IL.B.A.1.2 FL.6-12.7.1.IL.B.G Presentational Mode: FL.6-12.7.1.IL.C-F C.J C.4
	January	February	March

Essential Questions	Can you give advice to your friends? Can you drive? Do you know the rules of the road?	Can you describe your desires, doubts, and reactions?	Can you express your opinions and points of view?
Content	<u>Grammar</u> : familiar commands, double object pronouns <u>Culture</u> : Compare and contrast the role the car has had/has in various cultures. <u>Vocabulary</u> : vocab related to cars and transportation	<u>Grammar</u> : present subjunctive <u>Culture</u> : education system of Hispanic countries <u>Vocabulary</u> : phrases for feelings, school related courses and activities	<u>Grammar</u> : present subjunctive (cont) <u>Culture</u> : co-ed in Hispanic schools <u>Vocabulary</u> : vocab to express opinions
Skills	Talk about topics related to cars, the road, and vacations; Tell others what to do; Refer to people & objects already mentioned.	Discuss different topics related to school life; Make descriptions & express desires, emotions and doubt using subjunctive; Discuss foreign language studies in the Hispanic world; Express indirect commands.	Express their point of view and their opinions; Discuss different topics related to school life; Discuss about separate vs. co-ed educational systems; Use relative pronouns
Assessment	Quizzes & Tests Homework Listening Comprehension Project Mid-term exam c.1 L.3	Quizzes & Tests Homework Listening Comprehension Dialogues c.2 L.1	Quizzes & Tests Homework Listening Comprehension Dialogues c.2L.2
NJCCCS	Interpretive Mode: FL.6-12.7.1.IL.A.E A.F A.5 Interpersonal Mode: FL.6-12.7.1.IL.B.A.2.5 B.G B.H B.3 B.5 Presentational Mode: FL.6-12.7.1.IL.C.A.1.(1,2,3,4) C.G	Interpretive Mode: FL.6-12.7.1.IL.A.B A.C A.D A.2 A.4 Interpersonal Mode: FL.6-12.7.1.IL.B.C B.D B.E B.F Presentational Mode: FL.6-12.7.1.IL.C.C C.D C.1 C.2 C.5 C.6 C.H	Interpretive Mode: FL.6-12.7.1.IL.A.H A.J A.8 Interpersonal Mode: FL.6-12.7.1.IL.B.J B.1 B.4 Presentational Mode: FL.6-12.7.1.IL.C.I
	April	May-June	

Essential Questions	Can you fill out a job application? Are you ready to interview for a job?	How do you deal with relationships? What is a friend?	
Content	<u>Grammar</u> : more uses of ser & estar <u>Culture</u> : discuss & compare employment of youth in Hispanic countries and own <u>Vocabulary</u> : words & expressions for interviews & job applications	<u>Grammar</u> : present perfect <u>Culture</u> : compare and contrast friendship and dating in Hispanic world and own <u>Vocabulary</u> : friendship/courtship phrases	
Skills	Interview for a job & discuss topics related to employment; Make descriptions using ser & estar; Discuss the preparations needed for a job interview	Talk about friendship & love relationships; Express what they have done, what others expect them to have done; Discuss love, friendship in the Hispanic world.	
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues c.2L.3	Quizzes & Tests Homework Listening Comprehension Dialogues Culture fair Final c.3 L.1	
NJCCCS	Interpretive Mode: FL.6-12.7.1.IL.A.F A.3 A.1 A.6 Interpersonal Mode: FL.6-12.7.1.IL.B.F B.A Presentational Mode: FL.6-12.7.1.IL.C.F	Interpretive Mode: FL.6-12.7.1.IL.A.H A.3 Interpersonal Mode: FL.6-12.7.1.IL.B.D B.H B.5 Presentational Mode: FL.6-12.7.1.IL.C.A.1 C.D C.5	
	June		

Subject/Course: Spanish 3

Building: HS

Grade (s): 10-12

Language program: "Acción 3"

