

APROBAT

În baza deciziei Consiliului Național pentru Curriculum
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CURRICULUM OPȚIONAL LA
LIMBA ENGLEZĂ

School of Tomorrow

CLASELE I – XI

Chișinău

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AUTORI:

HORJAN NINA, profesor de limba și literatura română, grad didactic întâi, master în managementul educațional, directorul IPLT „Academia copiilor”, grad managerial unu, jurist licențiat în drept

CURMOIARȚEV VIORICA, profesor de limba engleză, grad didactic superior, director-adjunct, grad managerial doi

RECENZENȚI:

DANIELA MUNCA-AFTENEV, dr.lect.sup., Președinte Academia de Inovare și Schimbare prin Educație

GOLUBOVSKI OXANA, dr., lector univ., UPS „Ion Creangă” din Chișinău

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PRELIMINARII

Curriculumul la limba engleză, clasele I – XI este elaborat pentru programul de alternativă „Școala Zilei de Mâine”(„School of Tomorrow”).

Programul „Școala Zilei de Mâine”(„School of Tomorrow”) a fost elaborat în SUA (statul Texas) și la momentul actual este practicat cu succes în multe țări din întreaga lume. IPLT „Academia Copiilor” a adaptat conținutul acestui program în conformitate cu cele mai recente prevederi incluse în Curriculumul Național la disciplina limba străină pentru ciclul primar publicat în anul 2018 și Curriculumul Național la disciplina limba străină pentru treapta gimnazială și liceală din 2019.

Aspirația colectivului didactic al IPLT „Academia copiilor” este de a crea o instituție de învățământ cu autoritate și prestigiu, capabilă de a deveni competitivă pe piața serviciilor educaționale din Republica Moldova și de a servi drept bază pentru utilizarea Programului alternativ suplimentar de studiere a limbii engleze „Școala Zilei de Mâine” („School of Tomorrow”) prin prisma transdisciplinarității. Acest lucru a determinat orientarea conceptuală a Programului „Școala Zilei de Mâine” („School of Tomorrow”) în conformitate cu stipulările din Curriculumul la LS pentru nivelul primar, gimnazial și liceal spre formarea la elevi a competențelor de receptare, producere, interacțiune și mediere specifice nivelelor A1 (ciclul primar), A2+ (nivelul gimnazial) și B1+ (nivelul liceal), conform versiunii actualizate a CECRL din 2018. În acest scop, Programul „Școala Zilei de Mâine” („School of Tomorrow”) a fost adaptat în mod corespunzător pentru eșalonarea corectă și dozarea adecvată a conținuturilor educaționale cu specificarea finalităților concrete pentru fiecare clasă aparte, cu luarea în considerare a particularităților de vârstă și de învățare ale elevilor claselor primare, gimnaziale și liceale, cu ajustarea conținuturilor educaționale la cerințele actuale ale elevilor și la învățământul incluziv.

Din anul 1993 în IPLT „Academia copiilor» coexistă, îmbogățindu-se reciproc, două programe educaționale: Programul național al Republicii Moldova (standardul de bază) și Programul „Școala Zilei de Mâine” („School of Tomorrow”), un standard alternativ.Utilizarea a două programe în simbioză a permis elevilor de a beneficia de o ofertă educațională variată și actualizată conform standardelor internaționale.

I. REPERE CONCEPTUALE

Programul „Școala Zilei de Mâine” („School of Tomorrow”) permite dezvoltarea atât a competențelor-cheie, transversale, întrucât poartă un caracter pluri/ inter/ transdisciplinar, dar și a competențelor specifice disciplinei LS, în conformitate cu unitățile de competențe, unitățile de conținut, activitățile de învățare și produsele școlare recomandate stabilite în Curriculumul Național la disciplina limba străină (2018, 2019).

Obiectivele de bază ale Programului „Școala Zilei de Mâine” („School of Tomorrow”)

- A adapta beneficiile programului „Școala Zilei de Mâine” la prevederile Curriculumului Național (2018, 2019) și necesitățile elevilor și a părinților acestora;
- A oferi elevilor un program inter/trans-disciplinar divers, colorat, cu incursiuni din diverse discipline: istorie, matematică, biologie, chimie, etc.
- A învăța pe elev de a stabili obiective rezonabile, pe care să le poată realiza în decursul perioadei de timp prevăzute de fiecare modul;
- A motiva elevi să depășească barierele psihologice în comunicare;
- A supraveghea și motiva elevul atunci când acesta însușește bine sau utilizează materialul studiat în comunicarea de zi cu zi;
- A crea pentru elevi o atmosferă de comunicare liberă într-o limbă străină, prin oferirea unui supliment lingvistic și tematic, care completează Curriculumul Național la LS;
- A încuraja învățarea activă a elevilor.

Caracteristicile principale ale programului și racordarea la Curriculumul Național la Limba Străină pentru ciclul primar (2018), ciclul gimnazial și liceal (2019)

- Concentrarea asupra formării și dezvoltării atât a competențelor-cheie, transversale, cât și a competențelor specifice disciplinei LS, în conformitate cu unitățile de competențe, unitățile de conținut, activitățile de învățare și produsele școlare recomandate stabilite în Curriculumul Național la disciplina limba străină (2018, 2019);
- Abordarea individuală a fiecărui elev, ținând cont de trăsăturile individuale;
- Axarea pe sistemul de învățare independentă și autoevaluarea cu ajutorul cheilor;
- Formarea competențelor după principiul spiralei de progresare: de la simplu la complex prin complicarea materiei la fiecare nivel al pace-ului, de la nivelul A1 la B1+.

Conținuturile tematice din Programul „Școala Zilei de Măine” („School of Tomorrow”) corespund în mare parte cu recomandările din Curriculumului național, de exemplu:

CONȚINUT TEMATIC	Curriculum Național	Tema din Programul "Școala Zilei de Măine" ("School of Tomorrow")
Mediul personal	Timpul liber: activități recreative, jocuri sportive. Lectura.	Activități de interes ale elevilor: jocuri și sporturi. Lecturi biblice. Texte și istorii inspiraționile.
Mediul familial	Familia. Persoane din mediul familial: relații de rudenie, atitudini și sentimente.	Valorile familiale. Istoria familiei lui Iosif.
Mediul cultural	Evenimente și personalități istorice importante din țara studiată (elemente).	Participarea SUA în războaiele din secolul al XX-lea (războiul spaniolo-american, Primul Război mondial, al Doilea Război mondial).
Mediul natural	Caracteristici climaterice ale vremii. Clima și efectele ei (elemente).	Meteorologia, știința studiului vremii și climatei. Factorii care determină vremea. Prezicerea vremii. Tipuri de climă.
Mediul social și informațional	Situații de contact social: drepturi și obligațiuni.	Drepturile și libertățile cetățenilor. Declarația de independență a Statelor Unite.
Mediul cultural	Cultura țării studiate: atitudini și comportamente specifice.	Tradițiile și achizițiile culturale ale Australiei.

II. ADMINISTRAREA DISCIPLINEI

Adițional la manualul național curricular la limba engleză, la fiecare nivel (clasă) sunt utilizate materiale didactice suplimentare, numerotate în mod corespunzător, denumite „pace”-uri:

Clasa	Pace / Nr	Corelarea cu descriptorii CECRL
clasa I-IV	1001-1048	A1
clasa a V - IX	1049-1108	A2+
clasa a X - XII	1109-1132	B1+

Clasa	Nr. orelor pe săptămână	Nr. de unități de învățare
I	7	6
a II-a	6	5
a III-a	6	5
a IV-a	6	5
a V-a	4	5
a VI-a	4	5
a VII-a	4	5
a VIII-a	4	5
a IX-a	4	5
a X-a	3	5
a XI-a	3	3

Această abordare permite elevilor IPLT „Academia copiilor” să învețe simultan concepte de bază ale disciplinelor menționate anterior în două limbi (engleză și maternă), să-și ridice nivelul de cunoștințe generale și să crească interesul față de o învățare holistică, trans disciplinară atât de importantă pentru o carieră de succes în secolul XXI. De asemenea, lecțiile integrate dezvoltă imaginația și creativitatea elevilor.

III. COMPETENȚE SPECIFICE DISCIPLINEI

- 1. Competența lingvistică:** aplicarea normelor lingvistice în formularea de mesaje simple și corecte, valorificând limba ca sistem;
- 2. Competența sociolingvistică:** utilizarea structurilor lingvistice, demonstrând funcționalitatea limbii în cadrul unui contact social ;
- 3. Competența pragmatică:** utilizarea structurilor lingvistice în cadrul unor contexte familiare și previzibile, demonstrând coerență și precizie în comunicare ;
- 4. Competența (pluri/inter)culturală:** apropierea elementelor specifice culturii țărilor limbii străine studiate, manifestând deschidere și motivație pentru dialog intercultural.

După cum poate fi observat din exemplul de mai jos, fiecare modul tematic din Programul „Școala Zilei de Mâine” („School of Tomorrow”) este structurat în mod corespunzător pentru a integra activități de învățare care au ca finalitate dezvoltarea competențelor lingvistice (*Listening, Spoken Interaction, Written Interaction*), sociolingvistice (*Listening, Spoken Interaction*), pragmatice (*Spoken Interaction, Written Interaction*) și (pluri/inter) culturale (*Culture*).

<i>Speaking English 1002</i>	1. Clap your hands. 2. Tap (your foot) 3. Nod your(head) 1. Is this (three)? Yes, this is (three), No, this is (four) 2. Is that (five)? Yes, that is (five). No, that is not (five). 3. — 1st Number:	Pictures: 1. baby 2. man 3. women 4. men 5. women 6. star 7. chart 8. hair 9. face	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
			Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5.Reproducing a simple short song.
			Written Interaction	4.1.Reproducing/copying letters (capital and lower case forms) in isolation.
			Culture	1.5.Learning facts connected with English-Speaking countries - their names and capitals. 1.8.Learning a song for children which belongs to the culture of the English-Speaking world.

IV. UNITĂȚI DE ÎNVĂȚARE

La ciclul primar și cel gimnazial limba engleză este predată în cadrul a 5 module tematice trans disciplinare care integrează elemente de conținut din următoarele discipline:

- English – limba engleză;
- Math – matematica;
- Science - științe (botanică, biologie, chimie, fizică);
- Social Studies - științe sociale (istorie, geografie, științe sociale);
- Word Building – formarea cuvintelor.

La treaptă liceală, limba engleză este predată în cadrul a 8 module tematice trans disciplinare, care integrează elemente de conținut din următoarele discipline:

- Algebra, Geometry - algebră, geometrie;
- Etymology - etimologie;
- Biology - biologie generală;
- World Geography– geografie;
- World History - istorie universală;
- Physical Science – fizică;
- Chemistry – chimie;
- Basic English Composition – arta scrierii în limba engleză.

V. CONȚINUTURI LINGVISTICE

Curriculumul național la LS pune accent pe procesul de învățare, reliefează predominanța rezultatelor în fața ofertelor, reiterează importanța învățământului formativ-dezvoltativ în fața celui informativ-reproductiv și promovează autonomia, creativitatea, ingeniozitatea și interesele elevilor, iar sugestiile tematice sunt corelate cu particularitățile de dezvoltare intelectuală, psihologică și de vârstă ale elevilor. Pentru a corespunde acestor exigențe, Programul „Școlii Zilei de Mâine” este structurat în unsprezece nivele de învățare (clase) și conceput în conformitate cu următoarele principii de bază:

- lucrul individual al elevului;
- însușirea în întregime a materialului învățat;
- tempoul individual de învățare a materialului;
- stabilirea de către elev a unor obiective realizabile;
- motivarea și controlul reușitei;
- remunerare pentru învățare.

Acest fapt favorizează dezvoltarea elevului în diferite direcții, cu un anumit confort psihologic, conștientizarea exactă a scopurilor și obiectivelor în instruire și a căilor de realizare a acestora. Elevii nu sunt evaluați cu note, dar pentru verificarea cunoștințelor este introdusă scala de evaluare multistadială. După ore elevul își evaluează lucrarea în mod independent și împreună cu pedagogul decide dacă va repeta materialul învățat sau va stabili un nou obiectiv.

Materialul de instruire al sistemului dat se compune din texte științifice și biblice, care nu au o orientare clară religioasă, dar presupun inițierea elevilor în patrimoniul istoriei și culturii universale, în corelare cu mai multe sugestii tematice din Curriculumul Național la LS din categoriile Mediul Personal, Mediul Familial, Mediul Social și Informațional, Mediul Cultural, etc. Percepția elevului ca personalitate, încurajarea independenței și reușitei sale reprezintă obiectivul principal al profesorului. Elevii sunt învățați să-și propună un scop final și să găsească modalități de realizare a acestuia.

Programul de instruire al „Școlii Zilei de Mâine” este deosebit prin faptul că utilizează atât tehnologii avansate de învățare a limbii engleze, cât și teste de diagnosticare, care sporesc considerabil reușita elevilor, organizează predarea unor concepte trans și interdisciplinare în două limbi conform standardelor naționale și internaționale.

Clasele, de regulă, sunt formate dintr-un număr mic de elevi și fiecare are locul său individual „oficiu”, învață de sine stătător conform unui plan individual materialul în limba engleză, formarea cuvintelor, științele, științe sociale și istoria. Astfel de organizare favorizează aprofundarea lingvistică a elevilor și a studierii disciplinelor generale într-o limbă străină. Dacă în timpul studierii elevul are nevoie de ajutorul profesorului, atunci el îl cheamă. Pedagogul îl ajută pe elev să rezolve problema, oferindu-i consultații. Scopul – însușirea materialului cap-coadă. În general, studiul este orientat spre succes.

Sursa de bază a informației lingvistice este suplimentul didactic cu texte numit ”pace”, după care elevul studiază diverse module tematice trans disciplinare în limba engleză (5 discipline principale în gimnaziu și 8 de bază în liceu), care este utilizat adițional la manualul curricular național. Materialele didactice conțin informații care ajută elevii să judece în profunzime și să aibă o atitudine conștiincioasă față de lecții. Pace-urile sunt dotate cu desene viu colorate, conțin informații teoretice, sarcini practice, fapte amuzante și teste pentru verificarea materialului însușit.

Conținutul pace-ului este identic pentru toate nivelurile (A1, A2+ și B1+):

- Texte cu conținut didactic pentru fiecare modul tematic;
- Trei teste de autoevaluare;
- Testul final de autoevaluare;
- Un test propus de către profesor pentru tot materialul PACE-ului.

Materialul fiecărui „pace” este verificat de către elev după chei. Aceasta asigură feedback-ul și, respectiv, oferă posibilitate elevului să-și corecteze de sine stătător greșeala. Prin intermediul pace-urilor elevul face cunoștință cu sistemul de valori umane, se formează competențe identice cu cele formate în baza curriculumului național, care presupun formarea competențelor de referință recomandate de către Uniunea Europeană. Pe parcursul unui semestru, elevul trebuie să prelucreze nu mai puțin de trei pace-uri pentru fiecare disciplină, iar timp de un an – doisprezece. Curriculumul Programului „Școlii Zilei de Mâine” completează și diversifică curriculumul național la limba străină.

VI. CONȚINUTURI TEMATICE

Curriculumul Programului „Școlii Zilei de Mâine” include numeroase activități de mediere care se regăsesc în contextul sarcinilor de comunicare lingvistică. Întrucât programul are la bază abordarea trans și inter-disciplinară și încurajează utilizarea limbii engleze în paralel cu limba maternă (rusă și română), acesta are ca scop dezvoltarea competenței de comunicare a elevului în realizarea activităților care implică recepția, producerea, interacțiunea și medierea (mai ales, activitățile de traducere și interpretare), fiecare din aceste moduri de activitate fiind susceptibile de a fi realizate fie în formă orală, fie în forma scrisă, fie în ambele forme.

De exemplu, fiecare modul tematic include activități care mobilizează și recepția, și producerea, și activitățile de mediere în forma lor scrisă și/sau orală care permit, prin intermediul traducerii sau interpretării, rezumatului în scris sau oral al informației cu privire la cultura și istoria Statelor Unite ale Americii, personalităților de vază din spațiul anglofon, explicarea unor termeni și fenomene din matematică, chimie, biologie. Întrucât aceste discipline se studiază în limba maternă, la orele de limba engleză elevii au posibilitatea de a face o corelare logică dintre aceste discipline, și prin urmare de a fortifica cele studiate prin intermediul medierii, transferând cunoștințele din limba maternă în cea străină și invers.

În cadrul modulelor tematice din Programul „Școala Zilei de Mâine” elevii vor:

- traduce exact secvențe din texte din diverse domenii: istorie, biologie, chimie, etc.(cl XII, tema „Studiul structurii celulei: biogeneza și embriologia”)
- traduce secvențe din texte literare (cl. XII, tema „Literatura din perioada victoriană din Marea Britanie”)
- elaborează rezumate ale unor texte narative ce țin de istoria Statelor Unite și a altor țări anglofone (cl X, tema „Războiul de Independență al Statelor Unite”)
- participă la conversații sau discuții care implică limba maternă și limba engleză, explorându-și repertoriul plurilingual și pluricultural (cl IX, tema „Valorile umane. Spune întotdeauna doar adevărul”).
- explică, în formă orală sau scrisă, informația prezentată în diagrame, grafice, tabele
- exprimă opinia personală vizavi de textele biblice sau funcționale (cl. V, tema „Știința și Biblia”).

Există conținuturi care anticipează programul de bază, ceea ce servește drept pregătire pentru materialul studiat conform curriculumului național. Astfel, formarea noțiunilor chimice de bază conform «School of Tomorrow program» începe în clasa a șasea și se termină în clasele

liceale. Spre exemplu, unitatea de conținut „Acizii. Bazele” conform programului de alternativă se studiază în clasa a VI-a, iar conform curriculumului național acest subiect este studiat în clasa a VIII-a.

Se realizează lecții integrate: «Science» - Chimie, «Science» - Biologie, «Science» - Fizică.

Aceste lecții sunt foarte eficiente: în cadrul acestora, elevii însușesc terminologia specifică în două limbi, dobândesc abilități de lucru cu echipamentele de laborator, observă și fac concluzii. Aceasta sporește nivelul lor de cunoștințe la disciplina dată, modifică nivelul activității intelectuale, crește interesul educațional al elevilor. Lecțiile interdisciplinare oferă elevilor eficientizarea timpului și posibilitatea de a anticipa unele unități de conținuturi la diferite discipline.

Conform programului de alternativă în clasa a VIII-a se studiază participarea SUA în războaiele din secolul al XX-lea (războiul spaniolo-american, Primul Război mondial, al Doilea Război mondial). Potrivit Curriculumului Național la lecțiile de istorie aceste conflicte militare sunt studiate în clasa a IX-a. Ce permite de a obține cunoștințe aprofundate în istoria Statelor Unite la lecțiile de istorie în clasa a IX-a. Având ca bază cunoștințele elevilor, profesorul obține rezultate excepționale în procesul de predare. Elevii își consolidează și largesc cunoștințele la un subiect obligatoriu al programului de istorie conform Curriculumului Național.

O gamă largă din unitățile de conținut la istorie sunt studiate destul de serios în cadrul programului de alternativă, cât și în Curriculumul național. Spre exemplu, istoria, tradițiile și achizițiile culturale ale Australiei. Curriculumul național nu prevede studierea tematică separată a Uniunii Australiene. Elevii își extind cunoștințele despre istoria unui stat semnificativ, democratic, înalt dezvoltat al lumii moderne.

Pe parcursul a douăzeci de ani de existență, IPLT „Academia copiilor” a acumulat o experiență vastă în implementarea și adaptarea programului internațional „School of Tomorrow”. Acest program suplimentar de alternativă permite de a:

- diversifica conținuturile tematice propuse de Curriculumul Național la LS;
- integra cu succes noile prevederi ale CECRL din 2018;
- elabora planul personal de învățare, adaptat la particularitățile și necesitățile contingentului de elevi și al părinților;
- face procesul de învățare interesant și memorabil;
- forma un mediu pluri-lingv, care ar crea condiții favorabile pentru mediere, un element nou inclus în Curriculumul Național din 2018 și 2019.

Mândria Liceului o constituie absolvenții. Posibilitatea obținerii a două diplome (o diplomă națională și una conform Programului („School of Tomorrow”) oferă absolvenților mai multe oportunități de a fi înmatriculați în instituțiile superioare din învățământul superior din Europa, America sau Australia.

Interacțiunea a două standarde de învățământ reprezintă o verigă importantă în calea întrepătrunderii realizărilor și tradițiilor civilizațiilor europene și americane. Din punct de vedere al schimbului de valori culturale general umane, coexistența a două curriculum-uri în cadrul unui stat unic european este doar un avantaj pentru elevi.

Astfel, apare necesitatea integrării în continuare a Curriculumului Național și al Programului de alternativă „School of Tomorrow” în IPLT „Academia copiilor”.

Clasa 1-a, Nivel A1.1

Modulul tematic „Speaking English”

Date	Pace	Content		Teaching Strategies/ Evaluation Techniques	Competence Units
	Speaking English 1001	1. Stand up. 2. Sit down. 3. Point to (the door). 4. Hello. 5. You are (name). 6. I am (name). 1st Number: one 2nd Number: two	Pictures: 1. door 2. chair 3. table 4. floor 5. window 6. shoulder(s) 7. head 8. knee(s) 9. toe(s)	Listening Spoken Interaction Culture	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact. 2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact. 1.1. Creating and developing linguistic curiosity and interest towards studying the English language and the cultures of the English-Speaking world. 1.2. Raising the students' awareness of the existence of communities and ways of behaviour different from their own.
		1. Turn around... and... (sit down)	Pictures: 1. desk	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in

Speaking English 1001	<p>2. Walk to (the door)</p> <p>3. Good morning</p> <p>1. What is your name?</p> <p>2. My name is (name).</p> <p>3. Good morning.</p> <p>1st Number: there</p> <p>2nd Number: four</p>	<p>2. office</p> <p>3. ceiling</p> <p>4. wall</p> <p>5. eye(s)</p> <p>6. ear(s)</p> <p>7. nose</p> <p>8. mouth</p> <p>9.-</p>		<p>commonly used language, slowly and clearly, and repeated several times.</p> <p>1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>	
			Spoken Interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p>	
			Culture	<p>1.4.Discovering a new culture of communication and acquiring other norms of verbal and non-verbal behaviour, while establishing social contact.</p> <p>1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.</p>	
Speaking English 1001	<p>1. Jump on (two feet)</p> <p>2. Hop on (one foot)</p> <p>3. Touch the (wall)</p> <p>1. Are you a (boy, girl)? Yes/No. I am a (boy, girl)</p> <p>2. Yes, No. I am a (boy, girl)</p> <p>3.—</p> <p>1st Number: five</p> <p>2nd Number: six</p>	<p>Pictures:</p> <p>1. boy</p> <p>2. girl</p> <p>3. book</p> <p>4. circle</p> <p>5. square</p> <p>6. hand</p> <p>7. finger</p> <p>8. foot</p> <p>9. feet</p>	Listening	<p>1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>	
			Spoken Interaction	<p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5.Reproducing a simple short poem.</p>	

	Speaking English 1001	1. Pick up the (circle) 2. Put down the (circle) 3. Come here	Pictures: 1. pencil 2. paper 3. eraser 4. triangle 5. rectangle 6. thumb 7. arm 8. elbow 9. neck	Listening	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		1. Am I your supervisor? 2. Yes I am your supervisor. 3. - 1st Number: seven 2nd Number: eight		Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5. Reproducing a simple short song.	
	Speaking English 1001	1. Look at the (Pace). 2. See (the Pace). 3. Wave your hand.	Pictures: 1. Bible 2. Pace 3. pen 4. oval 5. heart 6. flag 7. leg 8. back 9. —	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
		1. What is the shape? 2. The shape is a (circle). 3. Good -bye. 1st Number: nine 2nd Number: ten		Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
				Culture	1.4. Discovering a new culture of communication and acquiring other norms of verbal and non-verbal behaviour, while establishing social contact.	

					1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
Speaking English 1002	<p>1. Clap your hands. 2. Tap (your foot) 3. Nod your(head)</p> <p>1. Is this (three)? Yes, this is (three), No, this is (four) 2.Is that (five)? Yes, that is (five). No, that is not (five). 3. —</p> <p>1st Number: eleven 2nd Number: twelve</p>	<p>Pictures: 1 .baby 2. man 3. women 4. men 5. women 6. star 7. chart 8. hair 9. face</p>	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.		
			Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5.Reproducing a simple short song.		
			Written Interaction	4.1.Reproducing/copying letters (capital and lower case forms) in isolation.		
			Culture	1.5.Learning facts connected with English-Speaking countries - their names and capitals. 1.8.Learning a song for children which belongs to the culture of the English-Speaking world.		
Speaking English 1002	<p>1. Sing the song. 2. Raise (your hands). 3. Stand still.</p> <p>1. What color is the (circle)? The (circle) is (blue) 2. What is this? This is a (chair).</p>	<p>Pictures: 1. glue 2. crayon 3. scissors 4. tongue 5. tooth 6. teeth 7. lips 8. dog 9. cat</p>	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.		
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification.		
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.		

		3. What is that? That is a (table).				
		1st Number: thirteen 2nd Number: fourteen				
Speaking English 1002	1. Open (your eyes) 2. Close (the door) 3. Get in (line). Get out of (line) 1 Please 2 Thank you 3. You're welcome 1st Number: fifteen 2nd Number: sixteen	Pictures: 1. learning center 2. box 3.trash 4. chin 5. cheek 6. puppy 7. kitten 8 — 9.—	Listening	1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact. 1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.		
			Spoken Interaction	2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' personal identification. 2.5.Reproducing a simple short song.		
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.		
			Culture	1.8.Leaming poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.		
Speaking English 1002	1. Run (to the door). 2. Give me the (star). 3. Give the (star) to me 1 .Father is Daddy	Pictures: 1 .mother 2.father 3. son 4.doughter 5. blouse 6. pants 7. shirt 8. skirt 9. dress	Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly, in commonly used language, slowly and clearly, and repeated several times. 1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.		

