

# CURRICULUM TOPIC MAPS

CUMBERLAND HIGH SCHOOL

**CUMBERLAND HIGH SCHOOL**  
**Topic Listings for Subject Maps (MATH)**

<u>Algebra I</u>	<u>Geometry</u>	<u>Algebra II</u>	<u>College Math</u>	<u>Pre-Calculus</u>
<ul style="list-style-type: none"> <li>-Variables and expressions</li> <li>-Order of operations</li> <li>-Properties of Real Numbers</li> <li>-Addition, subtraction, multiplications and division of rational numbers</li> <li>-Square roots of real numbers</li> <li>-Solving equations</li> <li>-Ratio and Proportion, percent of change</li> <li>-Solving Inequalities</li> <li>-Functions, graphing linear equations, slope, slope-intercept form, parallel and perpendicular lines</li> <li>-Systems of equations, graphing, substitution, and elimination</li> <li>-Multiplication and division of monomials</li> <li>-Addition, subtraction, and multiplication of polynomials</li> <li>-Probability and Statistics, fundamental counting principle, weighted averages, mean, median, mode, histograms, line plots, scatter plots.</li> </ul>	<ul style="list-style-type: none"> <li>-Points, lines, planes, angles rays, right angles and perpendicular lines, - Deductive and inductive reasoning, <i>2-column proofs</i></li> <li>-Parallel lines and slope – Triangles and congruent triangles,</li> <li>-Quadrilaterals including parallelograms and trapezoids</li> <li>-Ratio and proportion, similar polygons</li> <li>-Right triangle trigonometry, special right triangles, pythagorean theorem and geometric mean</li> <li>-Circles, arcs and chords</li> <li>-Area of polygons, regular and irregular</li> <li>-Surface Area and Volume of prisms, cylinders, pyramids and cones</li> <li>-<i>Coordinate geometry</i></li> <li>-<i>Geometric constructions</i></li> </ul> <p style="text-align: center;"><i>*Italicized items are covered only in Enriched and Honors</i></p>	<ul style="list-style-type: none"> <li>-Solving and graphing equations and inequalities(including absolute value and compound)</li> <li>-Relations, functions</li> <li>-Solving systems of equations and inequalities graphically, and algebraically, linear programming</li> <li>-Matrix operations, determinants, transformations, inverse and identity of matrices, Cramer’s rule</li> <li>-Monomials and polynomials including division and factoring</li> <li>-Roots of real numbers, radical expressions, equations, and inequalities</li> <li>-Complex numbers</li> <li>-Quadratic functions and inequalities, solving, graphing, and completing the square</li> <li>-Operations of functions, inverse functions</li> <li>-Conic sections, parabolas, circles, ellipses, and hyperbolas</li> <li>-Direct and Joint variation</li> <li>-Exponential functions</li> <li>-<i>Logarithms and properties of logs</i></li> <li>-<i>Sequences and series</i></li> <li>-Probability: permutations and combinations</li> </ul>	<ul style="list-style-type: none"> <li>-SAT Prep</li> <li>-Arithmetic skills and number properties</li> <li>-Algebra and Function review</li> <li>-Geometry and Measurement review</li> <li>-Data, Statistics, and Probability</li> <li>-Problem Solving</li> <li>-Graphing calculator labs</li> <li>-Sets</li> <li>-Logic</li> <li>-Numeration and Mathematical Systems- History of Math</li> <li>-Number Theory</li> </ul>	<ul style="list-style-type: none"> <li>-Slope, distance, midpt, eqtns of lines, graphing parabolas, solving quadratic equations</li> <li>-Solving and graphing cubic and Quartic polynomials</li> <li>- Cubic word problems</li> <li>-Domain and Range</li> <li>-Stretching, shrinking, reflecting and translating graphs</li> <li>-Inverse/Composition of functions</li> <li>-Simplifying and solving exponential and logarithmic functions</li> <li>-Compound Interest</li> <li>-Trigonometry: radian circle, inverse trig functions, reference angles, equations, simplifying expressions, simple identities, and graphs, <i>double and half angle identities, polar graphing, complex numbers in polar form, roots of complex numbers</i></li> <li>-Permutations, Combinations, probability, Venn diagrams, expected value</li> <li>-Matrices: operations, problem solving, transition, and transformation</li> <li>-Mean, median, mode, standard deviation, normal distribution</li> <li>-<i>Arithmetic and geometric sequences and series</i></li> <li>-<i>Limits, sigma notation</i></li> <li>-<i>Proof by Induction</i></li> </ul>