2012

Essential Questions	How can I effectively study for my final exam? Can I talk about what I am able to do? Can I describe different people/cultures of the world? Can I go shopping?		
Content	<u>Grammar</u> : Review of year <u>Culture</u> : Review of year <u>Vocabulary</u> : clothing/shopping; whole year review		
Skills	Have an interaction in a store, review all year skills		
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Skits		
NJCCCS			

	September	October	November
Essential Questions	What is art? Can you list and describe famous artists?	What are the different types of humor? What makes people laugh?	Who is a hero? What constitutes heroism?
Content	<u>Grammar</u> : present, possessives, adjective agreement, demonstrative adjectives, conjunctions. <u>Culture</u> : enhanced cultural awareness of students through current events of Spanish speaking world- arts, music, cuisine, sports, etc. <u>Vocabulary</u> : adjectives, nouns, verbs related to art	<u>Grammar</u> : reflexive pronouns and verbs, formal and informal commands, ser, estar, gerunds, present participles <u>Culture</u> : Discuss forms of humor in different Hispanic countries <u>Vocabulary</u> : letter writing vocab, word lists associated with stories	<u>Grammar</u> : indirect commands, present subjunctive, passive voice <u>Culture</u> : Discuss sentiments about Columbus. Why do some feel he is not the hero others acclaim? List and discuss heroes in Hispanic countries- why are they heroes? <u>Vocabulary</u> : vocab words with associated readings
Skills	Demonstrate ability to have subject – verb agreement, adjective-noun agreement, Conjugate and express self in various tenses Discuss types of art and different artists	Write a business letter using correct format; Discuss their collections or things that other people collect; Prepare a will & testament; Read texts by various Hispanic authors	Tell who their hero is and why; Give examples from their own experiences that apply to the proverb “Nothing ventured, nothing gained.”
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Essays C.1- El Arte	Quizzes & Tests Homework Listening comprehension Dialogues Quarter project Essays C.2- El Humorismo	Quizzes & Tests Homework Listening Comprehension Dialogues Project Essays c.3 – El Heroismo
NJCCCS	Interpretive Mode: FL.6-12.7.1.1.H.A.1,2,3,4,5,6,7 C Interpersonal Mode: FL.11-12.7.1.1.1.H.B.3 B Presentational Mode: FL.11-12.7.1.C.1.H.G 1H.C.4 1H.C.5	Interpretive Mode: FL.11-12.7.1.1.H.A.C D 5 8 Interpersonal Mode: FL.11-12.7.1.B.I.H.D 1 C B.2 Presentational Mode: FL.11-12.7.1.C.1.H.A D FL.11-12.7.1.1.H.C.1	Interpretive Mode: FL.11-12.7.1.A.1.H.B G FL.11-12.7.1.1.H.A.1 4 Interpersonal Mode: FL.11-12.7.1.B.1.H.B F G B.1 Presentational Mode: FL.11-12.7.1.C.1.H.C D