		<p>2. What is this. It is a (square). It is my (arm)</p> <p>3. —</p> <p>1st Number: seventeen</p> <p>2nd Number: eighteen</p>		<p>Spoken Interaction</p> <p>2.4.Reproducing simple answers and questions concerning the students' familiar objects - school things.</p>	
				<p>Written Interaction</p> <p>4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.</p>	
	Speaking English 1002	<p>1. Count the (pencils).</p> <p>2. Knock on (the door).</p> <p>3.—</p> <p>1. This is a family.</p> <p>2. What number is this? This is (1st)</p> <p>3.—</p> <p>1st Number: nineteen</p> <p>2nd Number: twenty</p>	<p>Pictures:</p> <p>1. grandmother</p> <p>2. grandfather</p> <p>3.brother</p> <p>4. sister</p> <p>5. shoe</p> <p>6. sock</p> <p>7. shoes</p> <p>8. socks</p> <p>9.—</p>	<p>Listening</p> <p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p>	
				<p>Spoken Interaction</p> <p>2.2.Reproducing certain intonation patterns.</p> <p>2.4.Reproducing simple answers and questions concerning the students' familiar objects - school things.</p>	
				<p>Written Interaction</p> <p>4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p> <p>4.2.Reproducing symbols of phonetic script.</p>	
	Speaking English 1003	<p>1. Put on the (shoes).</p> <p>2. Take off the (shoes).</p>	<p>Pictures:</p> <p>1. coat</p> <p>2. vest</p> <p>3. sweater</p> <p>4. umbrella</p>	<p>Listening</p> <p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p> <p>1.3.Understanding the meaning of words in simple sentences.</p>	

		<p>3. Put your hand (on the table)</p> <p>1. Who is he? Who is she?(He, She) is (name).</p> <p>2. What is today? Today is Monday.</p> <p>3. Do you have a (cost)? Yes/No.</p> <p>1st Number: twenty-one 2nd Number: twenty-two</p>	<p>5. watch 6. clock 7. — 8.— 9. —</p>	<p>Spoken Interaction</p>	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.</p>	
				<p>Written Interaction</p>	<p>4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p>	
	Speaking English 1003	<p>1. Tie your (shoe). Untie your (shoe).</p> <p>2. Bring the (belt) to me.</p> <p>3. Match the colors.</p> <p>1. Does (he) have a crayon? Yes, No.</p> <p>2. What is today? Today is Tuesday.</p> <p>3. What does (he, she) have? (He, She) has a (pen)</p> <p>1st Number: twenty-three</p>	<p>Pictures:</p> <p>1. house 2. apartment 3. mitten(s) 4. hood 5. scarf 6. hat 7. glove(s) 8. tie 9. belt</p>	<p>Listening</p>	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p>	
				<p>Spoken interaction</p>	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.</p>	
				<p>Reading</p>	<p>3.1.Recognizing feters, groups of letters, syllables in isolation and in words in a handwritten text.</p>	
				<p>Written Interaction</p>	<p>4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.</p>	
				<p>Integrated Skill Combinations</p>	<p>1.2.Identifying colours.</p>	

		2nd Number: twenty-four				
Speaking English 1003	1. Snap your (fingers) 2. Button your (coat). Unbutton your (coat). 3. Zip your coat. Unzip your coat. 4. Is the (table) tall? Is the (table) short? The (table) is tall. 5. What is today? Today is Wednesday. 6. What (clothes) do (I) have? (You) have a (scarf)	Pictures: 1.glasses 2.box 3.cap 4.button 5.zipper 6.bird 7.peacock 8.— 9.—	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.		
			Spoken Inter- action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - clothes.		
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a handwritten text. 3.2.Recognizing the meaning of punctuation marks - a full stop (a period), a comma, a question mark and an exclamation mark.		
			Written Inter- action	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.3.Writing punctuation marks - a full stop (period), a comma, a question mark and an exclamation, mark.		
	1st Number: twenty-five 2nd Number: twenty- six		Integrated Skill Combinations	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.		
Speaking English 1003	1. Pet the (puppy). 2. Do (this, that). 3. Don't do (this, that).	Pictures: 1 .kitchen 2. refrigerator 3. sink 4. stove 5. pan	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.		
			Spoken Inter- action	2.4.Reproducing simple answers and questions concerning the students' familiar objects.		

		<p>4. Is the (pencil) long or short? The (pencil) is long.</p> <p>5. What is today? Today is Thursday.</p> <p>6. The (puppy) is a pet.</p> <p>1st Number: twenty-seven 2nd Number: twenty-eight</p>	<p>6. kettle 7. glass 8. jar 9. lid</p>	Written Interaction	<p>4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p> <p>4.5.Copying words, phrases and simple sentences according to written models.</p>	
Speaking English 1004	<p>1. Pour out the water. 2. Drink the water. 3. Lie down.</p>	<p>1. cup 2. spoon 3. fork 4. knife 5. plate 6.dish 7. can 8. water 9. map</p>	Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.		
	<p>1. Is the (book) old or new? The (book) is old. 2. What is today? Today is Friday. 3. What is tomorrow? Tomorrow is Saturday.</p> <p>1st Number: twenty-nine</p>		Written Interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.		

		2nd Number: thirty				
Speaking English 1004	<p>1. Throw the (ball) to him. Throw the (ball) to her.</p> <p>2. Sleep (on the bed). 3. Wake up</p> <p>1. Is he awake? Is he asleep? 2. What is (he) doing? (He) is (sleeping, walking, tying). 3.—</p> <p>1st Number: thirty-one 2nd Number: thirty-four</p>	<p>Pictures:</p> <p>1 ball 2.team 3. mitt 4.bat 5.bed 6. suit 7. pillow 8. lamp 9. turtle</p>	Listening	1.3.Understanding the meaning of words in simple sentences.		
			Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar objects.		
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.		
Speaking English 1004	<p>1. Bounce the ball between the (lines). 2. Hit the ball with the bat. 3. Catch the ball.</p>	<p>Pictures:</p> <p>1. nag 2. doll 3. block(s) 4. hanger 5. game 6. puzzle 7. bunny 8. bear</p>	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds and patterns of intonation. The words and sentences are presented slowly and clearly, and repeated twice.		
			Spoken Interaction	2.1 Reproducing certain sounds and groups of sounds. 2,4.Reproducing simple answers and questions referred to the students' familiar people - their family.		

		<p>1. Where is the (doll)? It is on the (bed)</p> <p>2. What is the (bunny)? It is a toy.</p> <p>3. Is it the same? Yes/No. Is it different? Yes/No</p> <p>1st Number: thirty-three 2nd Number: thirty-four</p>	9. sack	<p>Written Interaction</p> <p>Culture</p>	<p>4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p> <p>4.5.Copying words, phrases and simple sentences according to written models.</p> <p>1.7.Identifying and comparing the students' families with typical families from English-Speaking countries (members of traditional families and relations among them).</p>	
	Speaking English 1004	<p>1. Kick the ball over the (line).</p> <p>2. Walk under (her) (arm).</p> <p>3. Play (with me).</p> <p>1. Where are you? I am (in my chair)</p> <p>2. Is it clean? Is it dirty? It is clean. It is dirty.</p> <p>3. What is (the puppy) doing? (The puppy) is taking a bath.</p> <p>1st Number: thirty-five 2nd Number: thirty-six</p>	<p>Pictures:</p> <p>1. tub</p> <p>2. stool</p> <p>3. leak</p> <p>4. soap</p> <p>5. toothbrush</p> <p>6. comb</p> <p>7. brush</p> <p>8. mat</p> <p>9. shower</p>	<p>Listening</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p> <p>2.4.Reproducing simple answers and question concerning the students' familiar people.</p> <p>4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p> <p>4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.</p>	

Speaking English 1005	<p>1. Wash (your hands). 2. Draw a (house). 3. Brush your (teeth).</p> <p>1. Is it on the top? Is it on the bottom? 2. Where is his (ball)? Inside the (box). Outside the (box). 3. Is the (hat) big? Is the (hat) little? The (hat) is big.</p> <p>1st Number: thirty-seven 2nd Number: thirty-eight</p>	<p>Pictures: 1. yarn 2. spool 3. needle 4. pin 5. key 6. match 7. rat 8. mouse 9. mile</p>	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.4.Reproducing simple answers end questions concerning the students' familiar world - their homes.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.	
Speaking English 1005	<p>1. Stop in front of the (line). 2. Sew (with thread).</p>	<p>Pictures: 1. city 2. ear 3. bus</p>	Listening	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p> <p>1.3.Understanding the meaning of words in simple sentences.</p>	

		<p>1. Who lives with you? My (mother) lives with me. 2. Where do you live? I live in an (apartment). 3. —</p> <p>1st Number: thirty-nine 2nd Number: forty</p>	<p>4. train 5. track 6. street 7. taxi 8. jeep 9. traffic light</p>	Spoken Inter-action	2.4.Reproducing simple answers and questions referred to the students' familiar world - their homes.	
	Speaking English 1005	<p>1. Drive the (car). 2. Ride the (bus). 3. Shake (my hand).</p> <p>1. Who are you? We are (boys). 2. Who are they? They are (girls). 3. What do we do on Sunday?</p> <p>1st Number: forty-one 2nd Number: forty-two</p>	<p>Pictures: 1. sidewalk 2. truck 3. gasoline 4. tire 5. policeman 6. whistle 7. five 8. fireman 9. neck 9. garage</p>	Spoken Inter-action	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions referred to the students' familiar world - furniture.</p>	
		<p>1. Roll the ball. 2. Drop the ball.</p>	<p>Pictures:</p>	Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar people and objects.	

Speaking English 1005	<p>3. Take the ball from (him).</p> <p>1. What are these? These are (spoons).</p> <p>2. What are those? Those are (forks)</p> <p>3. Are you sick? Are you well?</p> <p>1st Number: forty-three</p> <p>2nd Number: forty-four</p>	<p>1. hospital</p> <p>2. doctor</p> <p>3. nurse</p> <p>4. x-ray</p> <p>5. medicine</p> <p>6. pills</p> <p>7. vitamin</p> <p>9. bottle</p>	Written interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
Speaking English 1006	<p>1. Fly the (jet).</p> <p>2. Blow the (whistles).</p> <p>3. Listen</p> <p>1. Is the (pencil) fat or thin?</p> <p>2. Where is the (dog)? Here it is. There it is.</p> <p>1st Number: forty-five</p> <p>2nd Number: forty-six</p>	<p>Pictures:</p> <p>1. airport</p> <p>2. jet</p> <p>3. pilot</p> <p>4. sky</p> <p>5. bicycle</p> <p>6. horse</p> <p>7. sun</p> <p>8. scissors</p> <p>9. —</p>	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns and other phenomena specific to the English language.</p> <p>2.4.Reproducing simple answers and questions concerning the students' familiar people and objects.</p>	
			Integrated Skill Combination	<p>1.4.Participating in activities employing counting from 1 to 20.</p> <p>1.5.Writing numbers from 1 to 10.</p>	

Speaking English 1006	<p>1. Go to (the store). 2. Smell the (perfume). 3.—</p> <p>1. What am I doing? I am flying. 2. What is (he, she) doing? (He, she) is bringing the mail. 3. What are (they, we) doing? (They, we) are riding.</p> <p>1st Number: forty-seven 2nd Number: forty-eight</p>	<p>Pictures: 1. postoffice 2. mail carrier 3. letter(mail) 4. stamp 5. store 6. shop 7. gift 8. perfume 9. gerbil</p>	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
			Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs, familiar people and objects.
Speaking English 1006	<p>1. Obey (me). 2. Show me your right (hand). 3. Show me your left (hand).</p> <p>1. Where is this (thing)? It is a (plate).</p>	<p>Pictures: 1. library 2. bakery 3. bread 4. cookie 5. gum 6. pie 7. parrot</p>	Listening	1.3.Understanding the meaning of words in simple sentences. 1.5.Recognizing simple, short questions and answers referred to the students' familiar objects. Questions and answers are pronounced slowly, clearly, and repeated several times.
			Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.

		<p>2. Where does a (car) go? It goes (on the street).</p> <p>3. What month is this? This is (March).</p> <p>1st Number: forty-nine 2nd Number: fifty</p>	<p>8. cockatoo 9. —</p>	<p>Culture</p>	<p>1.1.Creating and developing linguistic curiosity and interest towards studying the English language and the cultures of the English-Speaking world.</p> <p>1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.</p>	
				<p>Integrated Skill Combinations</p>	<p>1.8.Glistening to and singing songs.</p>	
	<p>Speaking English 1006</p>	<p>1. Take the (pencils) to them.</p> <p>2. Bring the (pencils) to us.</p> <p>3. -</p> <p>1. Is the (yarn) soft or hard?</p> <p>2. Is the building high? Is the (street) low?</p> <p>3. What is this? This is a calendar.</p> <p>1st Number: fifty-one 2nd Number: fifty-two</p>	<p>Pictures:</p> <p>1. restaurant 2. factory 3. museum 4. gymnasium 5. school 6. building 7. roof 8. butterfly 9. caterpillar</p>	<p>Listening</p> <p>Spoken Interaction</p>	<p>1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times.</p> <p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p> <p>2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.</p> <p>2.5.Reproducing one simple short poem and one song.</p>	
		<p>1. Hold the picture of (the house).</p>	<p>Pictures:</p> <p>1. park 2. bridge 3. path</p>	<p>Listening</p>	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.</p>	

	Speaking English 1007	<p>2. Hold the (flower). 3.—</p> <p>1. Where is your (street)? 2. Where is their (street)? 3. Is the (brush) rough or smooth?</p> <p>1st Number: fifty-three 2nd Number: fifty-four</p>	<p>4. flower 5. grass 6. tree 7. plgcov 8. nut 9. squired</p>	Spoken Inter-action	<p>2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the seasons of the year. 2.5.Reproducing a simple short poem.</p>	
				Integrated Skill Combina-tions	1.6.Identifying months and seasons of the year.	
	Speaking English 1007	<p>1. Slide down the slide. 2. Dive into the (water). 3. —</p> <p>1. Do you like (cookies)? Yes, No I (do not) like cookies. 2. Does she like (cookies)? Yes, she likes (cookies). 3. How does it feed? It feeds scratchy.</p> <p>1st Number: forty-five</p>	<p>Pictures: 1. kite 2. marble(s) 3. lake 4. (sail) boat 5. slide 6. swing 7. suck 8. swan 9. bug</p>	Listening	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly. 1.5.Recognizing simple, short questions and answers referred to the seasons and months of the year. Questions and answers are pronounced slowly and clearly.</p>	
				Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the seasons and months of the year.	
				Integrated Skill Combinations	1.6.Identifying months and seasons of the year.	

		2nd Number: fifty-six				
Speaking English 1007	<p>1. Fall down. 2. Bump your head. 3. —</p> <p>1. How does he work? He works with a tool. 2. What is he doing? He is diving. He is sliding. 3. Can (you) (sing)? (I) can (sing). (I) can not (sing).</p> <p>1st Number: fifty-seven 2nd Number: fifty-eight</p>	<p>Pictures:</p> <p>1. carpenter 2. hammer 3. saw 4. stick 5. nail 6. screw 7. rope 8. grasshopper 9. ant</p>	Spoken Interaction	<p>2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects. 2.5.Reproducing simple short dialogues, poems and songs.</p>		
			Written Interaction	4.6,Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.		
Speaking English 1007	<p>1. Build (a house) (with blocks). 2. More the (rope). 3. -</p> <p>1. What do you want? I want to go too. Do you want to go too? 2. How many.</p>	<p>Pictures:</p> <p>1. brick 2. wood 3.tack 4. paint 5. fuse 6. tube 7. chain 8. cricket 9. inch warn</p>	Listening	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.</p>		
			Spoken Interaction	<p>2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.</p>		

		1st Number: fifty-nine 2nd Number: sixty				
	Speaking English 1008	1. Lead the line. 2. Follow the leader 3. – 1. How are you? I am fine, thank you. 2. What comes before (three)? 3. What comes after (nine)? 1st Number: sixty-one 2nd Number: sixty-two	Pictures: 1. king 2. crown 3. judge 4. queen 5. lace 6. gem 7. gown 8. antelope 9. lion	Listening Spoken Interaction	1.3. Understanding the meaning of words in simple sentences. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment. 2.5. Reproducing a simple short poem.	
	Speaking English 1008	1. Smile 2. Laugh 3. Call (her) 1. How old are you? I am (7) years old.	Pictures: 1. ribbon 2. vase 3. rose 4. violets 5. feather 6. wing	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.5. Recognizing simple, short questions and answers referred to the students' familiar environment. Questions and answers are pronounced slowly, clearly, and repeated several times.	

		<p>2. There are twelve months in a year. 3. When is your birthday?</p> <p>1st Number: sixty-three 2nd Number: sixty-four</p>	<p>7. nightingale 8. fly 9. bee</p>	Spoken Inter-action	<p>2.4.Reproducing certain intonation pattern and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.</p>	
Speaking English 1008	<p>1. Frown 2. Cry 3. Say</p> <p>1. What does a bee do? A bee stings. 2. Each seed grows. 3. You grow during your life.</p> <p>1st Number: sixty-five 2nd Number: sixty-six</p>	<p>Pictures: 1. spring 2. farm 3. farmer 4. barn 5. field 6. dirt 7. seed(s) 8. garden 9. cow</p>	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal interests - sports and games. Questions and answers are pronounced slowly, clearly, and repeated several times.		
			Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' personal interests - sports and games.		
			Culture	1.3.Forming special attitudes and concepts which develop self-respect and respect towards others.		

	Speaking English 1008	<p>1. Yawn. 2. Walk across the room. 3. Rush to (the door).</p> <p>1. What did (he) do? (He) walked/ kicked/ bumped/ called. 2. Are you showing a (book) to her? Yes, Sam showing her. 3. Are you</p> <p>1st Number: sixty-seven 2nd Number: sixty-eight</p>	<p>Pictures:</p> <ol style="list-style-type: none"> 1. fence 2. gate 3. well 4. plant(s) 5. hoe 6. goat 7. mule 8. yoke 9. ox 	Spoken Interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs and familiar objects - food.</p>	
	Speaking English 1009	<p>1. Breathe the air. 2.— 3. Stand beside (her)</p> <p>1. What is the weather? It is sunny/ cloudy/ windy. 2. The air is cool. The air is warm. 3. The sun shines.</p> <p>1st Number: sixty-nine</p>	<p>Pictures:</p> <ol style="list-style-type: none"> 1. rainbow 2. cloud 3. chime 4. rain 5. windmill 6. air 7. wind 8. goose 9. pig 	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
				Spoken Interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' habitual actions.</p>	

		2nd Number: seventy				
Speaking English 1009	1. Look afraid. 2. Look angry. 3. Look cheery. 1. Where is (she) going? She is going (home). 2. Where did he go? He went fishing. 3. — 1st Number: seventy-one 2nd Number: seventy-two	Pictures: 1. summer 2. mountain 3. valley 4. brook 5. river 7. net 8. fish 9. sunfish	Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar environment.		
			Written interaction	4.4.Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters. 4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.		
Speaking English 1009	1. Look grumpy. 2. Look happy. 3. Look sad. 1. Is the (day) light or dark? The (day) is light. The (night) is dark. 2. Is the (moth) close or far away? The (moth) is close. 3. Is the (moon) close or far away? The (moon) is far away.	Pictures: 1. moon 2. night 3. day 4. lightning 5. tent 6. lantern 7. cot 8. owl 9. moth	Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.		
			Integrated Skill Combinations	1.3.Drawing a picture in the course of one of the language activities.		

		1st Number: seventy-three 2nd Number: seventy-four				
Speaking English 1009	<p>1. Look (happy) now. Look (happy) again.</p> <p>2. Swim like a (while).</p> <p>3. Sing the next verse.</p> <p>1. How large is the ocean? The ocean is deep/wide.</p> <p>2. Which animal is small? Which animal is large?</p> <p>3. —</p> <p>1st Number: seventy-five 2nd Number: seventy-six</p>	<p>Pictures:</p> <p>1. ocean</p> <p>2. sand</p> <p>3. shell</p> <p>4. hole</p> <p>5. ship</p> <p>6. whale</p> <p>7. eal</p> <p>8. walrus</p> <p>9. seal</p>	Spoken Inter- action	<p>2.1.Reproducing certain rounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns and other phenomena specific to the English language.</p> <p>2.4.Reproducing simple answers and questions concerning the students' familiar environment.</p>		
Speaking English 1010	<p>1. Make a (fish).</p> <p>2. Carry the (cup) above (your head).</p> <p>3. Hold the (cup) below (your hand).</p> <p>1. How many days make a</p>	<p>Pictures:</p> <p>1. autumn</p> <p>2. town</p> <p>3. leaf</p> <p>4.leaves</p> <p>5. rake</p> <p>6. road</p> <p>7. ground</p> <p>8. pinecone</p>	Spoken Interaction	<p>2.4.Reproducing simple answers and questions concerning the students' familiar environment.</p> <p>2.5.Reproducion a simple short poem.</p>		

		<p>week? Seven days make a week.</p> <p>2. What did (she) have? (She) had a (net).</p> <p>3. What did you make? I made a (picture).</p> <p>1st Number: seventy-seven 2nd Number: seventy-eight</p>	9. pumpkin			
				Integrated Skill Combinations	1.7. Reading and writing the names of fruit and vegetables correctly.	
	Speaking English 1010	<p>1. Climb.</p> <p>2.—</p> <p>3.—</p> <p>1. What did (he) do then?</p> <p>2. (He) swan. (He) played /helped/ blew/ gave.</p> <p>3. Is the (seal) swimming?</p> <p>1st Number: seventy-nine</p>	<p>Pictures:</p> <p>1. volcano</p> <p>2. rock</p> <p>3. crack</p> <p>4. forest</p> <p>5. vine</p> <p>6. web</p> <p>7. spider</p> <p>8. deer</p> <p>9.—</p>	Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' familiar environment and objects.	
				Integrated Skill Combinations	1.7. Reading and writing the names of domestic animals correctly.	

		2nd Number: eighty				
	Speaking English 1010	<ol style="list-style-type: none"> 1. Wear (a hat). 2. Walk fast. 3. Walk slow. <ol style="list-style-type: none"> 1. Is the (flower) pretty? 2. What season do you see? I see (summer). 3.— 1st Number: eighty-one 2nd Number: eighty-two	Pictures: <ol style="list-style-type: none"> 1. ax 2. stones 3.log 4. limb 5. twig 6. loon 7. snake 8. quail 9. rabbit 	Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' actions.	
	Speaking English 1010	<ol style="list-style-type: none"> 1. Hike up the (hill). 2. Stay where you are. 3. Wait for (me). <ol style="list-style-type: none"> 1. Is it hot or cold in winter? It is cold in winter. 2. When is it (hot)? It is (hot) in (summer). 3. Have you ever seen (snow)? I have never seen (snow). 1st Number: eighty-three	Pictures: <ol style="list-style-type: none"> 1. winter 2. snow 3. ice 4. sled 5. shovel 6. hill 7. ibex 8. yak 9. moose 	Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' actions. 2.5.Reproducing a simple short song.	

		2nd Number: eighty-four				
Speaking English 1011	<p>1. Push the (wagon). 2. Pull the (wagon). 3. Let (him/her) go.</p> <p>1. Is the (ground) wet or dry? The (ground) is wet. 2. When did you see her? Yesterday. 3. Yesterday was (Tuesday).</p> <p>1st Number: eighty-five 2nd Number: eighty-six</p>	<p>Pictures:</p> <p>1. stage coach 2. whip 3. sagebrush 4. seat 5. wheel 6. wagon 7. lizard 8. buffalo 9. armadillo</p>	Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' actions.		
			Written Inter-action	4.4.Wpiting legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters. 4.6.Establishihg connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.		
			Integrated Skill Combinations	1.9.Employing movements and active games in the classroom to use non-verbal communication.		

	Speaking English 1011	<p>1. (Walk) forward. 2. (Walk) backward. 3. (Walk) through the (door).</p> <p>1. What was he doing? He was (walking). 2. What were (they) doing? They were (swimming). 3. What is (he) making/ wearing/ singing?</p> <p>1st Number: eighty-seven 2nd Number: eighty-nine</p>	<p>Pictures:</p> <ol style="list-style-type: none"> 1. milk 2. cereal 3. juice 4. orange 5. pancake 6. waffle 7-egg 8. hen 9. chick 	Spoken Interaction	<p>2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment</p>	
		<ol style="list-style-type: none"> 1. Cook the (food). 2. Bite the (apple). 	<p>Pictures:</p> <ol style="list-style-type: none"> 1. butter 2. jam 3. peanut 	Spoken Interaction	<p>2.4.Reproducing simple answers and questions concerning the students' familiar environment.</p>	

	Speaking English 1011	<p>3. Eat the fruit.</p> <p>1. What did (he) give you? (He) gave me a bunch of grapes.</p> <p>2. What did you eat? I ate (crackers).</p> <p>3. When do we eat breakfast? In the morning.</p> <p>1st Number: eighty-nine</p> <p>2nd Number: ninety</p>	<p>4. peanut butter</p> <p>5. cracker</p> <p>6. banana</p> <p>7. apple</p> <p>8. pizza</p> <p>9. grapes</p>	Culture	1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
	Speaking English 1011	<p>1. (Walk) beside (me).</p> <p>2. Feed the (bird).</p> <p>3. Pass the (PACE) to (her).</p> <p>1. Do you have some/ any/ part/ all?</p> <p>2. What must (we) do? (We) must (follow).</p> <p>3. Is a (cherry) sweet or sour? A (cherry) is sweet.</p>	<p>Pictures:</p> <p>1. strawberry</p> <p>2. lemon</p> <p>3. cherry</p> <p>4. plum</p> <p>5. prune</p> <p>6. pineapple</p> <p>7. pear</p> <p>8. peach</p> <p>9. cheese</p>	Spoken Interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns and other phenomena specific to the English language.</p> <p>2.4.Reproducing simple answers, and questions concerning the students' past actions.</p> <p>2.5.Reproducing a simple short poem.</p>	

		1st Number: ninety-one 2nd Number: ninety-two				
Speaking English 1012	<p>1. Set the (apple) (on the table). 2. Hide (behind the door). 3.—</p> <p>1. What kind of vegetable do you like? I like (carrots). 2. What is (he) doing? (He) is biting / hiding/ hiking. 3. Is the (seat) swimming?</p> <p>1st Number: ninety-three 2nd Number: ninety-four</p>	<p>Pictures: 1. potato 2. lettuce 3. tomato 4. carrot 5. beans 6. peas 7. onion 8. cottage cheese 9. unicorn</p>	Spoken interaction	2.2.Reproducingcertainimtonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - pets. 2.5.Reproducing a simple short poems.		
			Integrated Skill Combinations	1.7.Reading and writing the names domestic and wild animals correctly.		
Speaking English 1012	<p>1. Leave (the room). 2. Give me the other (one). 3. —</p>	<p>Pictures: 1. noodle 2. macaroni 3. rice 4. wheat 5. oats</p>	Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' familiar objects.		
			Written Interaction	4.4.Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters.		