**CUMBERLAND HIGH SCHOOL**  
**Topic Listings for Subject Maps (ENGLISH)**

English 1: Literary Genres	English 2: American Literature	English 3: British Literature	English 4: World Literature
<p>Reading:</p> <ul style="list-style-type: none"> <li>▪ <i>Night</i></li> <li>▪ <i>Romeo and Juliet</i></li> <li>▪ <i>Adventures in Reading</i> text</li> <li>▪ Four books about one issue, by a single author, or from a particular genre</li> <li>▪ Reading strategies</li> <li>▪ Critical reading skills</li> <li>▪ Vocabulary acquisition</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ Writing process</li> <li>▪ Grammar skills</li> <li>▪ MLA format</li> <li>▪ Critical writing skills</li> <li>▪ Expressive writing skills</li> <li>▪ Informational writing skills</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>▪ Informal speaking techniques</li> <li>▪ Formal speaking techniques</li> </ul> <p>Sample thematic topics:</p> <ul style="list-style-type: none"> <li>▪ Genre characteristics</li> <li>▪ Archetypal characters</li> <li>▪ Archetypal plots</li> <li>▪ Archetypal images</li> <li>▪ Allegory</li> <li>▪ Holocaust</li> <li>▪ Mythology</li> <li>▪ Renaissance</li> <li>▪ Irony</li> <li>▪ Story elements</li> <li>▪ Poetic devices</li> <li>▪ Figurative language</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>▪ <i>The Crucible</i></li> <li>▪ <i>Of Mice and Men</i></li> <li>▪ <i>America in Literature</i> text</li> <li>▪ Four books about one issue, by a single author, or from a particular genre</li> <li>▪ Reading strategies</li> <li>▪ Critical reading skills</li> <li>▪ Vocabulary acquisition</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ Analytical writing skills</li> <li>▪ Grammar skills</li> <li>▪ Research skills</li> <li>▪ Literary analysis</li> <li>▪ Expressive writing skills</li> <li>▪ Informational writing skills</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>▪ Informal speaking techniques</li> <li>▪ Formal speaking techniques</li> </ul> <p>Sample thematic topics:</p> <ul style="list-style-type: none"> <li>▪ Periods of American lit.</li> <li>▪ Conventions of American lit.</li> <li>▪ Puritanism</li> <li>▪ McCarthyism</li> <li>▪ Romanticism</li> <li>▪ Transcendentalism</li> <li>▪ Realism</li> <li>▪ Naturalism</li> <li>▪ Modernism</li> <li>▪ Postmodernism</li> <li>▪ Native American lit.</li> <li>▪ American Dream</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>▪ <i>Macbeth</i></li> <li>▪ <i>Animal Farm</i></li> <li>▪ <i>England in Literature</i> text</li> <li>▪ Four books about one issue, by a single author, or from a particular genre</li> <li>▪ Reading strategies</li> <li>▪ Critical reading skills</li> <li>▪ Vocabulary acquisition</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ Analytical writing skills</li> <li>▪ Resume writing</li> <li>▪ Research skills</li> <li>▪ Literary analysis</li> <li>▪ Expressive writing skills</li> <li>▪ Informational writing skills</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>▪ Informal speaking techniques</li> <li>▪ Formal speaking techniques</li> </ul> <p>Sample thematic topics:</p> <ul style="list-style-type: none"> <li>▪ Periods of British literature</li> <li>▪ Conventions of British lit</li> <li>▪ Heroic tradition</li> <li>▪ Elizabethan England</li> <li>▪ Satire</li> <li>▪ Social issues</li> <li>▪ Nature vs. civilization</li> <li>▪ Colonialism</li> <li>▪ Victorianism</li> <li>▪ Industrial Revolution</li> <li>▪ Empire</li> <li>▪ Enlightenment</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>▪ <i>Hamlet</i></li> <li>▪ <i>World Writers Today</i> text</li> <li>▪ <i>Themes in World Lit</i> text</li> <li>▪ Four books about one issue, by a single author, or from a particular genre</li> <li>▪ Reading strategies</li> <li>▪ Critical reading skills</li> <li>▪ Vocabulary acquisition</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>▪ Analytical writing skills</li> <li>▪ Personal essay writing</li> <li>▪ Research skills</li> <li>▪ Literary analysis</li> <li>▪ Expressive writing skills</li> <li>▪ Informational writing skills</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>▪ Informal speaking techniques</li> <li>▪ Formal speaking techniques</li> </ul> <p>Sample thematic topics:</p> <ul style="list-style-type: none"> <li>▪ Identity</li> <li>▪ Truth</li> <li>▪ Justice</li> <li>▪ Diaspora</li> <li>▪ Fate vs. free will</li> <li>▪ Alienation</li> <li>▪ Heroism</li> <li>▪ Modernism</li> <li>▪ Postmodernism</li> <li>▪ Cultural practices</li> <li>▪ Thematic oppositions</li> <li>▪ Initiation</li> </ul>