	December	January	February
Essential Questions	What is an Indian? Why is it difficult to define one? What was the attitude towards them? Today?	What is a legend? What legends are you familiar with in your own language?	What emotions have you experienced? What does “Home is where the heart is” mean to you?
Content	<u>Grammar</u> : personal “a”, preterit tense, imperfect <u>Culture</u> : Compare and contrast the different Indian groups throughout Mexico and Central America <u>Vocabulary</u> : vocab related to textual readings	<u>Grammar</u> : present perfect, pluperfect, subjunctive/AP Prep <u>Culture</u> : compare and contrast legends <u>Vocabulary</u> : vocab related to readings	<u>Grammar</u> : future, conditional, future perfect, conditional perfect <u>Culture</u> : El Carnaval/customs related to marriage <u>Vocabulary</u> : vocab related to readings
Skills	Discuss the various Indian groups and how they were treated; Define and discuss the term “ladino”;	Read and discuss Hispanic legends; Discuss class differences (affluence)	Express their point of view and their opinions; Compare and contrast customs of dating, marriage, etc.
Assessment	Quizzes & Tests Homework Listening Comprehension Essays c.4- El Indio AP Language Prep Book	Quizzes & Tests Homework Listening Comprehension Dialogues Mid-term/essays c.5 La Leyenda AP Language Prep Book	Quizzes & Tests Homework Listening Comprehension Dialogues Essays C.6-Sentimientos y Pasiones AP Language Prep Book
NJCCCS	Interpretive Mode: FL.11-12.7.1.A.1H.B C D G A.2 A.3 Interpersonal Mode: FL.11-12.7.1.B.1H.A1(2,3,4,5,6) B.5 Presentational Mode: FL.11-12.7.1.c.1H.B C C1 C2	Interpretive Mode: FL.11-12.7.1.A.1.H.A.1(+2,3,4,5,6,7) 1H.A.5 1H.A.6 1H.A.7 Interpersonal Mode: FL.11-12.7.1.B.1H.C Presentational Mode: FL.11-12.7.1.C.1H.B I.H.C.5	Interpretive Mode: FL.11-12.7.1.A.1H.A.5 8 Interpersonal Mode: FL.11-12.7.1.B.IH.A.8 Presentational Mode: FL.11-12.7.1.C.IH.F FL.11-12.7.1.IH.C.6

	March	April	May
Essential Questions	What does freedom mean to you? When liberty is threatened, to what extremes have the oppressed been driven?	Can you recall and use it all?	Are you ready??
Content	<u>Grammar</u> : imperfect of subjunctive, double object pronouns, pluperfect <u>Culture</u> : discuss & compare “freedom” as it does or doesn’t exist in Hispanic countries <u>Vocabulary</u> : vocab related to readings	<u>Grammar</u> : sino vs pero/positioning of negatives <u>Culture</u> : Las Pascuas <u>Vocabulary</u> : prepositional phrases	AP exam Culture: Culture Fair
Skills	Listen to excerpts as read by native speakers and answer questions related to excerpts; Complete activities as per AP practice	; Express what they have done, what others expect them to have done; Change from affirmative to negative statements; Complete activities as per AP book; Do ap practice test.	Pass the AP exam; Plan an activity and present it at the culture fair
Assessment	Quizzes & Tests Homework Listening Comprehension Dialogues Essays C.7 Tierra y Libertad & grammar of c.8	Quizzes & Tests Homework Listening Comprehension Dialogues Essays	Culture Fair Class conversation in target language
NJCCCS	Interpretive Mode: FL.11-12.7.1.A.IH.B C Interpersonal Mode: FL.11-12.7.1.B.IH.B C D Presentational Mode: FL.11-12.7.1.C.IH.B C C.1	Interpretive Mode: FL.11-12.7.1.A.IH.A A.1 A.4 A.5 Interpersonal Mode: FL.11-12.7.1.B.IH.A.1, 2, 3, 4, 5, 6, 7, 8 Presentational Mode: FL.11-12.7.1.C.IH.A.1, 2, 3, 4, 5, 6, 7, 8	Interpretive Mode: FL.11-12.7.1.A.IH.A A.1 A.4 A.5 Interpersonal Mode: FL.11-12.7.1.B.IH.A.1, 2, 3, 4, 5, 6, 7, 8 Presentational Mode: FL.11-12.7.1.C.IH.A.1, 2, 3, 4, 5, 6, 7, 8

	June		
Essential Questions	Can I talk to the class about what I did this year: in and out of school?		
Content	<u>Grammar</u> : Review of year <u>Culture</u> : Review of year <u>Vocabulary</u> : everyday conversation		
Skills	Have an interaction with classmates		
Assessment	Quizzes Listening Comprehension Dialogues Presentations		
NJCCCS	Interpretive Mode: FL.11-12.7.1.A.IH.A A.1 A.4 A.5 Interpersonal Mode: FL.11-12.7.1.B.IH.A.1, 2, 3, 4, 5, 6, 7, 8 Presentational Mode: FL.11-12.7.1.C.IH.A.1, 2, 3, 4, 5, 6, 7, 8		