		<p>1. Is the (macaroni) good? It is so good.</p> <p>2. What do you need? I need a (pencil)</p> <p>3. Who is your friend?</p> <p>1st Number: ninety-five 2nd Number: ninety-six</p>	<p>6. corn 7. pepper 8. celery 9. flour</p>	<p>Integrated Skill Combinations</p>	<p>1.3. Drawing a picture in the course of one of the language activities.</p>	
Speaking English 1012	<p>1. Skip to (the wall). 2. — 3. —</p> <p>1. What meat will (you) eat for supper? (I) will eat (beef). 2. When will you eat supper? I will eat supper tonight. 3. What will you eat for lunch? 1st Number: ninety-seven 2nd Number: ninety-eight</p>	<p>Pictures: 1. beef 2. radio 3. toaster 4. vacuum 5. fan(elec) 6. newspaper 7. telephone 8. iron 9. toast</p>	<p>Spoken Interaction</p>	<p>2.4. Reproducing simple answers and questions concerning the students' familiar environment.</p>		
			<p>Integrated Skill Combinations</p>	<p>1.8. Listening to and singing songs.</p>		

Speaking English 1012	<p>1. Hear the sound. 2. (Make) a noise. 3. —</p> <p>1. Is a (lion) strong? A (lion) is strong. 2. What do you like best? I like (beans) the best. 3. What kind of food is this? This is (cereal).</p> <p>1st Number: ninety-nine 2nd Number: one hundred</p>	<p>Pictures:</p> <p>1. music 2. harp 3. guitar 4. violin 5. keyboard 6. drum 7. piano 8. horn 9. —</p>	Spoken Interaction	2.4.Reproducngsimple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.
			Written Interaction	4.4.Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters.
			Practical Application of Knowledge	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
			Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.

Clasa 1-a, Nivel A1.1

Modulul tematic „Matematica”

Date	Pace	Content	Teaching Strategies/ Evaluation Techniques	Competence Units	Notes
	Math1001	Character objective: Appreciative Counting 1-5 Groups of how many	Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Integrated Skills Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 5. 1.6.Writing numbers from 1 to 5.	
	Math 1001	Character objective: Appreciative Number 1-5 Write	Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	

			Integrated Skills Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 5. 1.6.Writing numbers from 1 to 5.	
Math 1001	Character objective: Appreciative Number 1-5 How many		Listening	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Integrated Skills Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 5. 1.6.Writing numbers from 1 to 5.	
Math 1002	Character objective: Concerned Counting 1-9 Groups of how many		Listening	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
Math 1002	Character objective: Concerned Numbers 1-9 Write		Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.	

			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts	
			Integrated Skills Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 9. 1.6.Writing numbers from 1 to 9.	
	Math 1002	Character objective: Concerned Numbers 1-9 How many	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation.	
			Integrated Skills Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 9. 1.6.Writing numbers from 1 to 9.	
	Math 1003	Character objective: Cooperative Addition 1-5 More Facts	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
	Math 1003	Character objective: Cooperative Addition 1-5 Vertical addition	Listening	1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact. 1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	

			Written Inter-action	4.1.Reproducing/copying numbers in isolation.	
Math 1003	Character objective: Cooperative Addition 1-5 Word problems		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation.	
Math 1004	Character objective: Dependable Addition 6-9 More Facts		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Inter-action	4.1.Reproducing/copying numbers in isolation.	
			Integrated Skill Combinations	1.5.Participating in activities employing addition 6-9. 1.6.Writing numbers from 1 to 9.	
Math 1004	Character objective: Dependable Addition 6-9 Vertical addition		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	

			Spoken interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation.	
			Integrated Skill Combinations	1.5.Participating in activities employing addition 6-9. 1.6.Writing numbers from 1 to 9.	
	Math 1004	Character objective:Dependable Addition 6-9 Word problems	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation.	
			Integrated Skill Combinations	1.5.Participating in activities employing addition 6-9. 1.6.Writing numbers from 1 to 9. 1.7.Worcking addition problems.	
	Math 1005	Character objective: Efficient Subtraction 1-5 Take away Facts	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation. 4.5.Copying numbers according to written models.	

			Integrated Skill Combinations	1.5.Participating in activities employing subtraction 1-5. 1.6.Writing numbers from 1 to 5.	
Math 1005	Character objective: Efficient Subtraction 1-5 Vertical subtraction		Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.	
			Written Interaction	4.6.Establishing connections between pronunciation and written images of numbers, and writing them.	
Math 1005	Character objective: Efficient Subtraction 1-5 Word problems		Listening	1.3.Understanding the meaning of words in simple sentences.	
			Spoken interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation.	
			Integrated Skill Combinations	1.5.Participating in activities employing subtraction 1-5. 1.6.Writing numbers from 1 to 5. 1.8.Worcking subtraction problems.	
Math 1006	Character objective: Flexible Subtraction 6-9 Take away Facts		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds and patterns of intonation. The words and sentences are presented slowly and clearly, and repeated twice.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation. 4.5.Copying numbers according to written models.	
			Integrated Skill	1.5.Participating in activities employing subtraction 1-5. 1.6.Writing numbers from 1 to 5.	

			Combinations		
Math 1006	Character objective: Flexible Subtraction 6-9 Vertical subtraction		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written Interaction	4.1.Reproducing/copying numbers in isolation. 4.6.Establishing connections between pronunciation and written images of numbers, and writing them.	
			Integrated Skill Combinations	1.5.Participating in activities employing subtraction 6-9. 1.6.Writing numbers from 6 to 9.	
Math 1006	Character objective: Flexible Subtraction 6-9 Word problems		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
			Integrated Skill Combinations	1.5.Participating in activities employing subtraction 6-9. 1.6.Writing numbers from 6 to 9. 1.8.Worcking subtraction problems.	
Math 1007	Character objective: Honest Write 0 Addition of zero		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	

				1.3.Understanding the meaning of words in simple sentences.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
	Math 1007	Character objective: Honest Group of ten Names for ten	Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions referred to the students' familiar world - furniture.	
	Math 1007	Character objective: Honest Numbers 1-20 Count Write	Spoken interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written interaction	4.6.Establishing connections between pronunciation and written images of numbers, and writing them.	
			Integrated Skill Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 20. 1.6.Writing numbers from 1 to 10.	
	Math 1008	Character objective: Generous Group of ten Names for tens Tens and ones	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Integrated Skill Combination	1.4.Participating in activities employing counting from 1 to 20. 1.5.Writing numbers from 1 to 10.	

Math 1008	Character objective: Generous Addition Sums from 10-18	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 18. 1.6.Writing numbers from 1 to 18.
Math 1008	Character objective: Generous Numbers 1-30 Count Write	Listening	1.3.Understanding the meaning of words in simple sentences. 1.5.Recognizing simple, short questions and answers referred to the students' familiar objects. Questions and answers are pronounced slowly, clearly, and repeated several times.
		Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 30. 1.6.Writing numbers from 1 to 30.
Math 1009	Character objective: Joyful Numbers 1-100 Count	Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.

			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Integrated Skill Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 100. 1.6.Counting numbers from 1 to 100.	
	Math 1009	Character objective: Joyful Numbers 1-100 Write	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Integrated Skill Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 100. 1.6.Writing numbers from 1 to 100.	
	Math 1009	Character objective: Joyful Subtraction Differences 0-9	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly. 1.5.Recognizing simple, short questions and answers referred to the seasons and months of the year. Questions and answers are pronounced slowly and clearly.	
			Spoken Inter-action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Integrated Skill Combinations	1.1.Reproducing numbers 1.5.Participating in activities employing counting from 1 to 9. 1.6.Writing numbers from 1 to 9	

Math 1010	Character objective: Submissive Money Penny, nickel, dime Counting coins	Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Written Interaction	4.6.Establishing connections between pronunciation and written images of numbers, and writing them.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.2.Reproducing American money. 1.5.Participating in activities employing counting from 1 to 25. 1.6.Writing numbers from 1 to 25
Math 1010	Character objective: Submissive Length Comparing (longer/shorter)	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.2.Reproducing certain American and international units of measurement of length. 1.5.Participating in activities employing counting from 1 to 20. 1.6.Writing numbers from 1 to 20
Math 1010	Character objective: Submissive Time Clock (hours)	Listening	1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.2.Telling time. 1.5.Participating in activities employing counting from 1 to 60. 1.6.Writing numbers from 1 to 60

Math 1011	Character objective: Friendly Number words Match symbol with word Match word with how many	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.5.Recognizing simple, short questions and answers referred to the students' familiar environment. Questions and answers are pronounced slowly, clearly, and repeated several times.
		Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
Math 1011	Character objective: Friendly Liquids Cups, pints, quarts. Name how many	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal interests - sports and games. Questions and answers are pronounced slowly, clearly, and repeated several times.
		Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.3.Reproducing certain American units of measurement of volume of the liquid. 1.5.Participating in activities employing counting from 1 to 20. 1.6.Writing numbers from 1 to 20
Math 1011	Character objective: Friendly Recognize shapes Circle, square, triangle, rectangle	Spoken Interaction	2.1.Reproducing simple answers and questions concerning mathematical concepts.
		Integrated Skill Combinations	1.1.Reproducing numbers 1.4.Reproducing geometrical figures. 1.5.Participating in activities employing counting from 1 to 20. 1.6.Writing numbers from 1 to 20
Math 1012	Character objective: Thrifty Contrasting numbers The same Not the same	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.

		More than Less than	Spoken Inter- action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
	Math 1012	Character objective: Thrifty Order of numbers Before between, after	Spoken inter- action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Written inter- action	4.6.Establishing connections between pronunciation and written images of numbers, and writing them.	
	Math 1012	Character objective: Thrifty Number lines Addition Subtraction	Spoken Inter- action	2.1.Reproducing simple answers and questions concerning mathematical concepts.	
			Integrated Skill Combina- tions	1.1.Reproducing numbers 1.7.Working addition problems. 1.8.Working subtraction problems.	

Clasa 1-a, Nivel A1.1

Modulul thematic „Word Building”

Date	Pace	Content	Teaching Strategies/ Evaluation Techniques	Competence Units	Notes
	WordBuilding 1001	Character objective: Committed Following lines Straight Curved Writing A and a Numbers 1-10	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Culture	1.1. Creating and developing linguistic curiosity and interest towards studying the English language and the cultures of the English-Speaking world. 1.2. Raising the students' awareness of the existence of communities and ways of behaviour different from their own.	
	WordBuilding 1001	Character objective: Committed Recognizing matching numbers	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times.	

		Auditory and visual discrimination of ā, ă and â pictures Completing shapes		1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Culture	1.4. Discovering a new culture of communication and acquiring other norms of verbal and non-verbal behaviour, while establishing social contact. 1.8. Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
	WordBuilding 1001	Character objective: Committed Recognizing number values Discriminating usage of red and green Beginning reading words	Listening	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5. Reproducing a simple short poem.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
	WordBuilding 1002	Character objective: Considerate Coloring matching pictures Writing Mm, Ss, and Ff Auditory and visual discrimination of m, s, and f pictures	Listening	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	

		Review ā, ã and å pictures	Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5.Reproducing a simple short song.	
WordBuildi ng 1002	Character objective: Considerate Writing simple words Circle shape drills Writing numbers 1, 2		Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Culture	1.4.Discovering a new culture of communication and acquiring other norms of verbal and non-verbal behaviour, while establishing social contact. 1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
WordBuildi ng 1002	Character objective: Considerate Matching lower case letters Reading words		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns.	

				2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5.Reproducing a simple short song.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lower case forms) in isolation.	
			Culture	1.5.Learning facts connected with English-Speaking countries - their names and capitals. 1.8.Learning a song for children which belongs to the culture of the English-Speaking world.	
	WordBuilding 1003	Character objective: Deference Coloring different pictures Writing Rr and Ee Auditory and visual discrimination of r , ē , and ě sound pictures	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.	
	WordBuilding 1003	Character objective: Deference Review ā , m , s , ā , ā , and f sound pictures Review writing numbers 1, 2 Writing words	Listening	1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact. 1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' personal identification. 2.5.Reproducing a simple short song.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.	
			Culture	1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	

WordBuilding 1003	Character objective: Deference Writing numbers 3, 4 Discovery of hidden picture Following a maze Reading words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Interaction	2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - school things.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.
WordBuilding 1004	Character objective: Discreet Visual letter discrimination Writing Bb, Nn, and Gg Auditory and visual discrimination of b, n, and ġ sound pictures	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.
WordBuilding 1004	Character objective: Discreet Review r, f, ē, ě, s and m sound pictures Writing words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.

			Spoken interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.
			Reading	3.1.Recognizing feters, groups of letters, syllables in isolation and in words in a printed text.
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.
			Integrated Skill Combinations	1.2.Identifying colours.
	WordBuilding 1004	Character objective: Discreet Matching animal mothers and babies Matching upper case letters Writing number 5 Reading word lists	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.
			Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - clothes.
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a printed text. 3.2.Recognizing the meaning of punctuation marks - a full stop (a period), a comma, a question mark and an exclamation mark.
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.3.Writing punctuation marks - a full stop (period), a comma, a question mark and an exclamation, mark.

			Integrated Skill Combinations	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words.	
WordBuilding 1005	Character objective: Consistent Following a maze Writing Gg. Tt, and Pp Auditory and visual discrimination of g, t, and p sound pictures	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
		Spoken Interaction		2.4. Reproducing simple answers and questions concerning the students' familiar objects.	
		Written Interaction		4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5. Copying words, phrases and simple sentences according to written models.	
WordBuilding 1005	Character objective: Consistent Review g, n, ē, and ě sound pictures Writing words	Spoken Interaction		2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.	
		Reading		3.4. Defining connections between sentences and pictures which go with them.	
		Written Interaction		4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
WordBuilding 1005	Character objective: Consistent Visual discrimination of lower case letters Matching pictures of household items Reading word lists	Listening		1.3. Understanding the meaning of words in simple sentences.	
		Spoken interaction		2.4. Reproducing simple answers and questions concerning the students' familiar objects.	
		Reading		3.1. Recognizing letters, groups of letters, syllables in isolation and in words in a printed text.	

			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.	
WordBuilding 1006	Character objective: Gentle Following a maze Writing Ii and Dd Writing numbers 6, 7 Auditory and visual discrimination of ī , ĩ , and d sound pictures	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds and patterns of intonation. The words and sentences are presented slowly and clearly, and repeated twice.		
		Spoken Interaction	2.1 Reproducing certain sounds and groups of sounds. 2,4.Reproducing simple answers and questions referred to the students' familiar people - their family.		
		Reading	3.3.Understanding the meaning of words, phrases and simple short sentences which identify people of the students' familiar immediate environment.		
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5.Copying words, phrases and simple sentences according to written models.		
		Culture	1.7.Identifying and comparing the students' families with typical families from English-Speaking countries (members of traditional families and relations among them).		
WordBuilding 1006	Character objective: Gentle Writing words Discriminating usage of orange and brown	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.		
		Spoken Interaction	2.4.Reproducing simple answers and question concerning the students' familiar people.		
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.		
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.		

				4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
WordBuilding 1006	Character objective: Gentle Reading word lists Reviewing p, t, g, and ğ sound pictures	Listening		1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
		Spoken Interaction		2.4.Reproducing simple answers end questions concerning the students' familiar world - their homes.	
		Reading		3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
		Written Interaction		4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.	
WordBuilding 1007	Character objective: Decisive Color full-page picture Writing Hh and Oo Writing numbers 8, 9	Listening		1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.	
		Spoken Interaction		2.4.Reproducing simple answers and questions referred to the students' familiar world - their homes.	
		Reading		3.3.Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment.	
WordBuilding 1007	Character objective: Decisive Auditory and visual discrimination of h.ö, and ö sound pictures Reading word lists	Spoken Interaction		2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions referred to the students' familiar world - furniture.	

			Reading	3.3. Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment - furniture. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
WordBuilding 1007	Character objective: Decisive Writing words Review ī , and ĭ . Discriminating between green and red		Spoken interaction	2.4. Reproducing simple answers and questions concerning the students' familiar people and objects.	
			Written interaction	4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
WordBuilding 1008	Character objective: Patient Concepts of big and little Discriminating between black and brown Writing Ll , Kk , and Cc		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar people and objects.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Integrated Skill Combination	1.4. Participating in activities employing counting from 1 to 20. 1.5. Writing numbers from 1 to 10.	
WordBuilding 1008	Character objective: Patient Auditory and visual discrimination of l , k , and ē sound pictures		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	

			Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs, familiar people and objects.	
WordBuilding 1008	Character objective: Patient Reading sentences with comprehension drill	Listening		1.3.Understanding the meaning of words in simple sentences. 1.5.Recognizing simple, short questions and answers referred to the students' familiar objects. Questions and answers are pronounced slowly, clearly, and repeated several times.	
		Spoken Interaction		2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.	
		Reading		3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Culture		1.1.Creating and developing linguistic curiosity and interest towards studying the English language and the cultures of the English-Speaking world. 1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
		Integrated Skill Combinations		1.8.Glistening to and singing songs.	
WordBuilding 1009	Character objective: Purposeful Discriminating letters within shapes Usage of green, pink, and red Writing Cc, Jj, and Ww	Listening		1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	

			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects. 2.5.Reproducing one simple short poem and one song.
WordBuilding 1009	Character objective: Purposeful Auditory and visual discrimination of I, j, and w sound pictures Matching words to pictures	Listening		1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.
		Spoken Interaction		2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the seasons of the year. 2.5.Reproducing a simple short poem.
		Reading		3.4.Defining connections between sentences and pictures which go with them.
		Integrated Skill Combinations		1.6.Identifying months and seasons of the year.

WordBuilding 1009	Character objective: Purposeful Reading word lists Writing words Concept of “down” Drawing pictures to illustrate a word	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly. 1.5.Recognizing simple, short questions and answers referred to the seasons and months of the year. Questions and answers are pronounced slowly and clearly.
		Spoken Interaction	2.4.Reproducing simple answers and questions concerning the seasons and months of the year.
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Integrated Skill Combinations	1.6.Identifying months and seasons of the year.
WordBuilding 1010	Character objective: Self-Control Discriminating usage of green, red, yellow, blue, and orange Writing Uu and Vv	Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.
		Reading	2.5.Reproducing simple short dialogues, poems and songs. 3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
		Written Interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
WordBuilding 1010	Character objective: Self-Control Auditory and visual discrimination of ū, ũ, and v sound pictures Matching sentences to pictures	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language.

				2.4.Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.4.Defining connections between sentences and pictures which go with them.	
	WordBuilding 1010	Character objective: Self-Control Reading word lists Writing words Reading sentences with comprehension drill	Listening	1.3.Understanding the meaning of words in simple sentences.	
			Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment. 2.5.Reproducing a simple short poem.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	WordBuilding 1011	Character objective: Diligent Discriminating usage of purple, yellow, brown, green, and black Writing Qq, Xx, and Yy	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.5.Recognizing simple, short questions and answers referred to the students' familiar environment. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing certain intonation pattern and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
	Word Building 1011	Character objective: Diligent Auditory and visual discrimination of q, x, and y sound pictures Writing alphabet in sequence Lower case	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal interests - sports and games. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal interests - sports and games.	

	Upper case Reading word lists	Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation stress, intonation, sense groups, and etc.	
		Culture	1.3. Forming special attitudes and concepts which develop self-respect and respect towards others.	
Word Building 1011	Character objective: Diligent Reading word lists Writing words Following instructions using color and spatial terms "on" Rhyming pictures Matching sentences with pictures	Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' immediate needs and familiar objects - food.	
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Word Building 1012	Character objective: Appreciative Coloring page Writing Yy and Zz Auditory and visual discrimination of y and z sound pictures	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' habitual actions.	
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Word Building 1012	Character objective: Appreciative Alphabet sequence Upper case Lower case Reading word lists Writing words	Spoken interaction	2.4. Reproducing simple answers and questions concerning the students' familiar environment.	
		Reading	3.4. Defining connections between sentences and pictures which go with them.	
		Written interaction	4.4. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters.	

				4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
WordBuilding 1012	Character objective: Appreciative Review letter recognition with sound recall Upper case Lower case Matching sentence groups to pictures Picture story sequence with comprehension drill	Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.		
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.		
		Integrated Skill Combinations	1.3.Drawing a picture in the course of one of the language activities.		

Clasa 1-a, Nivel A1.1

Modulul thematic „English”

Date	Pace	Content	Teaching Strategies/ Evaluation Techniques	Competence Units	Notes
	English 1001	Character objective: Attentive Write beginning and ending sounds	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
			Culture	1.1. Creating and developing linguistic curiosity and interest towards studying the English language and the cultures of the English-Speaking world. 1.2. Raising the students' awareness of the existence of communities and ways of behaviour different from their own.	
		Character objective: Attentive Read and write with the th sound	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in	

English 1001			commonly used language, slowly and clearly, and repeated several times. 1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.
		Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
English 1001	Character objective: Attentive Read and write sentences	Listening	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.
		Spoken Inter-action	2.2.Reproducing certain intonation patterns. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5.Reproducing a simple short poem.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
English 1002	Character objective: Confident Write beginning and ending sounds	Listening	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words.

				<p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5.Reproducing a simple short song.</p>	
English 1002	Character objective: Confident Read and write with the wh sound	Listening	<p>1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times.</p> <p>1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>		
		Spoken Inter-action	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p>		
		Reading	<p>3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p>		
English 1002	Character objective: Confident Read and write sentences	Listening	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p>		
		Spoken Inter-action	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5.Reproducing a simple short song.</p>		
		Written Interaction	<p>4.1.Reproducing/copying letters (capital and lower case forms) in isolation.</p>		

			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
English 1003	Character objective: Courageous Read and write ă sound words		Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' personal identification.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
			Culture	1.4.Discovering a new culture of communication and acquiring other norms of verbal and non-verbal behaviour, while establishing social contact. 1.8.Learning poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
English 1003	Character objective: Courageous Read and write with the sh sound		Listening	1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact. 1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Inter-action	2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' personal identification. 2.5.Reproducing a simple short song.	
			Written Inter-action	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
		Character objective: Courageous Read and write sentences	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific	

English 1003			phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Interaction	2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - school things.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.
English 1004	Character objective: Determined Read and write å sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.
English 1004	Character objective: Determined Read and write ā sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words.

				2.4.Reproducing simple answers and questions concerning the students' familiar objects.	
			Reading	3.1.Recognizing feters, groups of letters, syllables in isolation and in words in a printed text.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.	
			Integrated Skill Combinations	1.2.Identifying colours.	
	English 1004	Character objective: Determined Read and write sentences	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - clothes.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a printed text. 3.2.Recognizing the meaning of punctuation marks - a full stop (a period), a comma, a question mark and an exclamation mark.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.3.Writing punctuation marks - a full stop (period), a comma, a question mark and an exclamation, mark.	
			Integrated Skill	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.	

			Combinations	
English 1005	Character objective: Equitable Read and write e sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
		Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' familiar objects.	
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5.Copying words, phrases and simple sentences according to written models.	
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
English 1005	Character objective: Equitable Read and write with the ch sound	Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.	
		Reading	3.4.Defining connections between sentences and pictures which go with them.	
		Written Interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
		Culture	1.5.Learning facts connected with English-Speaking countries - their names and capitals. 1.8.Learning a song for children which belongs to the culture of the English-Speaking world.	
	Character objective: Equitable Read and write sentences	Listening	1.3.Understanding the meaning of words in simple sentences.	
		Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar objects.	

	English 1005		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a printed text.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.	
			Culture	1.8.Leaming poems, songs and short dialogues for children which belong to the culture of the English-Speaking world.	
	English 1006	Character objective: Forgiving Read and write e ē sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds and patterns of intonation. The words and sentences are presented slowly and clearly, and repeated twice.	
			Spoken Interaction	2.1 Reproducing certain sounds and groups of sounds. 2,4.Reproducing simple answers and questions referred to the students' familiar people - their family.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5.Copying words, phrases and simple sentences according to written models.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.3.Understanding the meaning of words, phrases and simple short sentences which identify people of the students' familiar immediate environment.	
	English 1006	Character objective: Forgiving Add s and ing endings	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing simple answers and question concerning the students' familiar people.	

			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
	English 1006	Character objective: Forgiving Read and write sentences	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.4. Reproducing simple answers end questions concerning the students' familiar world - their homes.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
			Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.	
	English 1007	Character objective: Humble Read and write ĩ sound words	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3. Understanding the meaning of words in simple sentences.	
			Spoken Interaction	2.4. Reproducing simple answers and questions referred to the students' familiar world - their homes.	
			Reading	3.3. Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment.	

English 1007	Character objective: Humble Add s , ing and ed endings	Spoken Inter- action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions referred to the students' familiar world - furniture.
		Reading	3.3.Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment - furniture. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
English 1007	Character objective: Humble Read and write sentences	Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar people and objects.
		Written interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.
English 1008	Character objective: Merciful Read and write i sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken inter- action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar people and objects.
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.

			Integrated Skill Combination	1.4.Participating in activities employing counting from 1 to 20. 1.5.Writing numbers from 1 to 10.	
English 1008	Character objective: Merciful Read and write y sound words	Listening		1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken Interaction		2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs, familiar people and objects.	
		Reading		3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
English 1008	Character objective: Merciful Read and write sentences	Listening		1.3.Understanding the meaning of words in simple sentences. 1.5.Recognizing simple, short questions and answers referred to the students' familiar objects. Questions and answers are pronounced slowly, clearly, and repeated several times.	
		Spoken Interaction		2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.	
		Reading		3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Integrated Skill Combinations		1.8.Glistening to and singing songs.	
		Culture		1.7.Identifying and comparing the students' families with typical families from English-Speaking countries	

				(members of traditional families and relations among them).	
English 1009	Character objective: Perseverant Read and write õ sound words	Listening	1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.		
		Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects. 2.5.Reproducing one simple short poem and one song.		
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.		
English 1009	Character objective: Perseverant Read and write oo sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.		
		Spoken Inter-action	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the seasons of the year. 2.5.Reproducing a simple short poem.		
		Reading	3.4.Defining connections between sentences and pictures which go with them.		

			Integrated Skill Combinations	1.6. Identifying months and seasons of the year.	
English 1009	Character objective: Perseverant Read and write sentences		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly. 1.5. Recognizing simple, short questions and answers referred to the seasons and months of the year. Questions and answers are pronounced slowly and clearly.	
			Spoken Interaction	2.4. Reproducing simple answers and questions concerning the seasons and months of the year.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Integrated Skill Combinations	1.6. Identifying months and seasons of the year.	
English 1010	Character objective: Responsible Read and write o sound words		Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.	
			Reading	2.5. Reproducing simple short dialogues, poems and songs. 3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	
			Written Interaction	4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
		Character objective: Responsible Read and write ow sound words	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific	

English 1010				phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3. Understanding the meaning of words in simple sentences.
			Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.
			Reading	3.4. Defining connections between sentences and pictures which go with them.
English 1010	Character objective: Responsible Read and write sentences		Listening	1.3. Understanding the meaning of words in simple sentences.
			Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment. 2.5. Reproducing a simple short poem.
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
English 1011	Character objective: Punctual Read and, write ů, ů sound words		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.5. Recognizing simple, short questions and answers referred to the students' familiar environment. Questions and answers are pronounced slowly, clearly, and repeated several times.
			Spoken Interaction	2.4. Reproducing certain intonation pattern and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc

English 1011	Character objective: Punctual Read and write oo sound words	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal interests - sports and games. Questions and answers are pronounced slowly, clearly, and repeated several times.	
		Spoken Inter-action	2.4.Reproducing simple answers and questions concerning the students' personal interests - sports and games.	
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation stress, intonation, sense groups, and etc.	
		Culture	1.3.Forming special attitudes and concepts which develop self-respect and respect towards others.	
English 1011	Character objective: Punctual Read and write sentences	Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs and familiar objects - food.	
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
English 1012	Character objective: Tolerant Read and write ow and oo sound words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' habitual actions.	
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Character objective: Tolerant	Spoken inter-action	2.4.Reproducing simple answers and questions concerning the students' familiar environment.	