**CUMBERLAND HIGH SCHOOL**  
**Topic Listings for Subject Maps (SCIENCE)**

<b>Grade 9- Biology</b>	<b>Grade10- Chemistry</b>	<b>Grade 11- Physics</b>
<p>Life Science</p> <ul style="list-style-type: none"> <li>• The Biosphere</li> <li>• Ecosystems and Communities</li> <li>• Populations</li> <li>• Humans in the Biosphere</li> <li>• Chemical Reactions and Enzymes</li> <li>• Photosynthesis</li> <li>• Cellular respiration</li> <li>• Cell Structure and Function</li> <li>• Cell Growth and Division</li> <li>• Introduction to Genetics</li> <li>• DNA and RNA</li> <li>• Genetic Engineering Biotechnology</li> <li>• Human Genome</li> <li>• Nervous System</li> <li>• Endocrine and Reproductive Systems</li> <li>• Immune System and Disease</li> <li>• Skeletal, Muscular, and Integumentary Systems</li> <li>• Digestive and Excretory Systems</li> <li>• Evolution of Populations</li> <li>• The History of Life</li> </ul>	<p>Physical Science</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Matter</li> <li>• Mixtures, Solutions and Physical Chemical Properties and Changes</li> <li>• Energy, types of energy, Law of Conservation of Matter and Energy</li> <li>• Nuclear Energy and Reactions</li> <li>• Quantum Mechanics</li> <li>• Periodic Table</li> <li>• Ionic Bonding</li> <li>• Oxidation-Reduction</li> <li>• Balancing Equations and Types of Chemical Reactions</li> <li>• Covalent Bonding</li> <li>• Polarity</li> <li>• Solids and Liquids</li> <li>• Gases</li> <li>• Moles</li> <li>• Stoichiometry</li> <li>• Acids and Bases</li> <li>• Kinetics</li> </ul>	<p>Physical Science</p> <ul style="list-style-type: none"> <li>• Scientific Method, Inquiry</li> <li>• Mathematics of Physics</li> <li>• Describing Motion and Velocity</li> <li>• Forces, Newton’s Laws of Motion</li> <li>• Vectors</li> <li>• Projectile and Periodic Motion</li> <li>• Universal Gravitation</li> <li>• Momentum and Conservation</li> <li>• Energy and the Conservation of Energy</li> <li>• Wave and Energy Transfer</li> <li>• Sound</li> <li>• Light</li> </ul> <p>Earth and Space Science</p> <ul style="list-style-type: none"> <li>• Mountain Ranges, Earthquakes, and Volcanic Eruptions</li> <li>• Plate Tectonics changes over time</li> <li>• Rock cycle, plate movement, and seismic activity, and the conservation of earth material in the rock cycle</li> <li>• Knowledge of the universe has changed over time</li> <li>• Explanation of the Big Bang Theory</li> </ul>