English 1012	Read and write ng and ck sound words	Reading	3.4. Defining connections between sentences and pictures which go with them.	
		Written interaction	4.4. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters. 4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
English 1012	Character objective: Tolerant Read and write sentences	Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.	
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Integrated Skill Combinations	1.3. Drawing a picture in the course of one of the language activities.	

Clasa 1-a, Nivel A1.1

Modulul tematic „Science”

Date	Pace	Content	Teaching Strategies/ Evaluation Techniques	Competence Units	Notes
	Science 1001	Character objective: Creative First day of Creation Light and dark	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Science 1001	Character objective: Creative Day and night 38 new words	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times.	

				<p>1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>	
			Spoken Interaction	<p>2.1. Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2. Reproducing certain intonation patterns.</p> <p>2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.</p>	
			Reading	<p>3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p> <p>3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p>	
	Science 1001	Character objective: Creative Read stories and answer questions	Listening	<p>1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>	
			Spoken Interaction	<p>2.2. Reproducing certain intonation patterns.</p> <p>2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5. Reproducing a simple short poem.</p>	
			Reading	<p>3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p> <p>3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p>	
	Science 1002	Character objective: Content Second and third days of Creation Sky and clouds	Listening	<p>1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p>	

			Spoken Inter-action	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5.Reproducing a simple short song.</p>	
Science 1002	Character objective: Content Air and wind Earth		Listening	<p>1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times.</p> <p>1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>	
			Spoken Inter-action	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p>	
			Reading	<p>3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p> <p>3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p>	
Science 1002	Character objective: Content 32 new words Read stories and answer questions		Listening	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p>	
			Spoken Inter-action	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p>	

				2.5.Reproducing a simple short song.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lower case forms) in isolation.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Science 1003	Character objective: Thorough Third day of Creation Land and water	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Science 1003	Character objective: Thorough Rivers, lakes, and oceans Dirt and plants Plants for food, trees, fruit, and flowers	Listening	1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact. 1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' personal identification. 2.5.Reproducing a simple short song.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.	

				3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Science 1003	Character objective: Thorough 26 new words Read stories and answer questions	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken Interaction		2.2. Reproducing certain intonation patterns. 2.4. Reproducing simple answers and questions concerning the students' familiar objects - school things.	
		Reading		3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Written Interaction		4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2. Reproducing symbols of phonetic script.	
Science 1004	Character objective: Resourceful Fourth day of Creation	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3. Understanding the meaning of words in simple sentences.	
		Spoken Interaction		2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4. Reproducing simple answers and questions concerning the students' familiar objects.	
		Reading		3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	

			Written Inter-action	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.	
Science 1004	Character objective: Resourceful The four seasons		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.	
			Reading	3.1.Recognizing fetters, groups of letters, syllables in isolation and in words in a printed text. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.	
			Integrated Skill Combinations	1.2.Identifying colours.	
Science 1004	Character objective:Resourceful 26 new words Read stories and answer questions		Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - clothes.	

			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a printed text. 3.2.Recognizing the meaning of punctuation marks - a full stop (a period), a comma, a question mark and an exclamation mark. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.3.Writing punctuation marks - a full stop (period), a comma, a question mark and an exclamation, mark.	
			Integrated Skill Combinations	1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.	
	Science 1005	Character objective: Faithful Fourth day of Creation	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' familiar objects.	
			Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5.Copying words, phrases and simple sentences according to written models.	
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	

Science 1005	Character objective: Faithful Sun, moon, and stars	Spoken Inter- action	2.4.Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.
		Reading	3.4.Defining connections between sentences and pictures which go with them.
		Written Interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
Science 1005	Character objective: Faithful 16 new words Read stories and answer questions	Listening	1.3.Understanding the meaning of words in simple sentences.
		Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a printed text. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.
Science 1006	Character objective: Secure Review first through fourth days of Creation Sun, moon, and stars	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds and patterns of intonation. The words and sentences are presented slowly and clearly, and repeated twice.
		Spoken Inter- action	2.1 Reproducing certain sounds and groups of sounds. 2,4.Reproducing simple answers and questions referred to the students' familiar people - their family.
		Written Inter- action	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5.Copying words, phrases and simple sentences according to written models.

			Reading	<p>3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p> <p>3.3. Understanding the meaning of words, phrases and simple short sentences which identify people of the students' familiar immediate environment.</p> <p>3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p>	
Science 1006	Character objective: Secure Earth's movements Day and year		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.4. Reproducing simple answers and question concerning the students' familiar people.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Written Interaction	<p>4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p> <p>4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.</p>	
Science 1006	Character objective: Secure 8 new words Read stones and answer questions		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.4. Reproducing simple answers end questions concerning the students' familiar world - their homes.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
			Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.	

Science 1007	Character objective: Prudent Fifth day of Creation Birds and fish	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Inter-action	2.4.Reproducing simple answers and questions referred to the students' familiar world - their homes.
		Reading	3.3.Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment.
Science 1007	Character objective: Prudent All things belong to God 14 new words	Spoken Inter-action	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions referred to the students' familiar world - furniture.
		Reading	3.3.Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment - furniture. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
Science 1007	Character objective: Read stories and answer questions	Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar people and objects.
		Written interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.

				3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Science 1008	Character objective: Fearless Sixth day of Creation Man and animals	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken interaction		2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar people and objects.	
		Reading		3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Integrated Skill Combination		1.4. Participating in activities employing counting from 1 to 20. 1.5. Writing numbers from 1 to 10.	
Science 1008	Character objective: Fearless Clod's love, wisdom, goodness, and kindness	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken Interaction		2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' immediate needs, familiar people and objects.	
		Reading		3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Character objective: Fearless	Listening	1.3. Understanding the meaning of words in simple sentences.	

Science 1008	9 new words Read stories and answer questions		1.5. Recognizing simple, short questions and answers referred to the students' familiar objects. Questions and answers are pronounced slowly, clearly, and repeated several times.
		Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Integrated Skill Combinations	1.8. Listening to and singing songs.
Science 1009	Character objective: Meek Review days of Creation God owns all things	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects. 2.5. Reproducing one simple short poem and one song.
		Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.

Science 1009	Character objective: Meek Adam and Eve Seventh day of Creation	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.
		Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the seasons of the year. 2.5.Reproducing a simple short poem.
		Reading	3.4.Defining connections between sentences and pictures which go with them.
		Integrated Skill Combinations	1.6.Identifying months and seasons of the year.
Science 1009	Character objective: Meek 12 new words Read stories and answer questions	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly. 1.5.Recognizing simple, short questions and answers referred to the seasons and months of the year. Questions and answers are pronounced slowly and clearly.
		Spoken Interaction	2.4.Reproducing simple answers and questions concerning the seasons and months of the year.
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.

			Integrated Skill Combinations	1.6. Identifying months and seasons of the year.	
Science 1010	Character objective: Observant Review of Creation Eyes and sight	Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.		
		Reading	2.5. Reproducing simple short dialogues, poems and songs. 3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.		
		Written Interaction	4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.		
Science 1010	Character objective: Observant Camera Eye care and glasses Close and far away	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3. Understanding the meaning of words in simple sentences.		
		Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.		
		Reading	3.4. Defining connections between sentences and pictures which go with them.		
Science 1010	Character objective: Observant 13 new words Read stones and answer questions	Listening	1.3. Understanding the meaning of words in simple sentences.		
		Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.		

				2.5.Reproducing a simple short poem.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Science 1011	Character objective: Peaceful Ears, hearing, and sound Outer ear, middle ear, and inner ear	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.5.Recognizing simple, short questions and answers referred to the students' familiar environment. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing certain intonation pattern and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
	Science 1011	Character objective: Peaceful Soft and loud sounds High sounds and low sounds Seeing and hearing only good things	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal interests - sports and games. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal interests - sports and games.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation stress, intonation, sense groups, and etc.	
	Science 1011	Character objective: Peaceful 19 new words Read stories and answer questions	Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs and familiar objects - food.	

			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Science 1012	Character objective: Virtuous Obeying rules.	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' habitual actions.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Science 1012	Character objective: Virtuous Clean teeth, hands, and clothes	Spoken interaction	2.4. Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.4. Defining connections between sentences and pictures which go with them.	
			Written interaction	4.4. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters. 4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
	Science 1012	Character objective: Virtuous Obeying rules. Clean teeth, hands, and clothes	Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	

			Integrated Skill Combinations	1.3.Drawing a picture in the course of one of the language activities.	
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Clasa 1-a, Nivel A1.1

Modulul tematic ”Social studies”

Date	Pace	Content	Teaching Strategies/ Evaluation Techniques	Competence Units	Notes
	Social Studies 1001	Character objective: Available Learn about Ace and Baba	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Social Studies 1001	Character objective: Available 35 new words Read stories and answer questions	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words.	

				1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Social Studies 1001	Character objective: Available Do what I am asked to do	Listening	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.4. Identifying the intention of communication and the formulas of politeness used to establish social contact.	
			Spoken Interaction	2.2. Reproducing certain intonation patterns. 2.3. Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.5. Reproducing a simple short poem.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Social Studies 1002	Character objective: Discerning Obedience	Listening	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words. 1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words.	

				<p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5.Reproducing a simple short song.</p>	
Social Studies 1002	Character objective: Discerning 29 new words Read stories and answer questions	Listening	<p>1.6.Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times.</p> <p>1.1.Recognizing sounds and groups of sounds, pronounced in isolation and in words.</p> <p>1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact.</p>		
		Spoken Interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p>		
		Reading	<p>3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p> <p>3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p>		
Social Studies 1002	Character objective: Discerning Know what is right	Listening	<p>1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.</p>		
		Spoken Interaction	<p>2.1.Reproducing certain sounds and groups of sounds in isolation and in words.</p> <p>2.2.Reproducing certain intonation patterns.</p> <p>2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact.</p> <p>2.5.Reproducing a simple short song.</p>		

			Written Interaction	4.1.Reproducing/copying letters (capital and lower case forms) in isolation.
			Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words Read stories and answer questions	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words Read stories and answer questions	Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal identification.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words Read stories and answer questions	Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words	Listening	1.4.Identifying the intention of communication and the formulas of politeness used to establish social contact. 1.5.Recognizing simple, short questions and answers referred to the students' personal identification. Questions and answers are pronounced slowly, clearly, and repeated several times.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words	Spoken Interaction	2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' personal identification. 2.5.Reproducing a simple short song.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words	Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms) in isolation.
	Social Studies 1003	Character objective: Compassionate Obedience, helpfulness, and giving 27 new words	Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.

Social Studies 1003	Character objective: Compassionate Read stories and answer questions	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Interaction	2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - school things.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.
Social Studies 1004	Character objective: Compassionate Adam, Eve, Cain.. Abel, and Noah	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.3.Reproducing simple sentences and the formulas of politeness used to establish social contact. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.

Social Studies 1004	Character objective: Compassionate 37 new words Read stories and answer questions	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.4.Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.1.Recognizing feters, groups of letters, syllables in isolation and in words in a printed text. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Written Interaction	4.1.Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2.Reproducing symbols of phonetic script.
		Integrated Skill Combinations	1.2.Identifying colours.
Social Studies 1004	Character objective:Compassionate Stay by someone when they need me	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.
		Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns. 2.4.Reproducing simple answers and questions concerning the students' familiar objects - clothes.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in a printed text.

				3.2. Recognizing the meaning of punctuation marks - a full stop (a period), a comma, a question mark and an exclamation mark. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
			Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.3. Writing punctuation marks - a full stop (period), a comma, a question mark and an exclamation mark.	
			Integrated Skill Combinations	1.1. Recognizing sounds and groups of sounds, pronounced in isolation and in words.	
	Social Studies 1005	Character objective: Sincere Church and school God and Jesus	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.	
			Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' familiar objects.	
			Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5. Copying words, phrases and simple sentences according to written models.	
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Character objective: Sincere 35 new words Read stories and answer questions	Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.	

Social Studies 1005			Reading	3.4. Defining connections between sentences and pictures which go with them.
			Written Interaction	4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
Social Studies 1005	Character objective: Sincere Want to do right		Listening	1.3. Understanding the meaning of words in simple sentences.
			Spoken interaction	2.4. Reproducing simple answers and questions concerning the students' familiar objects.
			Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in a printed text. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
			Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.2. Reproducing symbols of phonetic script.
Social Studies 1006	Character objective: Fair Things with wheels Things on water Things in the sky		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds and patterns of intonation. The words and sentences are presented slowly and clearly, and repeated twice.
			Spoken Interaction	2.1 Reproducing certain sounds and groups of sounds. 2,4. Reproducing simple answers and questions referred to the students' familiar people - their family.
			Reading Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words. 4.5. Copying words, phrases and simple sentences according to written models.

			Reading	<p>3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.</p> <p>3.3. Understanding the meaning of words, phrases and simple short sentences which identify people of the students' familiar immediate environment.</p> <p>3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p>	
Social Studies 1006	Character objective: Fair 25 new words Draw similar shapes	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.		
		Spoken Interaction	2.4. Reproducing simple answers and question concerning the students' familiar people.		
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.		
		Written Interaction	<p>4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.</p> <p>4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.</p>		
Social Studies 1006	Character objective: Fair Read stories and answer questions Do to others as I want them to do to me	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.		
		Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' familiar world - their homes.		
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.		
		Written Interaction	4.1. Reproducing/copying letters (capital and lowercase forms), groups of letters in isolation or in familiar words.		

Social Studies 1007	Character objective: Kind Learn to save Learn to care for things	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3.Understanding the meaning of words in simple sentences.
		Spoken Interaction	2.4.Reproducing simple answers and questions referred to the students' familiar world - their homes.
		Reading	3.3.Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment.
Social Studies 1007	Character objective: Kind Learn good study habits ' , 37 new words	Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions referred to the students' familiar world - furniture.
		Reading	3.3.Understanding the meaning of words, phrases and simple short sentences which identify certain objects of the students' familiar immediate environment - furniture. 3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
Social Studies 1007	Character objective: Kind Read stories and answer questions Be kind to others	Spoken interaction	2.4.Reproducing simple answers and questions concerning the students' familiar people and objects.
		Written interaction	4.6.Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.
		Reading	3.1.Recognizing letters, groups of letters, syllables in isolation and in words in printed texts.

				3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Social Studies 1008	Character objective: Optimistic Hard work as a virtue Learn to give to God Share with others	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken interaction		2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar people and objects.	
		Reading		3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Integrated Skill Combination		1.4. Participating in activities employing counting from 1 to 20. 1.5. Writing numbers from 1 to 10.	
Social Studies 1008	Character objective: Optimistic 16 new words Read stories and answer questions	Listening		1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
		Spoken Interaction		2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' immediate needs, familiar people and objects.	
		Reading		3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
		Character objective: Optimistic	Listening	1.3. Understanding the meaning of words in simple sentences.	

Social Studies 1008	Mope for the best		1.5. Recognizing simple, short questions and answers referred to the students' familiar objects. Questions and answers are pronounced slowly, clearly, and repeated several times.
		Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar objects.
		Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.
		Integrated Skill Combinations	1.8. Listening to and singing songs.
Social Studies 1009	Character objective: Persuasive Ownership Different people and their work	Listening	1.6. Understanding the meaning of simple, short instructions and directions related to classroom activities, formulated directly in commonly used language, slowly and clearly, and repeated several times. 1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.
		Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects. 2.5. Reproducing one simple short poem and one song.
		Reading	3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.

Social Studies 1009	Character objective: Persuasive Homes and clothing of different climates 22 new words	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated twice.
		Spoken Interaction	2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the seasons of the year. 2.5.Reproducing a simple short poem.
		Reading	3.4.Defining connections between sentences and pictures which go with them.
		Integrated Skill Combinations	1.6.Identifying months and seasons of the year.
Social Studies 1009	Character objective: Persuasive Read stories and answer questions Help others know what is right	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly. 1.5.Recognizing simple, short questions and answers referred to the seasons and months of the year. Questions and answers are pronounced slowly and clearly.
		Spoken Interaction	2.4.Reproducing simple answers and questions concerning the seasons and months of the year.
		Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.

			Integrated Skill Combinations	1.6. Identifying months and seasons of the year.	
Social Studies 1010	Character objective: Accountable Globe and map study Missionaries	Spoken Interaction	2.4. Reproducing simple answers and questions concerning the students' personal identification, immediate needs, familiar people and objects.		
		Reading	2.5. Reproducing simple short dialogues, poems and songs. 3.1. Recognizing letters, groups of letters, syllables in isolation and in words in printed texts. 3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.		
		Written Interaction	4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.		
Social Studies 1010	Character objective: Accountable 16 new words Read stones and answer questions	Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.3. Understanding the meaning of words in simple sentences.		
		Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.		
		Reading	3.4. Defining connections between sentences and pictures which go with them.		
Social Studies 1010	Character objective: Accountable Know and do what is right	Listening	1.3. Understanding the meaning of words in simple sentences.		
		Spoken Interaction	2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.		

				2.5.Reproducing a simple short poem.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
	Social Studies 1011	Character objective: Tactful Obedience to rules and laws Learn to pray for leaders	Listening	1.2.Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times. 1.5.Recognizing simple, short questions and answers referred to the students' familiar environment. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing certain intonation pattern and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc	
	Social Studies 1011	Character objective: Tactful 16 new words Read stories and answer questions	Listening	1.5.Recognizing simple, short questions and answers referred to the students' personal interests - sports and games. Questions and answers are pronounced slowly, clearly, and repeated several times.	
			Spoken Interaction	2.4.Reproducing simple answers and questions concerning the students' personal interests - sports and games.	
			Reading	3.6.Reading aloud simple, short sentences with appropriate pronunciation stress, intonation, sense groups, and etc.	
	Social Studies 1011	Character objective: Tactful Say and do the right thing at the right time	Spoken Interaction	2.1.Reproducing certain sounds and groups of sounds in isolation and in words. 2.2.Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4.Reproducing simple answers and questions concerning the students' immediate needs and familiar objects - food.	

			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Social Studies 1012	Character objective: Truthful Pilgrims United States Love of God and church		Listening	1.2. Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. The words and sentences are pronounced slowly and clearly, and repeated several times.	
			Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' habitual actions.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	
Social Studies 1012	Character objective: Truthful Obedience to law Draw similar shapes		Spoken interaction	2.4. Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.4. Defining connections between sentences and pictures which go with them.	
			Written interaction	4.4. Writing legibly and neatly, respecting the rules of writing capital and lower-case forms of letters, and making adequate spaces between letters. 4.6. Establishing connections between pronunciation and written images of letters, groups of letters and familiar words, and writing them.	
Social Studies 1012	Character objective: Truthful 5 new words Read stories and answer questions Always tell the truth		Spoken Interaction	2.1. Reproducing certain sounds and groups of sounds in isolation and in words. 2.2. Reproducing certain intonation patterns and other phenomena specific to the English language. 2.4. Reproducing simple answers and questions concerning the students' familiar environment.	
			Reading	3.6. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.	

			Integrated Skill Combinations	1.3.Drawing a picture in the course of one of the language activities.	
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Clasa 2-a, Nivel A1.1

Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1013	Character objective: Attentive Numbers 1-100 Count and write Count by 10s Addition facts 1-18 Vertical/horizontal Subtraction facts 0-9 Vertical/horizontal Word problems Addition Subtraction Recognize symbols + - =	Written interaction Integrated Skill Combinations	Writing numbers. Numbers 1-100 Addition Subtraction	
	1014	Character objective: Confident Addition 3 addends Ones (1 digit + 1 digit) Ones to tens (2 digits + 1 digit) Subtraction Ones (1 digit-1 digit) Ones from tens and ones (2 digit - 1 digit) Word problems 3 addends Color words	Written interaction Spoken interaction Integrated Skill Combinations	Writing numbers and color words. Reproducing color words. Addition Subtraction	
	1015	Character objective: Courageous Numbers 1-200 Count and write	Written interaction Integrated Skill Combinations	Writing numbers. Numbers 1-200	

		<p>Addition Tens (2 digits + 2 digits) Ones from tens and ones (2 digits + 1 digit) Subtraction Tens (2 digits - 2 digits) Ones from tens and ones (2 digits - 1 digit) Word problems Addition and subtraction (1 digit + or - 1 digit) 3 addends</p>		<p>Addition Subtraction</p>	
	1016	<p>Character objective: Determined Numbers 201-400 Count and write Addition Ones and tens to ones and tens (2 digits + 2 digits) Subtraction Ones and tens from ones and tens (2 digits - 2 digits) Word problems- tens 100 addition facts Timed</p>	<p>Written interaction Integrated Skill Combinations</p>	<p>Writing numbers. Numbers 201-400 Addition Subtraction</p>	
	1017	<p>Character objective: Equitable Numbers 401-500 Count and write Addition Hundreds, tens, ones (3 digits + 3 digits) Subtraction Hundreds, tens, ones (3 digits - 3 digits) Word problems Tens, ones; Hundreds, tens, ones</p>	<p>Written interaction Integrated Skill Combinations</p>	<p>Writing numbers. Tens, ones; Hundreds, tens, ones Addition Subtraction Numbers 401-500</p>	

		100 subtraction facts Timed			
	1018	Character objective: Forgiving Addition with carrying to tens Recognize symbols + - = Writing addition and subtraction facts Word problems in addition with carrying	Integrated Skill Combinations	Addition with carrying to tens. Recognize symbols + - =	
	1019	Character objective: Humble Addition “Doing” Doubles Near doubles Subtraction “Undoing” Doubles Near doubles Addition with carrying to tens Word problems	Integrated Skill Combinations	Addition Subtraction Addition with carrying to tens.	
	1020	Character objective: Merciful Even and odd numbers 1-10 Subtraction with borrowing from tens Word problems Number words 0-20 Match symbol with word Match word with how many	Written interaction Integrated Skill Combinations	Writing number words. Even and odd numbers 1-10 Subtraction with borrowing from tens Word problems	
	1021	Character objective: Perseverant Number words for which one First-tenth Addition with carrying to tens Subtraction with borrowing from tens Word problems	Written interaction Spoken interaction Integrated Skill Combinations	Writing number words. Reproducing number words. Addition with carrying to tens. Subtraction with borrowing from tens.	

	1022	<p>Character objective: Responsible Money</p> <p>Penny, nickel, dime, quarter, half dollar</p> <p>Counting coins</p> <p>Addition and subtraction of cents (cent sign)</p> <p>Order of numbers</p> <p>Before, between, after</p> <p>Counting on number line</p>	<p>Integrated Skill Combinations</p> <p>Culture</p>	<p>Counting coins.</p> <p>Addition and subtraction of cents.</p> <p>Counting on number line.</p> <p>Learning the names of American coins.</p>	
	1023	<p>Character objective: Submissive</p> <p>Time</p> <p>Hour</p> <p>Half-hour</p> <p>Quarter-hour</p> <p>Points</p> <p>Lines</p> <p>Shapes</p> <p>Circle, square, triangle, rectangle</p>	<p>Written interaction</p> <p>Integrated Skill Combinations</p>	<p>Writing numbers.</p> <p>Identifying the time.</p> <p>Learning shapes - circle, square, triangle, rectangle.</p>	
	1024	<p>Character objective: Tolerant</p> <p>Length</p> <p>Inches</p> <p>Centimeters</p> <p>Liquids</p> <p>Cups, pints, quarts, gallons</p> <p>Same measures of volume</p> <p>Place value</p>	<p>Written interaction</p> <p>Integrated Skill Combinations</p> <p>Culture</p>	<p>Writing numbers.</p> <p>Identifying measures of length and volume</p> <p>Learning American measures of length and volume</p>	

	1015	Character objective: Creative Compound words Is and are Was and Were Capitals Ending punctuation (.) Writing and answering questions	Listening Written interaction Spoken interaction Grammar	Distinguishing in speech words and simple short sentences. Reproducing/copying simple short sentences. Reproducing/copying simple questions and answers. Writing punctuation marks – a full stop (period) and a question mark. Reproducing simple short sentences. Reproducing simple questions and answers. Using Present and Past Simple of the verb <i>to be</i>	
	1016	Character objective: Diligent Learn vowels Use of a, an, and I Opposites Read sentences, answer questions Printing practice Visual discrimination	Listening Written interaction Spoken interaction Reading Grammar	Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing/ copying simple questions and answers. Reproducing simple short sentences. Reproducing simple questions and answers. Reading aloud simple short sentences with appropriate pronunciation, stress, intonation, etc. Using the indefinite articles.	
	1017	Character objective: Fair Naming things Read sentences, answer questions	Listening Written interaction Spoken interaction Reading	Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing/ copying simple questions and answers. Reproducing simple short sentences. Reproducing simple questions and answers.	

				Reading aloud simple short sentences with appropriate pronunciation, stress, intonation, etc.	
	1018	<p>Character objective: Prudent</p> <p>Days of week, months Writing dates Punctuation marks (.?!) Abbreviations Capitals, names Visual discrimination</p>	<p>Listening</p> <p>Written interaction</p> <p>Spoken interaction</p> <p>Integrated Skill Combinations</p>	<p>Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing/ copying simple questions and answers. Writing punctuation marks – a full stop (period), a question mark and an exclamation mark . Reproducing simple short sentences. Reproducing simple questions and answers. Identifying days of the week and months.</p>	
	1019	<p>Character objective: Joyful</p> <p>Understanding pictures Preposition concepts Word order Adjective concept Verb concept</p>	<p>Listening</p> <p>Written interaction</p> <p>Spoken interaction</p> <p>Grammar</p> <p>Integrated Skill Combinations</p>	<p>Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing/ copying simple questions and answers. Reproducing simple short sentences. Reproducing simple questions and answers. Identifying prepositions, adjectives and verbs. Understanding pictures.</p>	
	1020	<p>Character objective: Observant</p> <p>Letter practice Concepts-same/opposite Reading paragraphs for comprehension</p>	<p>Listening</p> <p>Written interaction</p> <p>Spoken interaction</p> <p>Reading</p>	<p>Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing simple short sentences. Reading aloud simple, short sentences with appropriate</p>	

			Integrated Skill Combinations	pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Understanding concepts- same/opposite.	
	1021	Character objective: Persuasive Words with two meanings Prepositional phrases Confusing words: no/any; can/may; is/are; does/do	Listening Written interaction Spoken interaction Grammar Integrated Skill Combinations	Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing simple short sentences. Using no/any; can/may; is/are; does/do. Identifying prepositional phrases and words with two meanings.	
	1022	Character objective: Responsible Homonyms	Listening Written interaction Spoken interaction Integrated Skill Combinations	Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Reproducing simple short sentences. Identifying homonyms.	
	1023	Character objective: Tactful Quotation marks Apostrophes Sequence concept Writing sentence practice To/two/too	Listening Written interaction Spoken interaction	Distinguishing in speech words and simple short sentences. Reproducing/ copying simple short sentences. Writing punctuation marks – quotation marks and apostrophes. Reproducing simple short sentences.	

Clasa 2-a, Nivel A1.1

Modulul tematic ”Social studies”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1013	Character objective: Committed Friends Camping Learn to trust Jesus with my life Draw similar shapes 34 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction Culture	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them. Learning facts connected with the USA.	
	1014	Character objective: Consistent Travel	Listening	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena.	

		<p>Rules and laws Farms and ranches Do right always Draw similar shapes 27 new words Read stories and answer questions</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	
	1015	<p>Character objective: Decisive A community Choose the right friends Serving God Do what God wants Draw similar shapes 27 new words Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions.</p>	

			Written Interaction Culture	Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them. Learning facts connected with the USA.	
	1016	Character objective: Discerning At the farm Serving God Know what is right 30 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction Culture	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them. Learning facts connected with the USA.	
	1017	Character objective: Faithful How to worship Cod Tithes and offerings Reading good books Be true to God and others Draw similar shapes	Listening	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences.	

		28 new words Read stories and answer questions	Reading Spoken Interaction Written Interaction	The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1018	Character objective: Generous Ace's friends Ace's church and school Use all I have for God 31 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	

	<p>1019</p>	<p>Character objective: Kind Directions Maps, signs, and the compass Travel Be kind and loving to others Draw similar shapes 37 new words Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	
	<p>1020</p>	<p>Character objective: Optimistic Meet Sandy and Becky Fruits and orchards Look for the best 21 new words Visual discrimination Read stories and answer questions Johnny Appleseed</p>	<p>Listening</p> <p>Reading</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences.</p>	

			Spoken Interaction Written Interaction	Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1021	Character objective: Friendly Meet new characters A.C.E. Workshop and Rally How to make friends 22 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1022	Character objective: Secure Missionaries Spain Everything should be for God 23 new words	Listening	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences.	

		<p>Visual discrimination Read stories and answer questions</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	
	1023	<p>Character objective: Punctual Our country Freedom Capital President Citizenship Flags and pledges Be on time 22 new words Visual discrimination Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of</p>	

			Culture	familiar words, and writing them. Learning facts connected with the USA.	
	1024	<p>Character objective: Virtuous George Washington Abraham Lincoln Famous buildings Washington, D.C. Be what God wants me to be 27 new words Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p> <p>Culture</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers.</p> <p>Understanding the meaning of words in simple sentences.</p> <p>The words and sentences are pronounced slowly and clearly.</p> <p>Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p> <p>Understanding the meaning of words, phrases and simple short sentences.</p> <p>Reproducing certain sounds and groups of sounds in words.</p> <p>Reproducing simple answers and questions.</p> <p>Writing answers to questions.</p> <p>Establishing connections between pronunciation and written images of familiar words, and writing them.</p> <p>Learning facts connected with the USA.</p>	

		<p>Valleys, hills, and mountains</p> <p>Plains, flat land, and farms</p> <p>Redwood trees</p> <p>Seaweed</p> <p>Flowers, seeds, new plants</p> <p>Drawing directional lines</p> <p>Drawing shapes and lines</p> <p>26 new words</p> <p>Read stories and answer questions</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Understanding the meaning of words in simple sentences.</p> <p>The words and sentences are pronounced slowly and clearly.</p> <p>Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p> <p>Understanding the meaning of words, phrases and simple short sentences.</p> <p>Reproducing certain sounds and groups of sounds in words.</p> <p>Reproducing simple answers and questions.</p> <p>Writing answers to questions.</p> <p>Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	
	1015	<p>Character objective:</p> <p>Content</p> <p>Review first four days of Creation</p> <p>Heavenly bodies</p> <p>The sun as a bright star</p> <p>Benefits of sun's warmth</p> <p>Plants, animals, and people need the sun for strength</p> <p>Moon and stars</p> <p>God's goodness in giving what we need</p> <p>27 new words</p> <p>Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena.</p> <p>Recognizing simple, short questions and answers.</p> <p>Understanding the meaning of words in simple sentences.</p> <p>The words and sentences are pronounced slowly and clearly.</p> <p>Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p> <p>Understanding the meaning of words, phrases and simple short sentences.</p> <p>Reproducing certain sounds and groups of sounds in words.</p> <p>Reproducing simple answers and questions.</p> <p>Writing answers to questions.</p>	

				Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1016	Character objective: Deferent Seasons and weather Picnics Evergreen trees 28 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1017	Character objective: Discreet Fish-fins, scales, gills, fish eggs, fish hearing, fish eyes, and sight Fishing Drawing irregular shapes 28 new words Read stories and answer questions	Listening Reading	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly.	

			Spoken Interaction Written Interaction	Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1018	Character objective: Fearless Birds, feathers, nests, and baby birds Migration Winter birds Helpful birds Eagles Drawing directional lines 27 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	

	1019	<p>Character objective: Gentle Tame animals Living creatures Elephants Mammals 32 new words Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers.</p> <p>Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly.</p> <p>Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p> <p>Understanding the meaning of words, phrases and simple short sentences.</p> <p>Reproducing certain sounds and groups of sounds in words.</p> <p>Reproducing simple answers and questions. Writing answers to questions.</p> <p>Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	
	1020	<p>Character objective: Patient Worker ants Insects Insect antennae Insect sight Insect enemies Spiders and their webs 32 new words Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers.</p> <p>Understanding the meaning of words in simple sentences.</p> <p>The words and sentences are pronounced slowly and clearly.</p> <p>Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc.</p> <p>Understanding the meaning of words, phrases and simple short sentences.</p>	

			Spoken Interaction Written Interaction	Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1021	Character objective: Purposeful Snakes and turtles Importance of reptiles Drawing directional lines 24 new words Read stories and answer questions	Listening Reading Spoken Interaction Written Interaction	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.	
	1022	Character objective: Self-Controlled God's finished plan of Creation Man as a living soul Woman as man's helper	Listening	Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences.	

		<p>God warns Adam and Eve Adam and Eve disobey God God promises a Saviour 30 new words Read stories and answer questions</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	
	1023	<p>Character objective: Thorough Sunday as day of rest and worship God made every person special Seeing, hearing, and smelling Drawing shapes and lines 29 new words Read stories and answer questions</p>	<p>Listening</p> <p>Reading</p> <p>Spoken Interaction</p> <p>Written Interaction</p>	<p>Distinguishing in speech words and simple, short sentences containing sounds, patterns of intonation and other specific phenomena. Recognizing simple, short questions and answers. Understanding the meaning of words in simple sentences. The words and sentences are pronounced slowly and clearly. Reading aloud simple, short sentences with appropriate pronunciation, stress, intonation, sense groups, and etc. Understanding the meaning of words, phrases and simple short sentences. Reproducing certain sounds and groups of sounds in words. Reproducing simple answers and questions. Writing answers to questions. Establishing connections between pronunciation and written images of familiar words, and writing them.</p>	

Clasa 2-a, Nivel A1.1

Modulul tematic ”Word building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1013	Character objective: Concerned 20 spelling words Printing practice Vowel/consonant concept Short a	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1014	Character objective: Cooperative 17 spelling words Letter practice a sound in law o sound in come	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1015	Character objective: Dependable 20 spelling words Long a Printing practice	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1016	Character objective: Efficient 20 spelling words Short e Digraph oo	Listening Written interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences.	

		To/two/too	Spoken interaction	Reproducing certain sounds and groups of sounds in isolation and in words.	
	1017	Character objective: Flexible 20 spelling words Double vowel rule Long e Ending vowel rule	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1018	Character objective: Honesty 20 spelling words Short i	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1019	Character objective: Meek 20 spelling words ing endings Long i Double and triple vowel sounds	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1020	Character objective: Peaceful 20 spelling words o sound in hot o sound in from Printing practice	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1021	Character objective: Resourceful 20 spelling words Long o	Listening Written interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences.	

		Ending vowel rule	Spoken interaction	Reproducing certain sounds and groups of sounds in isolation and in words.	
	1022	Character objective: Sincere 20 spelling words o sound in low and own u sound in you, blue, and new	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1023	Character objective: Thrifty 20 spelling words Digraph oo in foot and food Short u y sound in by	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	
	1024	Character objective: Attentive Scripture: Hebrews 2:1 20 spelling words Sounds— ou, ow, oy, th, and wh	Listening Written interaction Spoken interaction	Recognizing sounds and groups of sounds, pronounced in isolation and in words. Reproducing/ copying letters. Copying words, phrases and simple sentences. Reproducing certain sounds and groups of sounds in isolation and in words.	

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1025	Phonics review Vowels/consonants Alphabetizing Cursive lower case letters	Written Interaction Grammar Reading Listening Evaluation	Writing vowels/consonants Identifying the letters of alphabet Testing the knowledge and skills acquired in this PACE
	1026	Three types of sentences: imperative, interrogative, exclamatory Ending punctuation Cursive lower case letters	Written Interaction Grammar Reading Evaluation	Writing imperative, interrogative, exclamatory sentences and cursive lower case letters Selecting ending punctuation Testing the knowledge and skills acquired in this PACE
	1027	Nouns: Common/proper Singular/plural	Written Interaction Grammar Reading Evaluation	Writing nouns Identifying common/proper and singular/plural nouns Testing the knowledge and skills acquired in this PACE
	1028	Compound words Pronouns Cursive lower case words Visual discrimination	Reading Written Interaction Grammar Evaluation	Reading compound words Selecting pronouns Writing cursive lower case words Testing the knowledge and skills acquired in this PACE
	1029	Adjectives Cursive lower case words	Reading Written Interaction Grammar	Reading the texts and finding adjectives Arranging relevant information from the texts on a familiar issue Writing cursive lower case words

			Evaluation	Testing the knowledge and skills acquired in this PACE
	1030	Verbs: acting, state of being Cursive capitals	Grammar Written Interaction Evaluation	Identifying verbs: acting, state of being in the contest Writing cursive capitals Testing the knowledge and skills acquired in this PACE
	1031	Verbals Punctuation	Written Interaction Evaluation	Writing of verbals Selecting punctuation in the sentences Testing the knowledge and skills acquired in this PACE
	1032	Homonyms Cursive capital letters	Grammar Evaluation	Rule about homonyms Simple, compound, and complex sentences with homonyms Testing the knowledge and skills acquired in this PACE
	1033	Words as nouns and also verbs Prepositions Capitals	Grammar Evaluation	Using capitals Defining unknown nouns and verbs in context, determining the basic meaning of the words Selecting prepositions Testing the knowledge and skills acquired in this PACE
	1034	Confusing pairs A/an, learn/teach, sit/set, let/leave, their/there, its/it's, and can/may Quotation marks	Grammar Written Interaction Evaluation	Defining the difference between confusing pairs Writing cursive sentences

		Commas Cursive sentences		Selecting quotation marks and commas Testing the knowledge and skills acquired in this PACE
1035		Confusing words To/two/too, is/are, was/were, has/have, and does/do Apostrophes Abbreviations Cursive paragraphs	Grammar Written Interaction Reading Evaluation	Defining the difference between confusing pairs Writing cursive paragraphs Rule about apostrophes Work with abbreviations Testing the knowledge and skills acquired in this PACE
1036		Sentences and paragraphs Letters(Mail) Eenvelopes Poems, rhyming words	Reading Evaluation	Writing sentences and paragraphs Writing letters (mail) Addressing envelopes Learning poems, rhyming words Testing the knowledge and skills acquired in this PACE

Clasa 3-a, Nivel A1.2

Modulul tematic ”Word Building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1025	40 spelling words Short a and o	Written Interaction Reading Spoken Interaction Evaluation	Spelling the words with a short sound of a Copying words, phrases and sentences according to written models Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1026	40 spelling words Short e Sight words	Written Interaction Reading Spoken Interaction Evaluation	Spelling for the short sound of e Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Testing the knowledge and skills acquired in the course of this PACE
	1027	40 spelling words Short i sh blend Their/there Sight words	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the short sound of i Spelling the words with a short sound of i Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE

1028	40 spelling words Short u Long a Digraph ai in air and nail Digraph ea in wear and break Sight words	Written Interaction Reading Spoken Interaction Evaluation	Spellings for u sound Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
1029	40 spelling words Long i a before l, r, or w Sight words	Written Interaction Reading Spoken Interaction Evaluation	Spellings for i long sound Spelling words with i long sound Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
1030	40 spelling words Digraphs ee and ea Long e Short e Prefix be	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the ee, ea sounds Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
1031	40 spelling words Long o Digraph oa	Written Interaction Reading	Spellings for the schwa sound Reproducing Symbols of phonetic script

		Words beginning with schwaa (a) Sight words	Spoken Interaction Evaluation	Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1032	40 spelling words y sound of by ck ending	Written Interaction Reading Spoken Interaction Evaluation	Spelling for y sound Spelling words with y sound Copying words, phrases and sentences according to written models Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1033	40 spelling words z sound in wise ble ending th blend ur sound in turn oi sound in oil ing sound pie ending ish ending	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with ble, ing, pie, ish endings Spelling words with th, ur, oi sounds Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1034	40 spelling words ther ending as in brother Silent letters b, h, w, k, and t c sound in since ch blend	Written Interaction Reading	Spelling words with silent letters b, h, w, k, and t ther, c, ch sounds Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written model

			Spoken Interaction Evaluation	Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1035	40 spelling words Digraph ou Double consonants er ending Visual discrimination	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with digraph ou Rule about double consonants Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1036	40 spelling words y sound of baby Compound words Visual discrimination	Written Interaction Reading Spoken Interaction Evaluation	Spelling for the y sound Spelling compound words Copying words, phrases and sentences according to written models Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 40 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE

Clasa 3-a, Nivel A1.2

Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1025	Counting 1-300 New Terms Sum-difference Addition facts: Doubles Near doubles Find sums by using 10 2 digits + 1 digit, 2 digits + 2 digits Word problems Subtraction facts:2 digits - 1 digit, 2 digits - 2 digits Word problems Addition: Carrying to tens (2 digits + 1 digit) Subtraction Borrowing from tens (2 digits - 1 digit)	Written Interaction Reading Evaluation	Learning new terms Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
	1026	Counting 301-600 Vertical addition: 3 and 4 addends, Word problems Horizontal addition and subtraction facts: Word problems Addition problems: 2 digits + 2 digits Subtraction problems:3 digits - 2 digits Addition : Carrying to tens 2 digits + 1 digit, 2 digits + 2 digits, Word problems	Written Interaction Reading Evaluation	Learning new terms Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
	1027	Counting 601-1000 Place value: Ones, tens, hundreds, thousands	Written Interaction Reading	Learning new terms Ability to add and subtract

		Counting by Is, 10s, 100s, 1000s Addition:3 digits + 3 digits,4 digits + 3 digits Subtraction:3 digits - 3 digits,4 digits - 4 digits Addition:Carrying to tens /2 digits + 2 digits /Word problems Subtraction: Borrowing from tens/2 digits - 1 digit Commands in numbers	Evaluation	Readiness to count the needed numbers Learn about commands in numbers Testing the knowledge and skills acquired in the course of this PACE
1028		Subtraction: 3 digits - 3 digits/3 digits - 2 digits/ 4 digits - 4 digits/ 4 digits - 3 digits/ Borrowing from 10s :2 digits - 1 digit/2 digits - 2 digits/ Word problems Addition: 4 digits + 4 digits/ Carrying to tens/ 3 digits + 2 digits/ Word problems Carrying to tens: 3 digits + 2 digits /Word problems Carrying to hundreds: 3 digits + 2 digits/ 3 digits + 3 digits/ Word problems	Written Interaction Reading Evaluation	Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
1029		Colors Addition and subtraction: 1 digit and 1 digit/2 digits and 2 digits/3 digits and 3 digits/4 digits and 4 digits Addition: Carrying to tens: 2 digits + 1 digit/ 2 digits + 2 digits/3 digits + 3 digits Carrying to hundreds: 3 digits + 2 digits/3 digits + 3 digits Subtraction: Borrowing from tens: 3 digits - 2 digits/ 3 digits - 3 digits	Written Interaction Reading Evaluation	Learning colors Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
1030		Subtraction:Borrowing from hundreds: 3 digits - 2 digits/ 3 digits - 3 digits Reading number words and sentences Word problems Addition: 4 addends/1 and 2 columns (sums of 2 and	Written Interaction Reading Evaluation	Learning how to duplicate horizontal problems to vertical problems Ability to add and subtract Readiness to read number words and sentences

		3 digits) Duplicate horizontal problems to vertical problems		Testing the knowledge and skills acquired in the course of this PACE
	1031	Addition: Carrying to tens and hundreds:3 digits + 2 digits/ 3 digits + 3 digits Graph and chart Numbers: Counting order, Larger/smaller Roman numerals: I-X Subtraction: Borrowing tens and hundreds	Written Interaction Reading Evaluation	Learning how to write Roman numerals Ability to make graphs and charts Readiness to read number words and sentences Testing the knowledge and skills acquired in the course of this PACE
	1032	Number words: Ones/Ones and tens/Tens/Two words/ How many Ordinal numbers(First through tenth) Counting: By ones/By twos (even and odd numbers)/ By fives/By tens	Written Interaction Reading Evaluation	Learning ordinal numbers(First through tenth) Ability to count: By ones/By twos (even and odd numbers)/ By fives/By tens Readiness to ask about the amount Testing the knowledge and skills acquired in the course of this PACE
	1033	Number words: Ones/Ones and tens/Tens/Two words/ How many Ordinal numbers(First through tenth) Counting: By ones/By twos (even and odd numbers)/ By fives/By tens	Written Interaction Reading Evaluation	Ability to read number words: Ones/Ones and tens/Tens/Two words Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
	1034	Coins and amount: penny, nickel, dime, quarter, half dollar Cents: Addition/Subtraction/Addition with carrying/Subtraction with borrowing How many dimes, nickels? Number of items which can be purchased Word problems	Written Interaction Reading Evaluation	Learning new coin terms Ability to add and subtract the coins Readiness to separate and indentify the coins Testing the knowledge and skills acquired in the course of this PACE
	1035	Number line Writing number sentence for addition, subtraction	Written Interaction Reading Evaluation	Learning new terms Ability to add and subtract

		<p>Fraction of 1/2</p> <p>Measurement of length: Inch, 1/2 inch, foot, yard/Centimeter/Taller/shorter</p> <p>Measurement of weight: pounds, kg</p> <p>Measurement of liquids: Cup, pint, quart, gallon/Same measures of volume</p> <p>Measurement of time</p>		<p>Readiness to separate and identify measurement units</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1036	<p>Shapes: Open/closed, square, circle, triangle, rectangle Numbers: More or less/ Equivalent sets</p> <p>Larger than > or smaller than <</p> <p>Charts: Addition/Subtraction</p>	<p>Written Interaction</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning new shapes</p> <p>Ability to add and subtract in charts</p> <p>Readiness to separate and identify shapes</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>

Clasa 3-a, Nivel A1.2

Modulul tematic ”Science”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1025	First three days of Creation: Sky, air, and clouds Wind and temperature Earth movements Oceans and salt water 39 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1026	Third day of Creation Plants and seeds How seeds are spread Roots, stems, leaves, and flowers Trees—leaves, needles, and cones Animals and plants 33 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1027	Fourth day of Creation Galileo and telescopes Astronauts Tides Stars and starlight Radio telescopes and star sounds 31 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Reading and defining unknown vocabulary in context Testing the knowledge and skills acquired in the course of this PACE
	1028	20 Fourth day of Creation Solar system	Written Interaction Listening	Learning new words

		Earth's rotation Light and shadows Opaque objects God's faithfulness Jesus' return Visual discrimination 37 new words	Speaking Reading Evaluation	Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1029	Fifth day of Creation Dolphins, whales, and salmon Aquarium and oceanarium 31 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Reading and defining unknown vocabulary in context Testing the knowledge and skills acquired in the course of this PACE
	1030	Fifth day of Creation Birds—bones, feathers, molting, beaks, perching, nesting, and songs Snowy owls, horned owls, and baby owls Penguins and their babies 34 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Reading and defining unknown vocabulary in context Testing the knowledge and skills acquired in the course of this PACE
	1031	Sixth Day of Creation Zoos and animals Duckbilled platypus Anteaters and kangaroos Opossums and bats Flying squirrels Woodchucks and hibernation Bears 51 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1032		Written Interaction	Learning new words

			Listening Speaking Reading Evaluation	Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Writing a poem Testing the knowledge and skills acquired in the course of this PACE
	1033	Sixth day of Creation Birthdays The new birth Monarch butterflies Butterfly life cycle—egg, larva, pupa, and adult Body parts—head, thorax, and abdomen 51 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main parts of butterflies (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Writing answers in cursive Testing the knowledge and skills acquired in the course of this PACE
	1034	Earth created fully mature Man created in God's image Man rules the earth Man free to choose to love and obey God Sin, death, and the curse God's mercy on Noah The Ark, the Flood, and the rainbow 36 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1035	Sin and punishment The Flood Geologic changes after the Flood Jungles and hot lands Tundra and cold lands Volcanoes and earthquakes	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words

		<p>Fire rock, water rock, and changed rock</p> <p>Stone masonry</p> <p>45 new words</p>		<p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1036	<p>Time—present, past, and future</p> <p>Measuring time—sundials, hourglasses, candles, and clocks</p> <p>Calendars</p> <p>27 new words</p>	<p>Written Interaction</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Evaluation</p>	<p>Writing answers in cursive</p> <p>Learning new words</p> <p>Identifying the main ideas of the texts (silent reading)</p> <p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>

Clasa 3-a, Nivel A1.2

Modulul tematic ”Social studies”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1025	Communications: Letters/telephone/telegraph Languages: sign language/ Braille Microphones Tape recording Printing press 35 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1026	Conservation Water use Land use Look for things to do 44 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1027	Maps and globes Continents Get along with others 39 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1028	Farming	Written Interaction	Learning new words

		Rice and wheat farms Do the very best you can 47 new words	Listening Speaking Reading Evaluation	Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1029	Communities Family Farm Town City God gives me all I need 36 new words Visual discrimination	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1030	Various common businesses Care about the needs of others 40 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1031	Farm products Food Cotton Wool Natural resources Water Gas Be thankful 41 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1032	History of Jerusalem	Written Interaction	Learning new words

		History of Israel Think of what to do before doing it 36 new words	Listening Speaking Reading Evaluation	Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1033	Spain Learn to set goals 38 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1034	Spain Christopher Columbus Do a lot of work 43 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1035	American history Colonization Black slavery Joseph of Bible times George Washington Carver Accept whatever happens as God's best for me 29 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1036	Government God's laws (Ten Commandments)	Written Interaction Listening	Learning new words

		Do good and do right 23 new words	Speaking Reading Evaluation	Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
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Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1037	Phonics review Vowels/consonants, and their sounds Alphabetizing Cursive lower case letters	Written Interaction Grammar Reading Listening Evaluation	Writing vowels/consonants Identifying the letters of alphabet Testing the knowledge and skills acquired in this PACE
	1038	Three types of sentences: imperative, interrogative, exclamatory Ending punctuation Cursive lower case letters	Written Interaction Grammar Reading Evaluation	Writing imperative, interrogative, exclamatory sentences and cursive lower case letters Selecting ending punctuation Testing the knowledge and skills acquired in this PACE
	1039	Nouns: Common/proper Singular/plural Subject nouns	Written Interaction Grammar Reading Evaluation	Writing nouns Identifying common/proper and singular/plural nouns Testing the knowledge and skills acquired in this PACE
	1040	Verbs Action verbs State -of- being verbs Review of subject nouns	Reading Written Interaction Grammar Evaluation	Reading verbs Selecting action/state-of-being Writing cursive lower case words Testing the knowledge and skills acquired in this PACE
	1041	Pronouns Adjectives Cursive lower case words	Reading Written Interaction Grammar Evaluation	Reading the texts and finding adjectives Arranging relevant information from the texts on a familiar issue Writing cursive lower case words

				Testing the knowledge and skills acquired in this PACE
1042	Adverbs Prepositions Conjunctions Interjections	Grammar Written Interaction Evaluation	Identifying parts of speech : adverbs, Prepositions, conjunctions, interjections in the contest Writing cursive capitals Testing the knowledge and skills acquired in this PACE	
1043	Apostrophe Contractions Possessives Capitals	Written Interaction Evaluation	Writing of apostrophe contractions possessives capitals Selecting punctuation in the sentences Testing the knowledge and skills acquired in this PACE	
1044	Comma Colon Quotation marks Abbreviations	Grammar Evaluation	Testing the knowledge and skills acquired in this PACE	
1045	Words as nouns and also verbs Antonyms Synonyms	Grammar Evaluation	Rule about homonyms Simple, compound, and complex sentences with homonyms, antonyms, synonyms	

		Homonyms		Selecting prepositions Testing the knowledge and skills acquired in this PACE
	1046	To learn the use of To/too/two, let/leave/ its/it's, there/their/they're, your/you're, is/are, isn't/aren't, was/were, have/has, does/do, don't/doesn't, a/an, learn/teach, sit/set, lie/lay, rise/raise Cursive sentences	Grammar Written Interaction Evaluation	Defining the difference between confusing pairs Writing cursive sentences Selecting quotation marks and commas Testing the knowledge and skills acquired in this PACE
	1047	To learn when to use May/can That is/there are Helping words Cursive paragraphs	Grammar Written Interaction Reading Evaluation	Defining the difference between confusing pairs Writing cursive paragraphs Rule about helping words Testing the knowledge and skills acquired in this PACE

Clasa 4-a, Nivel A1.2

Modulul tematic "Word Building"

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1037	50 spelling words Consonants and vowels	Written Interaction Reading Spoken Interaction Evaluation	Spelling the words with consonants f, l, s doubled at the end of words Copying words, phrases and sentences according to written models Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1038	50 spelling words Words ending with ve and ay Two vowels in a word	Written Interaction Reading Spoken Interaction Evaluation	Spelling for the short sound of e Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Testing the knowledge and skills acquired in the course of this PACE
	1039	50 spelling words Words with o or I before ld, nd, lt Words ending with ke Words ending with ck Syllables Homonyms	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the short sound of i Spelling the words with o or I before ld, nd, lt Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1040	50 spelling words Words with one vowel Sounds of oo, oi, ai, aw, au, ou, and ow	Written Interaction Reading	Spellings for oo, oi, ai, aw, au, ou, and ow sound Reproducing Symbols of phonetic script