**CUMBERLAND HIGH SCHOOL**  
**Topic Listings for Subject Maps (Social Studies)**

<u>U.S. History I</u>	<u>U. S. History II</u>	<u>Western Civilization</u>	<u>Economics</u>	<u>Introduction to Psychology</u>	<u>Law</u>	<u>Social Studies Skills</u>
<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>-8<sup>th</sup> Grade Review (1763-1815):</li> <li>-The Industrial Revolution</li> <li>-The Age of Jackson</li> <li>-The Trail of Tears</li> </ul> <p><b>Quarter 2</b></p> <ul style="list-style-type: none"> <li>-Westward Expansion</li> <li>-Different Worlds of the North &amp; South</li> <li>-Early Reform Movements</li> <li>-The Road to War</li> <li>-The Civil War</li> </ul> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>-Reconstruction</li> <li>-The American West</li> <li>-The Rise of Big Business &amp; Labor</li> <li>-Immigration &amp; the Rise of Cities</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>-The Gilded Age</li> <li>-The Age of Imperialism</li> <li>-The Progressive Era</li> <li>-Asserting American Power</li> <li>-World War One</li> </ul> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>	<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>-U.S. History II 1914-Present</li> <li>-World War I</li> <li>-The Roaring 20's</li> <li>-Great Depression</li> </ul> <p><b>Quarter 2</b></p> <p>World War II The Cold War 1945-1990</p> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>-1950's</li> <li>-Korea, McCarthy, Space, Civil Rights Movement</li> <li>-1960's</li> <li>-Kennedy, LBJ, Vietnam, Anti-War Movement, Civil Rights, Lunar Landing</li> <li>-1970's</li> <li>-Nixon, China, Watergate, SALT, Carter, détente, Energy crisis, Iran</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>-1980's</li> <li>-Reagan, AIDS, Iran Contra, Perestroika &amp; Glasnost, Berlin Wall</li> <li>-1990's</li> <li>-Collapse of USSR, Bush, Kuwait, Iraq, Clinton, Balkans, NAFTA</li> <li>-21<sup>st</sup> Century</li> <li>-Election 2000, 9/11/01, Afghanistan, Iraq</li> </ul> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>	<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>-Ancient World, Myth, Faith and Belief</li> <li>-Christianity</li> <li>-Islam</li> <li>-Hebrew Faith</li> </ul> <p>-Ancient Greece -Athens and Sparta -Hellenistic Empire</p> <p><b>Quarter 2</b></p> <ul style="list-style-type: none"> <li>-Rome (Republic)</li> <li>-Roman Empire</li> <li>-The "Fall" of Rome</li> </ul> <p>-The Medieval World</p> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>-The High Middle Ages</li> <li>-The Renaissance</li> <li>-The Reformations</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>-The Age of Exploration</li> <li>-The New Monarchies</li> <li>-The Age of Absolutism</li> <li>-The Scientific Revolution</li> <li>-The French Revolution</li> <li>-Napoleon</li> </ul> <p>Final project – Student driven presentations and essays from Napoleon to the Fall of Communism</p> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>	<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>-Scarcity</li> <li>-Marginal Cost/Benefit</li> <li>-Allocation of Goods and Services</li> <li>-Role of Incentives</li> <li>-Trade</li> </ul> <p><b>Quarter 2</b></p> <ul style="list-style-type: none"> <li>-Role of Price in Market System</li> <li>-Role of Competition</li> <li>-Role of Money</li> <li>-Role of Interest Rates</li> </ul> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>-Determining Income</li> <li>-Profit</li> <li>-Growth</li> <li>-Role of Government</li> <li>- Evaluate Government Programs</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>-Macro economy – Income/ Employment, Prices</li> <li>-Unemployment and Inflation</li> <li>-Monetary and Fiscal Policy</li> </ul> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>	<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>-Introduction to Psychology and Research Methods</li> <li>-Brain and Behavior</li> <li>-Conditioning and Learning</li> <li>-Intelligence</li> </ul> <p><b>Quarter 2</b></p> <ul style="list-style-type: none"> <li>-Memory</li> <li>-Personality</li> <li>-States of Consciousness</li> <li>-Perceiving the World</li> </ul> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>-Child Development</li> <li>-From Birth to Death: Life-Span Development</li> <li>-Sensation and Reality</li> <li>-Health, Stress, and Coping</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>-Psychological Disorders</li> <li>-Therapies</li> <li>-Social Behavior</li> <li>-Attitudes, Culture, and Human Relations</li> </ul> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>	<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>-Legal System</li> <li>-Rights - Responsibilities</li> <li>-Values</li> <li>-Criminal Law</li> <li>-Court System</li> <li>-Type of Crimes</li> <li>-Criminal Justice</li> <li>-Juvenile Justice</li> </ul> <p><b>Quarter 2</b></p> <ul style="list-style-type: none"> <li>-Constitutional Law</li> <li>-First Amendment</li> <li>-Due Process</li> <li>-Rights</li> <li>-Responsibilities</li> </ul> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>-Torts</li> <li>-Types of Torts</li> <li>-Public Policy -Liability</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>-Family Law</li> <li>-Definition of Family</li> <li>-Parents, Children, Foster Care, Adoption, Divorce, Separation, Custody</li> <li>-Consumer Law</li> <li>-Contracts -Warranties</li> <li>-Credit - Consumer Rights</li> <li>-Deception in Sales</li> <li>-Cars -Housing</li> </ul> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>	<p><b>Quarter 1</b></p> <ul style="list-style-type: none"> <li>Civics Objectives</li> <li>The Constitution</li> <li>Bill of Rights</li> <li>The Constitution: Past and Present</li> <li>Purpose of government</li> <li>Democracy in action</li> <li>The Legislative Branch</li> <li>The Executive Branch</li> <li>The Judicial Branch</li> <li>American Government and World Affairs</li> </ul> <p><b>Quarter 2</b></p> <ul style="list-style-type: none"> <li>Rhode Island History</li> </ul> <p style="text-align: center;"><b>*MID-TERM EXAMS*</b></p> <p><b>Quarter 3</b></p> <ul style="list-style-type: none"> <li>Cumberland History</li> </ul> <p><b>Quarter 4</b></p> <ul style="list-style-type: none"> <li>Current Events</li> </ul> <p style="text-align: center;"><b>*FINAL EXAMS*</b></p>