			Spoken Interaction Evaluation	Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
1041	50 spelling words Words with two vowels Sounds of ou,ow, and oo	Written Interaction Reading Spoken Interaction Evaluation	Spellings for ou,ow, and oo long sound Spelling words with two vowels Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE	
1042	50 spelling words Digraph ea Words ending with ce Syllables Adding s, ed, ing, and er	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the ea sounds Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE	
1043	50 spelling words Words with ar, or, ur, er, and ir Words ending with er Syllables	Written Interaction Reading Spoken Interaction	Spellings for words with ar, or, ur, er, and ir Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions	

			Evaluation	Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1044	50 spelling words Words with or Words ending with ge and dger Forming plurals with es Changing gy to i Changing gf to v	Written Interaction Reading Spoken Interaction Evaluation	Spelling for y sound Spelling words with y sound Copying words, phrases and sentences according to written models Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1045	50 spelling words Words with ch Words with ch sound using t (future) Words with sh sound spelled cean, tion, and sion Contractions Months of the year	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with ch,sh Spelling words with cean, tion, and sion sounds Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1046	50 spelling words Words ending with le Words ending with long e sound of y Words ending with le and ey Syllables	Written Interaction Reading Spoken Interaction	Spelling words with long e sound of y Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written model Recognizing the meaning of the words from sentences and definitions

			Evaluation	Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1047	50 spelling words Compound words Syllables Words with double consonants divided into syllables Words with special endings er, dom, ant, and ent	Written Interaction Reading Spoken Interaction Evaluation	Spelling Compound words Rule about double consonants Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1048	50 spelling words Past tense ending ed and ied Syllables Words which do not follow the rules Prefixes Words with schwa sound of o Suffixes	Written Interaction Reading Spoken Interaction Evaluation	Spelling for the Past tense ending ed and ied Spelling compound words Copying words, phrases and sentences according to written models Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE

Clasa 4-a, Nivel A1.2

Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1037	Count and write by 1s and 2s Addition facts: Doubles Near doubles Find sums by using 10 2 digits + 1 digit Word problems Subtraction facts:2 digits - 1 digit Word problems Addition: Carrying to tens (2 digits + 1 digit) Subtraction Borrowing from tens (2 digits - 1 digit)	Written Interaction Reading Evaluation	Learning new terms Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
	1038	Word problems Addition problems: 2 digits + 2 digits Subtraction problems:3 digits - 2 digits Multiplication Count and write by 1s, 2s, 3s Basic facts 0,1,2,3 Without carrying 2 digits x 1 digit, 3 digits x 2 digits, Word problems	Written Interaction Reading Evaluation	Learning new terms Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
	1039	Addition:4 addends, 1digit, 2 digits, 3 digits, with carrying to tens, 3 digits+3digits. Subtraction:with borrow from tens 3 digits - 2 digits,3 digits - 3 digits Word problems	Written Interaction Reading Evaluation	Learning new terms Ability to add and subtract Readiness to count the needed numbers Learn about commands in numbers

		<p>Multiplication Counting by 1s, 2s, 3s, 4s Basic facts 0,1,2,3,4 Without carrying 2digits x 1digit 3digitis x 1digit</p>		<p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1040	<p>Addition Without carrying 2 digits + 2 digits 3 digits+3digits 4 digits + 4 digits Word problems Carrying to hundreds 3 digits + 2 digits Subtraction Without borrowing 2 digits - 2 digits/3 digits - 3 digits/ 4 digits - 4 digits Borrowing from hundreds :3 digits - 2 digits Word problems Multiplication Counting by 1s, 2s, 3s, 4s Basic facts 0-5 Word problems Without carrying 2digits x 1digit 3digitis x 1digit</p>	<p>Written Interaction Reading Evaluation</p>	<p>Ability to add and subtract Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE</p>
	1041	<p>Addition: Carrying to hundreds: 3 digits + 3 digit/ 2 digits + 2 digits/3 digits + 3 digits</p>	<p>Written Interaction Reading</p>	<p>Learning colors Ability to add and subtract Readiness to count the needed numbers</p>

		<p>Subtraction: Borrowing from hundreds: 3 digits - 3digits</p> <p>Multiplication</p> <p>Counting by Is to 6s</p> <p>Basic facts 0-6</p> <p>Word problems</p> <p>Without carrying</p> <p>2digits x 1digit</p> <p>3dgitis x 1digit</p>	Evaluation	Testing the knowledge and skills acquired in the course of this PACE
1042	<p>Addition: Carrying to tens and hundreds: 3 digits + 2 digits</p> <p>Subtraction</p> <p>Without borrowing from tens and hundreds</p> <p>3 digits - 2 digits</p> <p>Multiplication</p> <p>Counting by Is to 7s</p> <p>Basic facts 0-7</p> <p>Word problems</p> <p>Without carrying</p> <p>2digits x 1digit</p> <p>3dgitis x 1digit</p>	<p>Written Interaction</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning how to duplicate horizontal problems to vertical problems</p> <p>Ability to add and subtract</p> <p>Readiness to read number words and sentences</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>	
1043	<p>Addition: Carrying to tens and hundreds: 3 digits + 3 digits/</p> <p>Subtraction: Borrowing tens and hundreds 3 digits - 3 digits/</p> <p>Multiplication</p> <p>Counting by Is to 8s</p> <p>Basic facts 0-8</p> <p>Word problems</p>	<p>Written Interaction</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning how to write Roman numerals</p> <p>Ability to make graphs and charts</p> <p>Readiness to read number words and sentences</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>	

		Without carrying 2digits x 1digit 3dgitis x 1digit		
	1044	Mathematical terms for Addition-addends, sum Subtraction- minued, subtrahend, difference Multiplication – multiplier, multiplicand, product Counting by Is to 9s Basic facts 0-9 Word problems Without carrying 2digits x 1digit 3dgitis x 1digit	Written Interaction Reading Evaluation	Learning Readiness to ask about the amount Testing the knowledge and skills acquired in the course of this PACE
	1045	Addition: Carrying to tens and hundreds Subtraction: Borrowing tens and hundreds Multiplication Counting by Is to 11s Basic facts 0-11 Word problems Without carrying 3dgitis x 1digit Carrying to hundreds 3dgitis x 1digit	Written Interaction Reading Evaluation	Ability to read number words Readiness to count the needed numbers Testing the knowledge and skills acquired in the course of this PACE
	1046	Numbers More/less Coins and amount Penny, nickel, dime, guater, falf dollar, dollar	Written Interaction Reading Evaluation	Learning new coin terms Ability to add and subtract the coins Readiness to separate and indentify the coins

		<p>Recognize signs Cents Addition Subtraction Multiplication Dollars and cents Word problems Counting change Word problems Number words: ones-ones and tens, tens- tow words, how many</p>		<p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1047	<p>Measurement of length: Inch, 1/2 inch, foot, yard/Centimeter/Taller/shorter Measurement of weight: pounds, kg Measurement of liquids: Cup, pint, quart, gallon Same measures of volume Measurement of time Multiplication Counting by Is to 11s Basic facts 0-11 Word problems Without carrying 3dgitis x 1digit Carrying to and tens and hundreds 3dgitis x 1digit= 3and 4 digits Ordinal numbers First through twentieth</p>	<p>Written Interaction Reading Evaluation</p>	<p>Learning new terms Ability to add and subtract Readiness to separate and indentify measurement units Testing the knowledge and skills acquired in the course of this PACE</p>
	1048	<p>Multiplication Counting by Is to 12s Basic facts 0-12</p>	<p>Written Interaction Reading Evaluation</p>	<p>Learning new shapes Ability to add and subtract in charts</p>

		Word problems Roman numbers Larger than > or smaller than <		Readiness to separate and identify shapes Testing the knowledge and skills acquired in the course of this PACE
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Clasa 4-a, Nivel A1.2
Modulul tematic "Science"

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1037	Pottery Matter and weight Matter takes up space Solids,liquids, and gases Living and nonliving matter 41 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1038	Air-nitrogen, oxygen,and carbon dioxide The air cycle Water vapor The water cycle Air in water and soil Characteristic of air 34 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1039	Model rockets Gravity Wings, lift, thrust, and flight Airplane flight Men travel to the moon Miracles 44 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Reading and defining unknown vocabulary in context Testing the knowledge and skills acquired in the course of this PACE
	1040	Characteristics of water Plants and water Animals and water People and water Digestion and saliva	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words

		Teeth- brushing, plaque, flossing, and cavities 32 new words		Testing the knowledge and skills acquired in the course of this PACE
	1041	The water cycle Evaporation Condensation – fog, dew, and clouds Cloud shapes – cirrus, cumulus, and stratus Precipitation –rain, snow, sleet, and hail 32 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Reading and defining unknown vocabulary in context Testing the knowledge and skills acquired in the course of this PACE
	1042	Minerals Uses of minerals Minerals in soil and water Metals, ores, and gemstones 22 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Reading and defining unknown vocabulary in context Testing the knowledge and skills acquired in the course of this PACE
	1043	Plants need water, light, air, warmth, and food Planting a flower garden Botanical gardens Tropical conservatory Arid conservatory Temperate conservatory 44 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1044	Hygiene and Cleanliness Leeuwenhoek’s microscope Microorganisms – bacteria, viruses, and fungi Skin – epidermis, dermis, hair, glands and pores	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words

		Antibodies Four food groups and junk food Exercise and sleep 40 new words		Testing the knowledge and skills acquired in the course of this PACE
	1045	Pumps and pipes Diaphragm and heart pumps Respiration Blood circulation 29 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main parts of butterflies (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Writing answers in cursive Testing the knowledge and skills acquired in the course of this PACE
	1046	Simple machines Inclined planes – ramps, screws, and wedges Levers – teeter-totters, wheelbarrows, and pulleys Wheels 34 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1047	Measurement Standards of measurement Measuring of weight Measurement of temperature Measurement of time English and metric systems 45 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1048	Galileo	Written Interaction	Writing answers in cursive

		Redi Pasteur Scientific processes Matthew Maury Carl Linnaeus Sir Isaac Newton 27 new words	Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
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Clasa 4-a, Nivel A1.2

Modulul tematic "Social Studies"

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1037	How the Earth moves Kinds of land on the Earth Kinds of water on the Earth 37 new words	Written Interaction Listening Speaking Reading	Learning new words Identifying the main ideas of the texts (silent reading)

			Evaluation	Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1038	Geography Maps and globes Directions and distances Latitude and longitude 44 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1039	Maps and globes Continents Get along with others 40 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1040	Colonial life Do the very best you can 50 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1041	Communities India Prepare to do a lot of work in the best way 35 new words	Written Interaction Listening Speaking Reading	Learning new words Identifying the main ideas of the texts (silent reading)

			Evaluation	Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1042	England Care about the needs of others 31 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1043	Africa Be thankful Give to others, without expecting to get anything back 41 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1044	China Think of what to do before doing it 36 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1045	Some kinds of ships Burma 41 new words	Written Interaction Listening Speaking Reading	Learning new words Identifying the main ideas of the texts (silent reading)

			Evaluation	Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1046	Ecuador, South America Love others, even when they do wrong 42 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1047	American history Colonization Present needs Be good and do right 34 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1048	The Pilgrims and early America Do good and do right 37 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE

Clasa 5-a, Nivel A2.1

Modulul tematic ”English”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1049	Cursive writing Vowel and consonant sounds Alphabetical order Using a dictionary Declarative, interrogative, and exclamatory sentences	Written Interaction Grammar Reading Evaluation	Review cursive writing Writing vowels/consonants Identifying the declarative, interrogative, and exclamatory sentences Testing the knowledge and skills acquired in the course of this PACE
	1050	Nouns: Common/proper Singular/plural Subject/nouns	Written Interaction Grammar Reading Evaluation	Writing nouns Selecting Common/proper Singular/plural Subject/nouns Testing the knowledge and skills acquired in this PACE
	1051	Verbs: Action State-of-being Ownership Helping verbs Principal parts of verbs	Written Interaction Grammar Reading Evaluation	Identifying verbs: acting, state of being, ownership, helping verbs in the contest Writing principal parts of verbs Testing the knowledge and skills acquired in this PACE
	1052	Irregular verbs Review Singular and plural nouns Subject nouns Verbs Diagramming subject and verb	Written Interaction Grammar Reading Evaluation	Identifying irregular verbs Writing singular and plural nouns and subject nouns Practicing diagramming subject and verb Testing the knowledge and skills acquired in this PACE

		Agreement of subject and verb		
	1053	Subject/verb agreement Cases of pronouns: Subjective/ Objective / Possessive Kinds of pronouns: Personal/ Interrogative/ Demonstrative/ Indefinite	Written Interaction Grammar Reading Evaluation	Review subject/verb agreement Identifying cases of pronouns Learning kinds of pronouns Testing the knowledge and skills acquired in this PACE
	1054	Nouns and compound nouns Action verbs and verb phrases Personal pronouns Direct objects Diagramming subject, action verb and direct object	Written Interaction Grammar Reading Evaluation	Review nouns and compound nouns Writing of verb phrases Selecting personal pronouns Testing the knowledge and skills acquired in this PACE
	1055	Complete subject and complete predicate Simple subject and simple predicate Direct objects Pronouns as subjects and direct objects Predicate nouns and pronouns Diagramming subject, state-of- being verb and predicate noun	Written Interaction Grammar Reading Evaluation	Review direct objects Selecting complete subject /predicate and simple subject/ predicate Identifying pronouns as subjects and direct objects Testing the knowledge and skills acquired in this PACE
	1056	Cursive writing Complete subject and complete predicate Simple subject and simple predicate Direct objects, predicate nouns and predicate pronouns Adjectives Predicate adjectives	Written Interaction Grammar Reading Evaluation	Review cursive writing Selecting complete subject and complete predicate/simple subject and simple predicate/direct objects, predicate nouns and predicate pronouns Identifying predicate adjectives Testing the knowledge and skills acquired in this PACE

		Diagramming		
	1057	Adverbs Comparative degrees of adverbs Diagramming adjectives and adverbs	Written Interaction Grammar Reading Evaluation	Identifying adverbs Learning comparative degrees of adverbs Selecting adjectives and adverbs in diagram Testing the knowledge and skills acquired in this PACE
	1058	Prepositions Conjunctions Interjections Four sentence patterns To learn the use of May/can, let/leave, learn/teach, sit/set, lie/lay, rise/raise	Written Interaction Grammar Reading Evaluation	Learning the rules about prepositions, conjunctions, interjections Selecting May/can, let/leave, learn/teach, sit/set, lie/lay, rise/raise Identifying four sentence patterns Testing the knowledge and skills acquired in this PACE
	1059	Capitalization Punctuation: period/question mark/exclamation point/quotation marks Comma/Colon Underline	Written Interaction Grammar Reading Evaluation	Practicing in capitalizing words Selecting punctuation Testing the knowledge and skills acquired in this PACE
	1060	Apostrophe Contraction Possession Synonyms /Antonyms /Homonyms Heteronyms Complete sentences Sentence fragments Developing paragraphs Friendly letters and business letters	Written Interaction Grammar Reading Evaluation	Learning and practicing in choosing right variants: Apostrophe/Contraction/Possession Identifying Synonyms /Antonyms /Homonyms/ Heteronyms Selecting Complete sentences/Sentence fragments/ Developing paragraphs Learning Friendly letters and business letters Testing the knowledge and skills acquired in this PACE

Clasa 5-a, Nivel A2.1

Modulul tematic ”Word Building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1049	50 words Review of vowels and consonants Long a and e vowel spellings All long vowel sounds Cursive writing practice	Written Interaction Reading Spoken Interaction Evaluation	Spelling the words with a long sounds of a and e Copying words, phrases and sentences according to written models Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1050	50 words Long vowel spellings Spelling by syllables Words that can be both nouns and verbs Present and past tenses	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with long vowels Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1051	50 words Short vowel spellings Accented syllables Syllable division rule Suffix ing	Written Interaction Reading Spoken Interaction	Spelling words with short vowels Learning syllable division rule Copying words, phrases and sentences according to written models Recognizing the meaning of the words with the suffix ing from sentences and definitions

			Evaluation	Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1052	50 words Root words and suffixes Antonyms Syllable division rule ch and sh digraphs and spellings Comparisons using er and est	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with ch and sh digraphs Reproducing Symbols of phonetic script Learning Comparisons using er and est Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1053	50 words Syllable division rules Diphthongs oo , ou , and oi Suffixes Compound words	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with diphthongs oo , ou , and oi Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1054	50 words Compound words Rules for adding suffixes Syllable division rule Words with ur and er	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with ur and er Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 50 new words with certain intonation patterns

				Testing the knowledge and skills acquired in the course of this PACE
	1055	50 words Syllable division rule Forming plurals ar and o digraphs and spellings Consonant blends Rules for adding suffixes Accented syllables	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with ar and o digraphs Learning rules for adding suffixes Copying words, phrases and sentences according to written models Recognizing the meaning of the words with consonant blends from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1056	50 words Changing verbs to nouns with er Prefixes and root words Schwa sound spellings (a) Words that can be both nouns and verbs	Written Interaction Reading Spoken Interaction Evaluation	Learning rules for changing verbs to nouns with er Copying words, phrases and sentences according to written models Recognizing the meaning of the words with Schwa sound from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1057	50 words Prefixes, suffixes, and root words s sound spellings f and k spellings	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with s , f and k sounds Copying words, phrases and sentences according to written models Recognizing the meaning of the words with prefixes, suffixes, and root words from sentences and definitions Reproducing 50 new words with certain intonation patterns

				Testing the knowledge and skills acquired in the course of this PACE
	1058	50 words Adding y to form adjectives Rules for adding suffixes Forming plurals j and r sound spellings	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with j and r sounds Learning the rule for adding suffixes Copying words, phrases and sentences according to written models Recognizing the meaning of the words with adding y from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1059	50 words Often mispronounced words Names of countries and peoples Using a and an el sound spellings Present and past tenses	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with el sound Learning names of countries and peoples Copying words, phrases and sentences according to written models Recognizing the meaning of the words with present and past tenses from sentences and definitions Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
	1060	50 words th sound as digraph and suffix Forming plurals Syllable division Review of accents Root words and suffixes "Archaic" words Silent consonants	Written Interaction Reading Spoken Interaction Evaluation	Spelling words with th sound Learning rules for forming plurals Review of syllable division rules Copying words, phrases and sentences according to written models Recognizing the meaning of the words with "Archaic" words from sentences and definitions

				Reproducing 50 new words with certain intonation patterns Testing the knowledge and skills acquired in the course of this PACE
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Clasa 5-a, Nivel A2.1

Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1049	Addition with carrying 2 and 3 digits Subtraction with borrowing 2 and 3 digits Multiplication Basic facts 0-10 Checking with carrying Addition and subtraction Division By 1 and 2 Checking by multiplication	Written Interaction Reading Evaluation	Learning new terms Ability to add, subtract,multiply,divide Readiness to check with carrying and by multiplication Testing the knowledge and skills acquired in the course of this PACE
	1050	Addition 3 and 4 digits with checking Subtraction 3 and 4 digits with checking Multiplication Basic facts 0-10 Division By 1-3 with checking By 2 with remainders Multiplication 2 digits with carrying	Written Interaction Reading Evaluation	Learning new terms Ability to add, subtract,multiply,divide by 2 with remainders Readiness to check with carrying and by multiplication Testing the knowledge and skills acquired in the course of this PACE
	1051	Addition 4 digits with checking Subtraction 4 digits with checking	Written Interaction Reading Evaluation	Learning new terms Ability to add, subtract,multiply,divide by 2 and 3 with remainders

		<p>Multiplication 2 digits Division By 1-4 with checking By 2 and 3 with remainders</p>		<p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1052	<p>Addition Basic facts timed test 4 digits with checking Subtraction Basic facts timed test 4 digits with checking Multiplication Basic facts timed test 2 digits Division By 1-5 with checking By 2-4 with remainders</p>	<p>Written Interaction Reading Evaluation</p>	<p>Ability to add, subtract, multiply, divide with remainders Readiness to check by multiplication Testing the knowledge and skills acquired in the course of this PACE</p>
	1053	<p>Addition with carrying 3 digits and checking Subtraction with borrowing 4 digits with carrying Multiplication 2 and 3 digits Division By 1-6 with checking By 2-5 with remainders</p>	<p>Written Interaction Reading Evaluation</p>	<p>Learning new terms Ability to add, subtract, multiply, divide Readiness to check with carrying And by multiplication Testing the knowledge and skills acquired in the course of this PACE</p>
	1054	<p>Addition with carrying 3 digits with checking Subtraction with borrowing 3 digits with checking Multiplication 3 digits</p>	<p>Written Interaction Reading Evaluation</p>	<p>Learning new terms Ability to add, subtract, multiply, divide with remainders Readiness to check by multiplication</p>

		<p>Division By 1-7 with checking By 2-6 with remainders</p>		<p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1055	<p>Addition with carrying 3 and 4 digits with checking Subtraction with borrowing 3 and 4 digits with checking Multiplication 2 and 3 digits Division By 1-8 with checking By 2-7 with remainders</p>	<p>Written Interaction Reading</p> <p>Evaluation</p>	<p>Learning new terms Ability to add, subtract, multiply, divide Readiness to check by multiplication</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1056	<p>Addition with carrying Subtraction with borrowing 3 and 4 digits with checking Multiplication 2, 3, and 4 digits Division By 1-9 with checking By 2-9 with remainders</p>	<p>Written Interaction Reading</p> <p>Evaluation</p>	<p>Ability to add, subtract, multiply, divide with remainders</p> <p>Readiness to check by multiplication Testing the knowledge and skills acquired in the course of this PACE</p>
	1057	<p>Addition Basic facts timed test Subtraction Basic facts timed test Multiplication Basic facts timed test Division By 1-11 with checking</p>	<p>Written Interaction Reading</p> <p>Evaluation</p>	<p>Ability to add, subtract, multiply, divide with remainders</p> <p>Readiness to check by multiplication Testing the knowledge and skills acquired in the course of this PACE</p>

		By 2-9 with remainders Roman numerals		
	1058	Addition 4 digits Subtraction 4 digits Multiplication 4 digits Division By 1-12 with checking By 2-11 with remainders	Written Interaction Reading Evaluation	Ability to add, subtract, multiply, divide with remainders Readiness to check by multiplication Testing the knowledge and skills acquired in the course of this PACE
	1059	Addition 4 digits Subtraction 4 digits Multiplication 4 digits Division By 1-12 with checking By 2-12 with remainders Greater than > and less than < Metric units of measurement Volume, weight, length	Written Interaction Reading Evaluation	Learning new terms Ability to add, subtract, multiply, divide Readiness to identify metric units of measurement (volume, weight, length) Testing the knowledge and skills acquired in the course of this PACE
	1060	Money English system of measurement Length, weight, liquids	Written Interaction Reading Evaluation	Learning new terms Ability to add, subtract, multiply, divide Readiness to identify english system of measurement (length, weight, liquids) Testing the knowledge and skills acquired in the course of this PACE

Clasa 5-a, Nivel A2.1

Modulul tematic ”Science”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1049	Living Matter Nonliving matter Molecular theories Atomic theories Elements—iron, carbon, hydrogen, calcium, nitrogen, and oxygen 56 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1050	Energy, work, and machines Forces Friction—sliding friction and rolling friction Gravity Centrifugal force Law of conservation of energy Kinetic energy and potential energy 59 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1051	Heat Expansion and contraction Thermometers—alcohol and mercury Fahrenheit and Celsius Pyrometers Heat transfer—conduction, convection, and radiant energy 57 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words

				Testing the knowledge and skills acquired in the course of this PACE
	1052	<p>Earth's layers—crust, mantle, and core</p> <p>Volcanoes—active, dormant, and extinct</p> <p>Katmai</p> <p>The Pacific ring of fire</p> <p>Mercalli and Richter earthquake scales</p> <p>64 new words</p>	<p>Written Interaction</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning new words</p> <p>Identifying the main ideas of the texts (reading aloud)</p> <p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1053	<p>Oceanography</p> <p>Continental shelf and the continental slope</p> <p>Echo sounder and fathometer</p> <p>Diving in the ocean</p> <p>Bathysphere and bathyscaphe</p> <p>Life in the sea</p> <p>Food chain in the sea</p> <p>64 new words</p>	<p>Written Interaction</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning new words</p> <p>Identifying the main ideas of the texts (silent reading)</p> <p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1054	<p>Astronomy</p> <p>Halley's comet</p> <p>Structure of comets</p> <p>Solar system</p> <p>The sun and moon</p> <p>The planets—Mercury, Venus, and Mars</p> <p>The aurora borealis</p> <p>64 new words</p>	<p>Written Interaction</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning new words</p> <p>Identifying the main ideas of the texts (reading aloud)</p> <p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>

1055	Astronomy—outer planets consisting of Jupiter, Saturn, Uranus, Neptune, and Pluto	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
1056	Honeybees Bee stings Scout bees and nectar Honey Pollination Queen, worker, and drone bees Beehive temperature control Bee enemies 63 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
1057	Fossils—frozen remains, insects in amber, print fossils Fossil formation Dinosaurs—horned dinosaurs, plated dinosaurs, duck-billed dinosaurs, meat-eaters, and plant-eaters 60 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
1058	Sound—vibration, pitch, and frequency Volume and amplitude Hearing—outer ear, middle ear, and inner ear	Written Interaction Listening Speaking Reading	Learning new words Identifying the main ideas of the texts (reading aloud)

		Hearing difficulties Music and noise Musical instruments—stringed, wind, and percussion instruments 59 new words	Evaluation	Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1059	Aviation and aerodynamics Airplane controls Wings, fuselage, and tail assembly of airplanes Landing gear Instruments and navigation Gravity, lift, thrust, and drag forces Bernoulli's principle Famous airplane flights Missionary aviation 55 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1060	The Bible and science God's Word and God's world Botany in the Bible Zoology in the Bible Meteorology in the Bible Bible as the final authority in scientific matters 50 new words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE

Clasa 5-a, Nivel A2.1

Modulul tematic ”Social Studies”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1049	Work is of God Possessions are from God True prosperity Inheritances The Wise Stewards Use all you have for God's glory	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1050	North American Indians John Eliot, missionary to the Indians Want to help others	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1051	Early American history Time line Early explorers Line of Demarcation Sovereignty of God in history England's influence What God wants in government	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE

		Early settlements in the New World Daniel and Nebuchadnezzar Know that it is God who works in lives		
	1052	Early American history God blessed America Bible-believers shaped America America and England at war American Independence Love and respect people who help you do right	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1053	American Independence Articles of Confederation Constitutional Convention Systems of government Limited government Bill of Rights George Washington Listen to God's Word and people's words	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1054	American History 1797-1850 John Adams Thomas Jefferson James Monroe America develops New lands in the West People from other lands settle America prospers The Second Great Awakening American missionaries to foreign lands Trust Jesus with your life	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1055	Differences of interest between North and	Written Interaction Listening	Learning new words

		South Slavery The cotton gin Fighting in Kansas Territory Abraham Lincoln The divided Union The Civil War General Lee surrenders Assassination of Lincoln Reconstruction of South God used the Civil War to bring many to Christ Be true to God and to others	Speaking Reading Evaluation	Identifying the main ideas of the texts (reading aloud) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1056	Westward expansion Crossing the Appalachians Famous frontiersmen Life on the frontier Crossing the Great Plains California Gold Rush Homestead Act Railroad Act Dr. Marcus Whitman Abraham and Sarah Obey people who rule over you	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1057	Immigration to America The Statue of Liberty Old immigration New immigration Castle Garden Difficulty becoming an American Famous immigrants Poor conditions in eastern cities Make and keep friends	Written Interaction Listening Speaking Reading Evaluation	Learning new words Identifying the main ideas of the texts (silent reading) Defining unknown vocabulary in context, determining the meaning of the unknown words Testing the knowledge and skills acquired in the course of this PACE
	1058	The Industrial Revolution The domestic system The rise of factories	Written Interaction Listening Speaking Reading	Learning new words Identifying the main ideas of the texts (reading aloud)

		<p>God's plan for employers and employees</p> <p>Changes in the textile industry</p> <p>Mass production</p> <p>Needs of industry The Virtuous woman Solomon's Proverbs Prepare to do a lot of work</p>	Evaluation	<p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1059	<p>American history (1901-1935)</p> <p>Theodore Roosevelt The Monroe Doctrine The Spanish-American War World War I The League of Nations The Treaty of Versailles America after the War Accept others, even when they do not agree with you</p>	<p>Written Interaction</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning new words</p> <p>Identifying the main ideas of the texts (silent reading)</p> <p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>
	1060	<p>American history 1929-present</p> <p>World depression Dictators conquer neighbors The Bolshevik Revolution World War II Great leaders of the Allies Allied Powers win the War</p>	<p>Written Interaction</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Evaluation</p>	<p>Learning new words</p> <p>Identifying the main ideas of the texts (reading aloud)</p> <p>Defining unknown vocabulary in context, determining the meaning of the unknown words</p> <p>Testing the knowledge and skills acquired in the course of this PACE</p>

Clasa 6-a, Nivel A2.1

Modulul tematic ”Word Building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1061	<ul style="list-style-type: none"> - Review of vowels and consonants a and e vowel sounds spellings -Final y sounding as e -Spelling in syllables -More than one definition for some words -Dictionary skills. -Homonyms 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written interaction , Culture and Comparison Area Grammar Integrated Skill Combinations 	<ul style="list-style-type: none"> Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups. Identifying the main ideas of the text (silent reading). Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Reviewing of vowels and consonants a and e vowel sounds spellings. Identifying final y sounding as e. Identifying homonyms. Reviewing of vowels and consonants a and e vowel sounds spellings. Using vowels and consonant sounds, synonyms and homonyms. Character objective: Concerned, Confident, Content, Consistent, Considerate 	
	1062	<ul style="list-style-type: none"> -i, o and u vowel sound spellings. 	<ul style="list-style-type: none"> Listening Spoken Interaction 	<ul style="list-style-type: none"> Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. 	