# CUMBERLAND HIGH SCHOOL

## Topic Listings for Subject Maps (World Languages)

Revised: Fall 2006

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p><b><u>Spanish 1</u></b>            This course is an introduction to the Spanish language and culture. Emphasis is placed on development of the four skills: listening, speaking, reading and writing. The content focuses on everyday situations: greetings, farewells, making introductions, expressing likes and dislikes, expressing feelings, using numbers, days, dates, telling time, weather, age, describing wants and needs, describing friends and family members. Basic grammar such as articles, adjectives and the present tense of regular and irregular verbs are introduced. Students become familiar with the countries where Spanish is spoken. Each student will create a travel brochure for a Spanish-speaking country. Vocabulary, grammar and culture are reinforced by the <u>Ven conmigo 1</u> video program.</p>	<p><b><u>Spanish 2</u></b>            Students will experience a continued balanced development of the four basic skills. The content focuses on topics such as talking about yourself and others, saying what you like and don't like, talking about how you are feeling, making suggestions and responding to them, describing your city or town, talking about daily routines and responsibilities, hobbies, pastimes, asking for and giving opinions, asking for and giving help, making plan and talking about staying healthy, telling someone what to do and what not to do. Grammar concepts include an emphasis on the formation of the preterite tense. Students will begin to show, in oral and written form, some spontaneity and creative language use in response to an oral or written question, a situation or a visual. The cultural emphasis is on Spain and Mexico. Vocabulary, grammar and culture are reinforced by the <u>Ven conmigo 2</u> video program.</p>	<p><b><u>Spanish 3</u></b>            Students will continue to develop listening, speaking, reading and writing skills. At this level, they will begin to express their own thoughts, independent of structured questions or visual cues from the teacher. The content focuses on the following topics: expressing interest, indifference and displeasure, sports, pastimes, asking for information, describing yourself and others, asking for and giving advice, talking about stress, talking about what has happened, expressing and supporting a point of view, responsibilities, talking about how food tastes, asking for help and requesting favors and future events. One of the major grammatical points is the formation of the imperfect tense and how it compares to the preterite tense. The cultural emphasis is on La Coruna (Spain), Caracas (Venezuela) and Guadalajara (Mexico). Vocabulary, grammar and culture are reinforced by the <u>Ven conmigo 3</u> video program.</p>	<p><b><u>Spanish 4</u></b>            This course provides intense emphasis on the four skills. Listening comprehension will involve viewing of the video program entitled "La Catrina." After viewing each episode of the video, the students will demonstrate how well they understood the content by responding to a series of questions. The speaking skill will be developed by students articulating current or past events in their lives in the target language. They will use a variety of sources to present oral reports on topics of personal interest. The reading skill involves the student processing the content and contextual meaning of reading selections. The writing skill will consist of a variety of compositions in the target language that mimics all aspects of real life. Students will be given the opportunity to express their creative writing and defend their opinions. The cultural emphasis is on Mexico, Argentina, Cuba and Puerto Rico.</p>	<p><b><u>Spanish 5</u></b>            Students at this level will have a strong command of the four skills. Students now understand and produce blocks of well-developed discourse, both in quantity and quality. Students will read a novel in the target language which integrates cultural aspects of the Spanish-speaking world. They comprehend and deliver well-organized and interrelated "chunks" of information in all skill areas. Students will not be taken for native speakers, but they could survive quite well linguistically and, in a limited manner, socially in the target language. All skills will be reinforced through the presentation of the second half of the "La Catrina" video.</p>
<p><b><u>Portuguese 1</u></b>            This course is an introduction to the Portuguese language and culture. Emphasis is placed on development of the four skills: listening, speaking, reading and writing. The content focuses on everyday situations: greetings, farewells, making introductions, expressing likes and dislikes, expressing feelings, using numbers, days, dates, telling time, weather, seasons, ages, describing wants and needs, describing friends, family members and things. Basic grammar concepts such as articles, adjectives and the present tense of regular and irregular verbs are introduced. Students become familiar with the countries where Portuguese is spoken. Each student will create a travel brochure for a Portuguese speaking country. Vocabulary, grammar and culture are reinforced by the <u>Bom Dia 1</u> textbook, workbook and listening program.</p>	<p><b><u>Portuguese 2</u></b>            Students will experience a continued balanced development of the four basic skills. The content focuses on transportation, meals, descriptions of personality and physical traits, professions, restaurant stations, shopping and personal objects. Grammar concepts include irregular verbs in the present tense, formation of the preterite and imperfect tenses, pedir vs. preguntar and estar + present participle and estar + past participle.</p>	<p><b><u>Portuguese 3</u></b>            Students will continue to develop the listening, speaking, reading and writing skills. At this level, they will begin to express their own thoughts, independent of structured questions or visual cues from the teacher. The content focuses on the following topics: daily routine, antonyms, future plans, household items, personal history, feelings and travel. One of the major grammatical points is the use of both the imperfect and preterite tenses in the same sentence. Cultural aspects include architecture, literature, music, historical and cultural figures and important places and events.</p>	<p><b><u>Portuguese 4</u></b>            Students will continue to develop the four skills of learning: listening, speaking, reading and writing. By the end of the year the students will have a strong command of the language. The students will be able to handle a class taught mostly or completely in Portuguese. They will respond only in Portuguese. Every student should immerse himself/herself linguistically and socially in the target language. Students will easily function in different environments by using their knowledge of the target language and culture.</p>	

<p><b><u>French 1</u></b>  This level covers the cultural aspects of France, Canada and other French-speaking countries. Vocabulary includes greetings, numbers, time, politeness, school, friends and family, food and clothing items. Grammar focuses on the present tense, agreement of adjectives, the partitive and possessive adjectives. Listening, speaking, reading and writing skills are all addressed through the textbook, audio and visual materials and the <u>Bon Voyage</u> video program.</p>	<p><b><u>French 2</u></b>  Students will continue to increase building vocabulary by listening, speaking, reading and writing. Grammar will focus on introduction of the past tense, reflexive verbs, and immediate future and regular and irregular verbs. The grammar also includes adjectives, idiomatic expressions, articles and pronouns. Listening, speaking, reading and writing skills are measured by the completions of projects, common tasks and research reports. Students continue to study culture through the <u>Bon Voyage</u> video series, on line studies and a research report on a French speaking country.</p>	<p><b><u>French 3</u></b>  Students will continue to develop the listening, speaking, reading and writing skills. At this level they will begin to express their own thoughts, independent of structured questions. The content focuses on the following topics: expressing interest, indifference and displeasure, sports, pastimes, asking for information, describing yourself and others, asking for and giving advice, talking about what has happened, what will happen and what might happen. All tenses are covered at this level: present, passé compose, passé simple, imperfect, perfect, future, conditional, subjunctive and past subjunctive. Cultural emphasis is on France and Europe.</p>	<p><b><u>French 4</u></b>  Students will again continue to develop their listening, speaking, reading and writing skills. All tenses and grammatical structures, which have already been covered in French 3, will be reinforced. Through the use of “French in Action,” a video program, students add a wealth of vocabulary, which increases their fluency dramatically. This level also uses <u>Tresors du Temps</u> which is a history book covering France’s history throughout the years. This book not only increases the students’ knowledge of history, but it also is a great way of improving reading skills.</p>	<p><b><u>French 5</u></b>  Students at this level will have a strong command of the four skills. Students will now produce and understand larger blocks of well developed discourse, both in quantity and quality. They will also comprehend and deliver well-organized and interrelated “chunks” of information in all skill areas. At this level students will be able to immerse themselves linguistically and socially in the target language. The second half of the “French in Action” series is used which reinforces all skills and once again dramatically increases their vocabulary base.</p>
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