		<ul style="list-style-type: none"> - Consonant blend spelling and sounds. -More than one definition for some words. -Identifying root words. -Dictionary Skills. -Suffix er. -Present, past, and progressive. -Homonyms. 		Producing a simple message with appropriate fluency, stress, intonation and sense groups.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying i, o and u vowel sound spellings. Identifying consonant blend spelling and sounds. Identifying root words. Identifying present, past and progressive. Identifying homonyms. Complete the fill-in-exercises. 	
			Grammar	<ul style="list-style-type: none"> Using n i, o and u vowel sound spellings . Using consonant blend spelling and sounds. Using root words. Using present, past and progressive. Using homonyms. 	
			Integrated Skill Combinations	Character objective: Creative, Decisive, Deferent, Courageous, Cooperative.	
	1063	<ul style="list-style-type: none"> -Short vowel sound spellings. -Review long vowel spellings. -More than one than one definition for some words. -Add suffixes to show tenses -Dictionary skills -Adding y to make adjectives. 	Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	<ul style="list-style-type: none"> Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups. 	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying short vowel sound spellings. Reviewing long vowel spellings. Complete the fill-in-exercises. 	

			Grammar	Using short vowel sound spellings. Using long vowel spellings. Adding suffixes to show tenses. Adding y to make adjectives.	
			Integrated Skill	Character objective: Cooperative, Determined, Discreet, Faithful,	
			Combinations	Diligent.	
	1064	-Review short vowel sound spellings -Consonant blend spellings and sounds ə and o sound spellings -Adding suffixes. -More than one definition for some words -Dictionary skills.	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Reviewing short vowel sound spellings. Identifying consonant blend spellings and sounds ə and o sound spellings. Complete the fill-in-exercises.	
			Grammar	Using short vowel sound spellings. Using consonant blend spellings and sounds ə and o sound spellings. Using suffixes.	
			Integrated Skill Combinations	Character objective: Efficient, Equitable, Fearless, Discerning, Fair.	
	1065	-Often mispronounced words oo and oo diphthongs spellings -Adding suffixes	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson.	

		-More than one definition for some words -Dictionary skills -Homonyms - Accenting syllables.		Producing a simple message with appropriate fluency, stress, intonation and sense groups.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying often mispronounced words oo and oo diphthongs spellings. Identifying homonyms. Accenting syllables. Complete the fill-in-exercises.	
			Grammar	Using often mispronounced words oo and oo diphthongs spellings. Using homonyms. Using suffixes.	
			Integrated Skill Combinations	Character objective: Flexible, Forgiving, Gentle, Generous, Friendly.	
	1066	- ou and oi diphthong spellings - Ō sound spellings -Compound words -Dictionary skills	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying ou and oi diphthong spellings. Identifying Ō sound spellings. Identifying compound words. Complete the fill-in-exercises.	
			Grammar	Using ou and oi diphthong spellings. Using Ō sound spellings. Using compound words.	

			Integrated Skill Combinations	Character objective: Honesty, Humble, Loyal, Kind, Joyful.	
1067	<ul style="list-style-type: none"> -ar sound spellings -Syllable division rules th digraph -Dictionary skills -Easy confused words -Negative words -Forming plurals -ə sound words -More than one definition for some words 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	<p>Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.</p> <p>Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson.</p> <p>Producing a simple message with appropriate fluency, stress, intonation and sense groups.</p>		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.		
		Written interaction , Culture and Comparison Area	<p>Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson.</p> <p>Identifying ar sound spellings.</p> <p>Identifying syllable division rules.</p> <p>Identifying easy confused words.</p> <p>Identifying how plural is formed.</p> <p>Complete the fill-in-exercises.</p>		
		Grammar	<p>Using syllable division rules.</p> <p>Using easy confused words.</p> <p>Using plurals.</p>		
		Integrated Skill Combinations	Character objective: Meek, Merciful, Patient, Optimistic, Observant.		
1068	<ul style="list-style-type: none"> -Syllable division rules ur,or and ar sound spellings -Dictionary skills -Setting goals -Easy confused words -Consonant blends 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	<p>Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.</p> <p>Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson.</p> <p>Producing a simple message with appropriate fluency, stress, intonation and sense groups.</p>		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.		

		-Digraphs -Adding suffixes to show tenses	Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying syllable division rules ur,or and ar sound spellings Identifying easy confused words. Identifying consonant blends. Identifying digraphs. Complete the fill-in-exercises.	
			Grammar	Using syllable division rules ur,or and ar sound spellings. Using easy confused words. Using consonant blends. Using digraphs. Using suffixes to show tenses.	
			Integrated Skill Combinations	Character objective: Peaceful, Perseverant, Purposeful, Prudent, Persuasive.	
		-Adding prefixes and suffixes to root words -K and sh sound spellings -Dictionary skills -Adding suffixes to show tenses -Syllable division rules -Word histories	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying K and sh sound spellings. Identifying syllable division rules. Identifying word histories. Complete the fill-in-exercises.	
			Grammar	Using K and sh sound spellings. Using syllable division rules. Using word histories. Using suffixes to show tenses.	

			Integrated Skill Combinations	Character objective: Resourceful, Respectful, Self-Controlled, Secure, Responsible.	
1070	<ul style="list-style-type: none"> -Review of syllable division -Adding prefixes and suffixes to root words -Silent letters -f sound spelled ph -ch, kw, and k sounds of the blend ch -Dictionary skills 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	<ul style="list-style-type: none"> Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups. 		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.		
		Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Reviewing of syllable division. Identifying silent letters. Identifying f sound spelled ph. Identifying ch, kw, and k sounds of the blend ch. Complete the fill-in-exercises. 		
		Grammar	<ul style="list-style-type: none"> Using syllable division. Using f sound spelled ph. Using ch, kw, and k sounds of the blend ch. Using silent letters. 		
		Integrated Skill Combinations	Character objective: Sincere, Submissive, Punctual, Thorough, Tactful.		
1071	<ul style="list-style-type: none"> -z, y and s sound spellings -Identifying root words 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	<ul style="list-style-type: none"> Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups. 		

		<p>se, ce, c, s and ss spellings for the letter s</p> <ul style="list-style-type: none"> -Adding prefixes and suffixes -Dictionary skills -Homonyms 	<p>Reading</p> <p>Written interaction , Culture and Comparison Area</p> <p>Grammar</p> <p>Integrated Skill Combinations</p>	<p>Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.</p> <p>Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson.</p> <p>Identifying z, y and s sound spellings.</p> <p>Identifying root words se, ce, c, s and ss.</p> <p>Adding prefixes and suffixes.</p> <p>Complete the fill-in-exercises.</p> <p>Using z, y and s sound spellings.</p> <p>Using root words se, ce, c, s and ss.</p> <p>Using prefixes and suffixes.</p> <p>Character objective: Thrifty, Appreciative, Virtuous, Truthful.</p>	
	1072	<p>-j sound spellings</p> <ul style="list-style-type: none"> -Meanings of prefixes and suffixes -Changing meaning by adding to root words -Dictionary skills 	<p>Listening</p> <p>Spoken Interaction</p> <p>Reading</p> <p>Written interaction , Culture and Comparison Area</p> <p>Grammar</p> <p>Integrated Skill Combinations</p>	<p>Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately</p> <p>Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.</p> <p>Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson.</p> <p>Producing a simple message with appropriate fluency, stress, intonation and sense groups.</p> <p>Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context</p> <p>Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson.</p> <p>Identifying j sound spellings.</p> <p>Identifying meanings of prefixes and suffixes.</p> <p>Changing meaning by adding to root words.</p> <p>Complete the fill-in-exercises.</p> <p>Using j sound spellings.</p> <p>Using meanings of prefixes and suffixes.</p> <p>Character objective: Attentive, Available, Concerned, Compassionate, Committed.</p>	

Clasa 6-a, Nivel A2.1

Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1061	-Division by 1-12 with checking -Multiplication 3 and 4 digits with checking. -Subtraction 4 digits with borrowing -Addition 4 digits with carrying. -Introduction and terminology of fractions. -Addition of simple fractions -Reducing answers to lowest terms	Listening Spoken Interaction Reading Written interaction Integrated Skill Combinations	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Reading and defining rules. Identifying division by 1-12 with checking. Identifying multiplication 3 and 4 digits with checking. Identifying subtraction 4 digits with carrying. Introducing of fractions and its terminology. Identifying addition of simple fractions. Using rules to make exercises Character objective: Concerned, Confident, Content, Consistent, Considerate.	
	1062	- Whole numbers : =Addition = Subtraction = Multiplication = Division -Addition (like/unlike fractions) -Subtraction(like fractions) -Reducing answers to lowest terms.	Listening Spoken Interaction Reading Written interaction Integrated Skill Combinations	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Reading and defining rules. Identifying whole numbers: addition, subtraction, multiplication, division. Identifying addition and subtraction of like and unlike fractions. Complete the fill-in-exercises. Character objective: Creative, Decisive, Deferent, Courageous, Cooperative.	

1063	<ul style="list-style-type: none"> - Whole numbers: <ul style="list-style-type: none"> = Addition = Subtraction = Multiplication = Division (divisors up to 999) - Subtraction (unlike fractions) - Multiplication (fractions) 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.
		Reading	Reading and defining rules.
		Written interaction	Identifying whole numbers: addition, subtraction, multiplication, division. Identifying subtraction of unlike fractions. Identifying multiplication of fractions. Complete the fill-in-exercises.
		Integrated Skill Combinations	Character objective: Cooperative, Determined, Discreet, Faithful, Diligent.
1064	<ul style="list-style-type: none"> - Whole numbers: <ul style="list-style-type: none"> = Addition = Subtraction = Multiplication = Division - Read and write numbers correctly. - Word problems 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.
		Reading	Reading and defining rules.
		Written interaction	Identifying whole numbers: addition, subtraction, multiplication, division. Reading and writing numbers correctly. Identifying word problems. Complete the fill-in-exercises.
		Integrated Skill Combinations	Character objective: Efficient, Equitable, Fearless, Discerning, Fair.
1065	<ul style="list-style-type: none"> - Whole numbers and fractions <ul style="list-style-type: none"> = Addition = Subtraction = Multiplication = Division - Least common denominators - Improper fractions - Mixed numbers 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.
		Reading	Reading and defining rules.
		Written interaction	Repeating whole numbers and fractions: addition, subtraction, multiplication, division. Identifying least common denominators.

		=Addition =Subtraction		Identifying improper fractions. Identifying mixed numbers: addition and subtraction. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Flexible, Forgiving, Gentle, Generous, Friendly.	
1066	-Whole numbers fractions, and mixed numbers =Addition =Subtraction =Multiplication =Division	Listening		Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately	
		Spoken Interaction		Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.	
		Reading		Reading and defining rules.	
		Written interaction		Identifying whole numbers fractions and mixed numbers: addition, subtraction, multiplication, division. Complete the fill-in-exercises.	
		Integrated Skill Combinations		Character objective: Honesty, Humble, Loyal, Kind, Joyful	
1067	-Review of fractions = Addition =Subtraction =Multiplication =Division -Introduction of terminology of decimals -Repeating/terminating -Addition of decimals with checking	Listening		Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately	
		Spoken Interaction		Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.	
		Reading		Reading and defining rules.	
		Written interaction		Reviewing of fractions: addition, subtraction, multiplication, division. Introducing terminology of decimals. Identifying addition of decimals. Complete the fill-in-exercises.	
		Integrated Skill Combinations		Character objective: Meek, Merciful, Patient, Optimistic, Observant	
1068	-Review of fractions = Addition =Subtraction =Multiplication	Listening		Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately	
		Spoken Interaction		Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.	

		=Division -Review of decimals = Addition =Subtraction	Reading Written interaction Integrated Skill Combinations	Reading and defining rules. Reviewing of fractions: addition, multiplication, subtraction and division. Reviewing of decimals: addition and subtraction. Complete the fill-in-exercises. Character objective: Peaceful, Perseverant, Purposeful, Prudent, Persuasive	
	1069	-Mixed numbers = Addition = Subtraction = Multiplication =Division -Decimals = Addition =Subtraction =Multiplication -Roman numerals though one thousand	Listening Spoken Interaction Reading Written interaction Integrated Skill Combinations	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Reading and defining rules. Identifying mixed numbers: addition, subtraction, multiplication and division. Identifying decimals: addition and multiplication. Identifying roman numerals though one thousand. Complete the fill-in-exercises. Character objective: Resourceful, Respectful, Self-Controlled, Secure, Responsible	
	1070	-Review of decimals = Addition =Subtraction =Multiplication -Review of fractions =Addition =Subtraction =Multiplication =Division -Division of decimals	Listening Spoken Interaction Reading Written interaction	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Reading and defining rules. Reviewing of decimals: addition, subtraction and multiplication. Reviewing of fractions: addition, subtraction, multiplication and division. Identifying division of decimals. Complete the fill-in-exercises.	

			Integrated Skill Combinations	Character objective: Sincere, Submissive, Punctual, Thorough, Tactful	
1071	<ul style="list-style-type: none"> -Review of decimals and mixed numbers = Addition =Subtraction =Multiplication =Division -Metric system of measurement =Length, weight and volume 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.		
		Reading	Reading and defining rules.		
		Written interaction	<ul style="list-style-type: none"> Reviewing of decimals and mixed numbers: addition, subtraction, multiplication and division. Learning the metric system of measurement: length, weight and volume. Complete the fill-in-exercises. 		
		Integrated Skill Combinations	Character objective: Thrifty, Appreciative, Virtuous, Truthful.		
1072	<ul style="list-style-type: none"> -Review of decimals, fractions, and mixed numbers = Addition =Subtraction =Multiplication =Division -Money(making change) -English system of measurement =Length =Weight =Volume 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately		
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.		
		Reading	Reading and defining rules.		
		Written interaction	<ul style="list-style-type: none"> -Reviewing of decimals, fractions, and mixed numbers: addition, subtraction, multiplication and division. Repeating English system of measurement: length, weight and volume. Complete the fill-in-exercises. 		
		Integrated Skill Combinations	Character objective: Attentive, Available, Concerned, Compassionate, Committed.		

Clasa 6-a, Nivel A2.1

Modulul tematic ”English”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1061	-Cursive writing review -Vowel and consonant sounds. -Dictionary work -Synonyms/Antonyms -Homonyms/Heteronyms -Complete subject/complete predicate -Simple subject/simple predicate	Listening Spoken Interaction Reading Written interaction , Culture and Comparison Area Grammar Integrated Skill Combinations	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Employing everyday conversational formulas and giving relevant details to discuss the topic of the lesson. Producing a simple message with appropriate fluency, stress, intonation and sense groups. Identifying the main ideas of the text (silent reading) Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Reviewing cursive writing. Identifying synonyms and antonyms. Identifying homonyms and heteronyms. Identifying complete subject and complete predicate. Identifying simple subject and simple predicate. Complete the fill-in-exercises. Using vowels and consonant sounds. Using synonyms and antonyms. Using homonyms and heteronyms. Using complete subject/complete predicate and simple subject/simple predicate. Character objective: Concerned, Confident, Content, Consistent, Considerate	
	1062		Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	

		<ul style="list-style-type: none"> -Review cursive writing -Nouns: <ul style="list-style-type: none"> =Common =Proper =Collective =Compound =Singular and plural -Singular and plural possessives. -Nouns in apposition 	Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Reviewing cursive writing. Identifying nouns: common, proper, collective, compound, singular and plural. Identifying singular and plural possessives. Identifying nouns in apposition. Complete the fill-in-exercises.	
			Grammar	Using nouns: common, proper, collective, compound, singular and plural. Using singular and plural possessives. Using nouns in apposition.	
			Integrated Skill Combinations	Character objective: Creative, Decisive, Deferent, Courageous, Cooperative.	
	1063	<ul style="list-style-type: none"> -Verbs: <ul style="list-style-type: none"> = Action =Linking -Direct Objects. -Indirect Speech -Predicate nouns -Predicate adjectives 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Identifying action and linking verbs. Identifying direct objects. Identifying indirect speech. Identifying predicate nouns and predicate adjectives. Complete the fill-in-exercises.	
			Grammar	Using action and linking verbs; direct objects. Using indirect speech, predicate nouns and adjectives. Forming adjectives.	

			Integrated Skill Combinations	Character objective: Cooperative, Determined, Discreet, Faithful, Diligent	
1064	-Personal Pronouns =Subjective =Possessive -Pronouns = Interrogative = Demonstrative = Relative = Reflexive = Indefinite	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Employing the learned material in everyday conversations.		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context		
		Written interaction , Culture and Comparison Area	Identifying personal pronouns: subjective and possessive. Identifying pronouns: interrogative, demonstrative, relative, reflexive and indefinite. Complete the fill-in-exercises.		
		Grammar	Using personal pronouns. Using interrogative, demonstrative, relative, reflexive and indefinite pronouns.		
		Integrated Skill Combinations	Character objective: Efficient, Equitable, Fearless, Discerning, Fair.		
1065	-Principal parts of verbs =Regular =Irregular -Verb tenses = Present =Past =Future	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Employing the learned material in everyday conversations.		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.		
		Written interaction , Culture and Comparison Area	Identifying main parts of verbs: regular and irregular. Identifying verb tenses: present, past and future. Complete the fill-in-exercises.		

			Grammar	Using regular and irregular verbs. Using the verb tenses.
			Integrated Skill Combinations	Character objective: Flexible, Forgiving, Gentle, Generous, Friendly.
	1066	<p>-Perfect Tenses = Present =Past =Future</p> <p>-Conjugation of all six tenses</p> <p>-Verb agreement</p> <p>-Troublesome verbs: learn/ teach, sit/set, lay/lie, rise/raise</p>	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
			Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Employing the learned material in everyday conversations.
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.
			Written interaction , Culture and Comparison Area	Identifying perfect tenses: present, past and future. Conjugating all six tenses. Identifying verb agreement. Learning troublesome verbs: learn/ teach, sit/set, lay/lie, rise/raise. Complete the fill-in-exercises.
			Grammar	Using perfect tenses. Using verb agreement. Using troublesome verbs: learn/ teach, sit/set, lay/lie, rise/raise.
			Integrated Skill Combinations	Character objective: Honesty, Humble, Loyal, Kind, Joyful.
	1067	<p>-Adjectives</p> <p>-Adverbs</p> <p>-Compositions using adjectives and adverbs.</p> <p>-Prepositions and prepositional phrases</p>	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately
			Spoken Interaction	Employing the learned material in everyday conversations.
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.
			Written interaction , Culture and Comparison Area	Identifying adjectives and adverbs. Making compositions using adjectives and adverbs.

		-Coordinating conjunctions -Interjections -Diagramming		Identifying prepositions and prepositional phrases. Coordinating conjunctions and interjections. Complete the fill-in-exercises.	
			Grammar	Using adjectives and adverbs. Using prepositions, prepositional phrases and coordinating conjunctions and interjections.	
			Integrated Skill Combinations	Character objective: Meek, Merciful, Patient, Optimistic, Observant.	
	1068	-Complete subject and complete predicates -Review eight parts of speech -Sentence patterns -Diagramming	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately	
			Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Employing the learned material in everyday conversations.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Identifying complete subject and complete predicates Reviewing eight parts of speech. Identifying sentence patterns. Complete the fill-in-exercises.	
			Grammar	Using complete subject, complete predicate and reviewing eight parts of speech. Using sentence patterns. Using diagramming.	
			Integrated Skill Combinations	Character objective: Peaceful, Perseverant, Purposeful, Prudent, Persuasive.	
	1069	-Capitalization -Punctuation =Period =Question mark =Exclamation point	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Employing the learned material in everyday conversations.	

		=Quotation marks =Comma =Colon =Underline =Apostrophe =Semicolon =Hyphen	Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Identifying capitalization. Identifying punctuation. Complete the fill-in-exercises.	
			Grammar	Using capitalization. Using punctuation.	
			Integrated Skill Combinations	Character objective: Resourceful, Respectful, Self-Controlled, Secure, Responsible.	
	1070	-Building sentences -Interesting words, exact nouns, comparison, adjectives, adverbs, and prepositional phrases -Subject and verb agreement -Negative words	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Employing the learned material in everyday conversations.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Identifying how sentences are built. Identifying interesting words, exact nouns, comparison, adjectives, adverbs, and prepositional phrases. Identifying subject and verb agreement. Identifying negative words. Complete the fill-in-exercises.	
			Grammar	Using interesting words, exact nouns, comparison, adjectives, adverbs, and prepositional phrases in building words. Using subject and verb agreement and negative words.	
			Integrated Skill Combinations	Character objective: Sincere, Submissive, Punctual, Thorough, Tactful.	
	1071		Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	

		<ul style="list-style-type: none"> -Phrases -Clauses <ul style="list-style-type: none"> =Independent =Dependent -Writing paragraphs 	Spoken Interaction	<p>Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.</p> <p>Employing the learned material in everyday conversations.</p>	
			Reading	<p>Identifying the main ideas of the text (silent reading).</p> <p>Defining the meaning of unknown words from the context.</p>	
			Written interaction , Culture and Comparison Area	<p>Identifying phrases.</p> <p>Identifying independent and dependent clauses.</p> <p>Writing paragraphs.</p> <p>Complete the fill-in-exercises.</p>	
			Grammar	<p>Using independent clauses.</p> <p>Using dependent clauses.</p> <p>Writing paragraphs.</p>	
			Integrated Skill Combinations	<p>Character objective: Thrifty, Appreciative, Virtuous, Truthful,</p>	
	1072	<ul style="list-style-type: none"> -Review capitalization -Review punctuation -Friendly letters, business letter. -Outlining -Research paragraphs 	Listening	<p>Identifying the general meaning of an easy short text, containing simple and familiar lexis.</p>	
			Spoken Interaction	<p>Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty.</p> <p>Employing the learned material in everyday conversations.</p>	
			Reading	<p>Identifying the main ideas of the text (silent reading).</p> <p>Defining the meaning of unknown words from the context.</p>	
			Written interaction , Culture and Comparison Area	<p>Reviewing capitalization.</p> <p>Reviewing punctuation.</p> <p>Identifying friendly letters, business letter.</p> <p>Repeating outlining.</p> <p>Complete the fill-in-exercises.</p>	
			Grammar	<p>Using punctuation and capitalization.</p> <p>Using outlining.</p>	

			Integrated Skill Combinations	Character objective: Attentive, Available, Concerned, Compassionate, Committed.	
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Clasa 6-a, Nivel A2.1

Modulul tematic ”Social Studies”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1061	<ul style="list-style-type: none"> -Creation -Fall of man -Sons of Adam -The flood -New World after the - Flood -Think how others feel about things 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written interaction, Culture and Comparison Area Integrated Skill Combinations 	<ul style="list-style-type: none"> Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Identifying the main ideas of the text (silent reading). Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying the creation of world. Learning about the fall of man and the sons of Adam. Learning about the flood and the World after the Flood. Character objective: Concerned, Confident, Content, Consistent, Considerate. 	
	1062	<ul style="list-style-type: none"> -Migration of Noah descendants after the Flood. -Tower of Babel. Terah. Abraham. Isaac. Jacob. -The world in the times of the Patriarchs. -Think of new ways to do things. 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written interaction , Culture and Comparison Area Integrated Skill Combinations 	<ul style="list-style-type: none"> Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context. Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Learning about the migration of Noah descendants after the Flood. Learning about the Tower of Babel. Learning about the world in the times of the Patriarchs. Complete the fill-in-exercises. Character objective: Creative, Decisive, Deferent, Courageous, Cooperative. 	

1063	<ul style="list-style-type: none"> -Jacob and Canaan -Joseph journeys to Egypt -Joseph rises to power in Egypt -Great famine. Joseph reunited with family. -Jacob's death -Civilization from c 2000 to 14000 BC. -Israel's Exodus 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
		Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.
		Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning about Jacob and Canaan. Learning about Joseph journeys to Egypt. Learning how Joseph rises to power in Egypt. Learning about the Great famine. Learning about the Civilization from c 2000 to 14000 BC. Learning about Israel's Exodus. Complete the fill-in-exercises.
		Integrated Skill Combinations	Character objective: Cooperative, Determined, Discreet, Faithful, Diligent.
1064	<ul style="list-style-type: none"> -Israel in the wildness -Civilization from c 1400 to 1000 BC. -Preparation to enter Canaan. -Conquest of Canaan -Judges of Israel 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
		Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context
		Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning about Learning about Learning about Israel in the wildness. Learning about Civilization from c 1400 to 1000 BC. Learning about the Preparation to enter Canaan. Learning about the conquest of Canaan. Complete the fill-in-exercises.
		Integrated Skill Combinations	Character objective: Efficient, Equitable, Fearless, Discerning, Fair.
1065		Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.

		<ul style="list-style-type: none"> -Fall of Israel to captivity of Judah -Office of prophet -Life of Samuel the prophet. -Kingdom of Israel -Assyrian Empire -New Babylonian empire. 	Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	<p>Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson.</p> <p>Learning about the fall of Israel to captivity of Judah.</p> <p>Learning about the office of prophet.</p> <p>Learning about the life of Samuel the prophet.</p> <p>Learning about the kingdom of Israel.</p> <p>Learning about the Assyrian Empire.</p> <p>Learning about the New Babylonian empire.</p> <p>Complete the fill-in-exercises.</p>	
			Integrated Skill Combinations	Character objective: Flexible, Forgiving, Gentle, Generous, Friendly.	
	1066	<ul style="list-style-type: none"> -Captivity of Judah to return of Jesus to Jerusalem -God’s prophet for Israel. -Isaiah -God’s prophet for Judah -Persian Empire -Jerusalem rebuilt -Civilization rebuilt from c. 1000 top 500 BC. 	Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	<p>Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson.</p> <p>Learning about the captivity of Judah to return of Jesus to Jerusalem.</p> <p>Learning about the God’s prophet for Israel.</p> <p>Learning about the God’s prophet for Judah.</p> <p>Learning about Persian Empire.</p> <p>Learning about the rebuilt of Jerusalem.</p> <p>Learning about the Civilization rebuilt from c. 1000 top 500 BC.</p> <p>Complete the fill-in-exercises.</p>	
			Integrated Skill Combinations	Character objective: Honesty, Humble, Loyal, Kind, Joyful.	
	1067		Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	

		-Rebuilding of Jerusalem to the birth of Christ -The “Silent Years” =Greece =Rome =Jerusalem -Religious and political groups in Jerusalem	Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Learning about the rebuilding of Jerusalem to the birth of Christ. Learning about the “Silent Years” Learning about the religious and political groups in Jerusalem. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Meek, Merciful, Patient, Optimistic, Observant.	
	1068	-Life of Christ = Birth and early life -Early ministry -Death and resurrection.	Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Learning about the life of Christ. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Peaceful, Perseverant, Purposeful, Prudent, Persuasive.	
	1069	-History of the Earth Church -Ministry of Church to Gentiles -Miraculous deliverance of Peter -First missionary journey of Barnabas and Saul	Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Learning about the history of the Earth Church. Learning about the ministry of Church to Gentiles. Learning about the miraculous deliverance of Peter.	

		-Council of Jerusalem -Second missionary journey of Paul -Third missionary journey of Paul		Learning about the first missionary journey of Barnabas and Saul. Learning about the council of Jerusalem. Learning about the second missionary journey of Paul Learning about the third missionary journey of Paul. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Resourceful, Respectful, Self-Controlled, Secure, Responsible.	
	1070	-Great Christian leaders from A.D. 100 to A.D. 430 =Ignatius =Polycarp =Justin Martyr =Irenaeus =Eusebius =Athanasius =Chrysostom =Augustine	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning about the great Christian leaders from A.D. 100 to A.D. 430. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Sincere, Submissive, Punctual, Thorough, Tactful.	
	1071	-Great Christian leaders from A.D. 1300 to A.D. 1500 =John Wycliffe =John Huss =Martin Luther =John Calvin =John Knox	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning about the great Christian leaders from A.D. 1300 to A.D. 1500. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Thrifty, Appreciative, Virtuous, Truthful.	

1072	-Great Awakening in America =Jonathan Edwards =John and Charles =Wesley =George Whitefield =William and Gilbert =Tennant =Circuit riders.	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately	
		Spoken Interaction	Employing the learned material in everyday conversations. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
		Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning about the great Awakening in America. Learning about the circuit riders. Complete the fill-in-exercises.	
		Integrated Skill Combinations	Character objective: Attentive, Available, Concerned, Compassionate, Committed.	

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Modulul tematic ”Science”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1061	-Chemistry-acids =Characteristics =Forms and uses =Acids and -Scripture -Chemistry-bases = Characteristics =Uses = In Scripture -The pH scale measurements -Safety with acids and bases	Listening Spoken Interaction Reading Written interaction , Culture and Comparison Area Integrated Skill Combinations	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty. Identifying the main ideas of the text (silent reading) . Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying acids, its characteristics, forms and uses. Identifying bases, its characteristics and uses. Identifying the pH scale measurement. Character objective: Concerned, Confident, Content, Consistent, Considerate.	
	1062	-Chemistry-the elements. -Discovery of elements. -Atoms. Liquid, solid and gas mixtures. -Solvents, solutes, and solutions. =Solid, liquid, and gas solutions. -Strength of solutions. - Compounds. -Combustion and	Listening Spoken Interaction Reading Written interaction , Culture and Comparison Area Integrated Skill Combinations	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately. Providing oral responses to spoken prompt from the teachers on a familiar topic at an approximate level of difficulty. Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context. Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying the elements of chemistry. Identifying atoms and their characteristics. Identifying solvents, solutes and solutions. Complete the fill-in-exercises. Character objective: Creative, Decisive, Deferent, Courageous, Cooperative.	

		-Corrosion			
1063	-Geology-structure of Earth. =The core, mantle, mocha, and crust of Earth -Igneous rock, sedimentary rock, and metamorphic rock. -Native and compound minerals -Tests for minerals -Properties of minerals -Weathering, erosion, and earthquakes	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.		
		Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying the structure of Earth. Identifying the types of rocks. Identifying native and compound minerals. Identifying properties of minerals. Identifying weathering, erosion and earthquakes. Complete the fill-in-exercises.		
		Integrated Skill Combinations	Character objective: Cooperative, Determined, Discreet, Faithful, Diligent		
1064	-Botany-study of plants -Lower plants =bacteria, =algae, =ferns, =mosses -Higher plants =Leaves =Stems =Roots -Flowers -Photosynthesis	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.		
		Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.		
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.		
		Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying the study of plants: botany. Identifying lower plants as bacteria, algae, ferns and mosses. Identifying higher plans as leaves, stems, roots and flowers. Identifying photosynthesis. Complete the fill-in-exercises.		
		Integrated Skill Combinations	Character objective: Efficient, Equitable, Fearless, Discerning, Fair.		

1065	<ul style="list-style-type: none"> -Definition of light -Created and artificial light. -Incandescent, neon, vapor, fluorescent and laser lights -Nature of light =Reflection, diffusion, refraction, absorption, interference, diffraction, and polarization of light. -Reactions caused by light -Measurement and speed of light 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.
		Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.
		Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying the definition of light. Identifying the types of light. Identifying the nature of light. Identifying reactions caused by light. Identifying measurement and speed of light. Complete the fill-in-exercises.
		Integrated Skill Combinations	Character objective: Flexible, Forgiving, Gentle, Generous, Friendly.
1066	<ul style="list-style-type: none"> - Magnets and magnetism -Discovery of magnets -Permanent and temporary magnets -Properties of magnets -Laws of magnetism -Magnetic fields 	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately .
		Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.
		Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.
		Written interaction , Culture and Comparison Area	<ul style="list-style-type: none"> Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying magnets and magnetism. Identifying the discovery of magnets. Identifying the types of magnets. Identifying properties f magnets. Identifying laws of magnetism. Identifying magnetic fields. Identifying the use of magnets an Earth's magnetic field.

		-Molecular and electron theories of magnetism -Use of magnets -Earth's magnetic field	Integrated Skill Combinations	Complete the fill-in-exercises. Character objective: Honesty, Humble, Loyal, Kind, Joyful	
	1067	-History of electricity -Nature of electricity -Static electricity -Lightning -Producing static charges -Uses of static electricity -Current electricity =Conductors, semiconductors, and insulators.	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning the history of electricity. Identifying the nature of electricity and its types. Identifying how the static charges are produced and its uses. Identifying the current electricity. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Meek, Merciful, Patient, Optimistic, Observant	
	1068	-Current electricity -Series and parallel circuits -Direct current and alternating current -Uses of current electricity -Chemical, mechanical, and nuclear sources of electricity	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying current electricity. Identifying series and parallel circuits. Identifying direct current and alternating current. Identifying the uses of current electricity. Identifying the sources of electricity.	

		-Measuring electricity-volts, amperes, ohms, and watts -Safety in using electricity.		Identifying how electricity is measured. Identifying how to use electricity safely. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Peaceful, Perseverant, Purposeful, Prudent, Persuasive.	
	1069	-Central nervous system =Cerebrum , inner brain, midbrain, and spinal cord -Peripheral nervous system -Sight and the eye -Taste and the taste buds -Smell and the nose -Hearing and the ear	Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying the central nervous system and its parts. Identifying the peripheral nervous system. Identifying the sight and the eye. Identifying the taste and the taste buds. Identifying the smell and the nose. Identifying the hearing and the ear. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Resourceful, Respectful, Self-Controlled, Secure, Responsible	
	1070	-Skeletal and muscular system -Joints and bones -Cartilage and ligaments -Axis and appendages -Bone fractures-six types	Listening	Listening to the speaker’s instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student’s personal on the topic of the lesson. Identifying the skeletal and muscular system. Identifying joints and bones. Identifying cartilage and ligaments.	

		-Muscle functions -Skeletal, smooth, and cardiac muscle structure -Tendons		Identifying axis and appendages. Identifying the six types of bone fractures. Identifying the muscle functions. Identifying skeletal, smooth, and cardiac muscle structure. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Sincere, Submissive, Punctual, Thorough, Tactful.	
	1071	-Digestion and nutrition -Organs of ingestion -Organs of digestion -Metabolism-physical and chemical changes, and the cells -Nutrients-carbohydrates, proteins, and fats -Enzymes and vitamins -Food that lack nutrition	Listening	Listening to the speaker's instructions to perform simple classroom tasks and following them appropriately.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Learning about digestion and nutrition. Identifying organs of ingestion and digestion. Learning about metabolism, its physical and chemical changes. Identifying nutrients. Identifying enzymes and vitamins. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Thrifty, Appreciative, Virtuous, Truthful.	
	1072	-God's laws concerning disease -Germ theory of disease -Louis Pasteur and Joseph Lister -Infectious diseases and pathogens =Defense against disease	Listening	Identifying the general meaning of an easy short text, containing simple and familiar lexis.	
			Spoken Interaction	Providing oral responses to a spoken prompt from the teacher on a familiar topic at an appropriate level of difficulty.	
			Reading	Identifying the main ideas of the text (silent reading). Defining the meaning of unknown words from the context.	
			Written interaction , Culture and Comparison Area	Using words (phrases, sentences) and simple forms to describe student's personal on the topic of the lesson. Identifying God's laws concerning disease. Identifying germ theory of disease. Identifying infectious diseases and pathogens.	

		-Treatment of diseases		Identifying the treatment of diseases. Complete the fill-in-exercises.	
			Integrated Skill Combinations	Character objective: Attentive, Available, Concerned, Compassionate, , Committed.	

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Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1073	Read and write whole numbers, mixed numbers, and common fractions Integers and fractions Proper mathematical vocabulary-minuend, quotient, numerator, denominator	Written Interaction	Using integers and fractions	
	1074	Decimals and fractions Change decimals to fractions Multiply and divide fractions Reduce answers to lowest terms Proper mathematical vocabulary-dividend, multiplicand, product, simplify	Written Interaction	Using decimals and fractions	
	1075	Ratio Proportions Percent Change fractions and decimals to percent Find the number when a percent is known Word problems	Written Interaction	Using ratio and proportions	
	1076	Data and graphs Mean, mode, median, range, rank, and read Translation of Roman numerals into Arabic numbers	Written Interaction	Using mean, mode, median	

	1077	Arithmetic in business Profit and loss Commission Discount Successive discounts Bills and receipts Invoices with discounts Word problems	Written Interaction	Using commission and discount	
	1078	Business methods at home Financial freedom Keeping cash accounts Keeping household accounts Budgets Insurance(fire)	Written Interaction	Using business methods at home	
	1079	Money-making change Banks Saving accounts Checking accounts Deposits Interest Loans Word problems	Written Interaction	Using banks, deposits, loans	
	1080	English units of length, volume, weight, and temperature Metric units of length, volume, weight, and temperature Convert Fahrenheit to Celsius Convert Celsius to Fahrenheit Vocabulary and formulas	Written Interaction	Using vocabulary and formulas	
	1081	Points, lines, rays, angles Basic Geometry Use of protractor Measure angles	Written Interaction	Using Geometric symbols	

		Construct angles Add and subtract angles Geometric symbols			
	1082	Geometric vocabulary Use of compass and straightedge Bisect angles Parallel lines Right angles Triangles Polygons Finding perimeter Geometric constructions	Written Interaction	Using Geometric vocabulary	
	1083	Perimeter and area Polygons Circles Solids Surface area Volume Vocabulary and symbols	Written Interaction	Using perimeter and area	
	1084	Introduction to equations One variable Sets Set notation Vocabulary and symbols Word problems	Written Interaction	Using vocabulary and symbols	

Clasa 7-a, Nivel A2.2

Modulul tematic ”English”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1073	Review of lower case cursive letters Sentences Complete sentences Sentence fragments Four sentence patterns Verbs Action Linking Voices Active/passive	Grammar	Using four sentence patterns, verbs action and linking	
	1074	Review of upper case cursive letters Four principal parts of verbs Regular Irregular Simple tenses Present Past Future Subject-verb agreement	Grammar	Using four principal parts of verbs	
	1075	Perfect tenses Present Past Future Conjugation of all six tenses Progressive forms of verbs	Grammar	Using perfect tenses	

		Troublesome verbs			
	1076	Nouns Exact Compound Collective Forming plural and possessive nouns Transitive and intransitive verbs Sentence patterns	Grammar	Using sentence patterns	
	1077	Personal pronouns Nominative case Objective case Possessive case Pronouns Demonstrative Interrogative Relative Reflexive Indefinite Pronoun agreement Verb and antecedent	Grammar	Using pronouns	
	1078	Adjectives Indefinite pronouns Noun adjectives Participle adjectives Predicate adjectives Adverbs Comparative degrees Prepositions Conjunctions Interjections	Grammar	Using adjectives, pronouns, adverbs, prepositions, conjunctions, and interjections	

	1079	Review of eight parts of speech Identifying five sentence patterns Diagramming sentence patterns	Grammar	Using sentence patterns	
	1080	Uses for principal parts of verbs Infinitives Participles Gerunds Phrases Clauses Dependent/independent Diagramming simple, compound, and complex sentences	Grammar	Using principal parts of verbs	
	1081	Capitalization Punctuation	Grammar	Using capitalization and punctuation	
	1082	Sentence variety Review sentence patterns Review capitalization and punctuation Proofreading Letter writing	Grammar	Using sentence patterns, punctuation, and capitalization	
	1083	The dictionary as a study tool Paragraph structure Indenting Main idea Topic sentence Summary Paragraph writing Proofreading	Grammar	Using dictionary and proofreading	

	1084	Review of sentence patterns Review of sentence variety Outlining Writing a three-paragraph composition Proofreading	Grammar	Using sentence patterns and proofreading	
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Clasa 7-a, Nivel A2.2

Modulul tematic ”Social studies”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1073	Vocational Education, Part I Airplane pilot Attorney(lawyer) Bank employee Barber Bricklayer Camp director Certified public accountant	Vocabulary Skills and Community Area	Formulating simple questions and sentences in everyday life situations appropriately using conversational formulas	
	1074	Vocational Education, Part II Chaplain (military) Chiropractor Church-school supervisor Clerk Computer worker Dentist Doctor Draftsman Elected official Electrician	Reading and spoken interaction	Selecting from a text the information necessary to solve a simple task	
	1075	Vocational Education, Part III Farmer Fire fighter Fisherman Geologist Government worker Homemaker Insurance agent Iron worker	Spoken Interaction and Community Area	Formulate simple questions in everyday life situations appropriately using conversational formulas	

		Janitor			
	1076	Vocational Education, Part IV Librarian Mechanic Musician Nurse Painter Military service	Written interaction	Writing short logically structured and coherent texts about activities, people, events	
	1077	Vocational education, Part V Pharmacist Plumber Policeman Postman Printer Salesman	Written Interaction	Informative writing using logical connectors and linking words	
	1078	Vocational Education, Part VI Secretary Translator Veterinarian Writer Zoologist	Written Interaction	Writing short logically structured and coherent texts about activities, people, events	
	1079	The land called Texas The people called Texans Meditate upon the most hopeful aspects of any situation	Reading and Spoken Interaction	Deducing the meaning of unfamiliar words from the context	
	1080	Spanish discovery of Texas Spanish control of Texas Spanish settlement of Texas	Written Interaction	Informative writing using logical connectors and linking words	
	1081	Mexico gains control of Texas Mexico rules Texas	Vocabulary Skills and Community Area	Formulate simple questions in everyday life situations appropriately using conversational formulas	

	1082	Texas struggling as a Republic (1836-1845) Texas struggling as a State (1845-1861) Texas struggling as a Confederate State (1861-1865)	Written Interaction	Editing short texts	
	1083	Reconstruction of Texas (1856-1874) Rebuilding of Texas (1875-1900) Progress in Texas	Reading and Spoken Interaction	Selecting from a text the information necessary to solve different tasks	
	1084	Beginning of modern Texas (1900-1929) Changing to modern Texas (1929-1950) Developing a modern Texas (1950-present)	Written Interaction	Informative writing using logical connectors and linking words	

Clasa 7-a, Nivel A2.2

Modulul tematic ”Social Science”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1073	Using a microscope Seven days of Creation The scientific method Plant kingdom Animal kingdom Man- ruler of the kingdoms 17 new words	Vocabulary Skills and Community Area	Formulating simple questions and sentences in everyday life situations appropriately using conversational formulas	
	1074	Viruses Bacteria-round, rod-, and spiral-shaped bacteria; growth and reproduction; helpful bacteria; and harmful bacteria 16 new words	Reading and spoken interaction	Selecting from a text the information necessary to solve a simple task	
	1075	Botany-complex plants Conducting system-roots, stems, leaves, and flowers Food- making process-photosynthesis Reproduction-sexual and asexual methods Needs of plants- light, warmth, water, and minerals Ferns, Cone-bearing plants, and flowering plants 23 new words	Spoken Interaction and Community Area	Formulate simple questions in everyday life situations appropriately using conversational formulas	

	1076	Invertebrate animals One-celled-amoeba and paramecium Simple- sponges, jellyfish, coral, flatworms, and roundworms Complex-mollusks, spiny-skinned animals, segmented worms, and arthropods 40 new words	Written interaction	Writing short logically structured and coherent texts about activities, people, events	
	1077	Vertebrates Characteristics Body structures Behavior Cold-blooded vertebrates- fish, amphibians, and reptiles 40 new words	Written Interaction	Informative writing using logical connectors and linking words	
	1078	Warm-blooded vertebrates Characteristics of birds Characteristics of mammals 50 new words	Written Interaction	Writing short logically structured and coherent texts about activities, people, events	
	1079	Inheritance and genetics Embryos Gene functions 26 new words	Reading and Spoken Interaction	Deducing the meaning of unfamiliar words from the context	
	1080	Skeletal Structure and function Form Divisions 24 new words	Written Interaction	Informative writing using logical connectors and linking words	
	1081	Muscular system Of the head and face Structure Tissue	Vocabulary Skills and Community Area	Formulate simple questions in everyday life situations appropriately using conversational formulas	

		Circulatory system 34 new words			
	1082	Ecology-living things and their environments Populations, communities, and ecosystems Goals of ecology study Balance of nature Cycles of nature Organisms that live together 32 new words	Written Interaction	Editing short texts	
	1083	Ecology- biomes Tundra Biome Tiaga- coniferous forest Grassland biome Deciduous forest biome Tropical rain forest Marine environment 31 new words	Reading and Spoken Interaction	Selecting from a text the information necessary to solve different tasks	
	1084	Ecology-air pollution Types Effects on man, wildlife, and their environment Controls Ecology-water pollution Types Effects Controls Energy resources 23 new words	Written Interaction	Informative writing using logical connectors and linking words	

Clasa 7-a, Nivel A2.2

Modulul tematic ”Word Building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1073	65 words Cursive writing practice The dictionary as study tool The a , e , and k sound spellings Homonyms Commonly misspelled words	Written Interaction	Using dictionary	
	1074	65 words Dictionary skills Cursive writing practice The i and o sound spellings The rule for the s sound of c Syllable division rules Commonly misspelled words Learning wise sayings Homonyms Root word “cite”	Written Interaction	Editing simple imperative sentences for every day life situations	
	1075	65 words Dictionary skills Cursive writing practice The u and oo sound spellings Rule for the kw sound Adding prefixes and suffixes to root words Learning wise sayings Regular and irregular verb forms Forming adjectives from nouns Root word “fuse”	Written Interaction	Using dictionary	

		Homonyms			
	1076	65 words Cursive writing skills a and e sound spellings Learn wise sayings Accents and accent marks Commonly misspelled words Root words and word origins	Written interaction	Editing short texts	
	1077	65 words Dictionary skills Cursive writing practice Final y sounded as i Schwa sound spellings Forming adjectives Commonly misspelled words Learning wise sayings Writing verb forms Adjectives formed from nouns and adverbs Greek root words Accent and stressed syllables Root word “temp”	Written Interaction	Using dictionary	
	1078	65 words Dictionary skills Cursive writing practice The u sound spellings Review schwa sound spellings The sh sound spellings Commonly misspelled words Write about three ways to be meek Learning wise sayings Syllable division rules	Written Interaction	Using dictionary	

		Regular and irregular verb forms Forming plural nouns Recognizing root words			
	1079	65 words Cursive writing practice Dictionary skills Heteronyms Spelling the days of the week and months of the year Abbreviation for days of the week and months of the year Writing present, past, and progressive verb forms Writing irregular verb forms Learning wise sayings Using adjectives Root word “verse”	Written Interaction	Deducing the meaning of unfamiliar words from the context	
	1080	65 words Dictionary skills Cursive writing practice Synonyms oo, ou, and oi sound spellings Forming adjectives from nouns and verbs Forming nouns from verbs Syllable division rules Learning wise sayings Diphthongs Root words “curus”	Written Interaction	Informative writing using logical connectors and linking words	
,	1081	65 words Dictionary skills Cursive writing practice Review synonyms and antonyms	Written Interaction	Using dictionary	

		Adding suffixes to form nouns Rule about ie and ei ch sound spellings Learn wise sayings Root words “gest” and “vent” Writing regular verb forms Commonly misspelled words Review sounds of c Recognizing root words			
	1082	65 words Dictionary skills Cursive writing skills O vowel sound spellings Add suffixes to root words Change adjectives to adverbs Correct use of some confusing word pairs Learning wise sayings Accented and stressed syllables	Written Interaction	Editing short texts	
	1083	65 words Dictionary skills Cursive writing practice Prefixes, suffixes, and roots Spelling grammar words Writing regular verb forms Accent and stressed syllables Root words “part” and “ject” Use of interjections, apostrophes, and commas	Written Interaction	Selecting from a text the information necessary to solve different tasks	
	1084	65 words Dictionary skills Cursive writing practice Forming compound nouns Prefixes and their meanings	Written Interaction	Using dictionary and forming compound nouns	

		Making comparisons Word origins and root words Root words “cover” and “place” Writing regular verb forms Accented and stressed syllables			
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Clasa 8-a, Nivel A2.2

Modulul tematic ”Word Building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1085	-Sentences = Complete sentences = Sentence fragments = Basic sentence parts -Identify and diagram all four sentence parts -Identify and diagram compound subject and verbs	Listening Spoken Interaction Reading Written Interaction Grammar Culture Integrated Skill Combinations	Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages. Defining the form and logical structure of non-literary text. Deducing the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying different types of sentences. Identifying and diagram all four sentence parts. Identifying and diagramming compound subject and verbs. Using complete sentences, sentence fragments and basic sentence parts. Using all four sentence parts, compound subject and verbs. Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form. Character objective: Considerate, Consistent, Courageous, Cooperative, Content.	
	1086	-Verbs = Action/Linking = Transitive/Intransitive	Listening Spoken Interaction Reading	Understanding the general meaning of an oral message. Identifying the main ideas of a message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages. Defining the form and logical structure of non-literary text. Deducing the meaning of unfamiliar words from the context.	

		-Active/passive voice -Diagram all four sentence patterns		Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying action /linking verbs and transitive/intransitive verbs. Identifying active/passive voice. Diagramming all four sentence patterns.	
			Grammar	Using action /linking verbs and transitive/intransitive verbs. Using active and passive voice.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Creative, Decisive, Determined, Dependable, Deferent.	
	1087	-Review action and linking verbs -Principal parts of verbs = Regular =Irregular -Simple tenses of verbs =Present =Past =Future	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Reviewing action and linking verbs Identifying principal parts of verbs. Identifying simple tenses of verbs.	
			Grammar	Using principal parts of verbs. Using simple tenses of verbs.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Diligent, Discerning, Equitable, Efficient, Content.	
	1088		Listening	Understanding the general meaning of an oral message.	

		<p>-Review of simple tenses. -Perfect tenses of verbs = Present =Past =Future -Conjugate all six tenses -Progress form -Emphatic mood -Troublesome verbs</p>	Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Reviewing of simple tenses. Identifying Perfect tenses of verbs Conjugating all six tenses. Identifying progress form, emphatic mood and troublesome verbs.	
			Grammar	Using perfect tenses of verbs. Using emphatic mood and troublesome verbs.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Fearless, Fair, Faithful, Forgiving, Flexible,	
	1089	<p>-Nouns = Functions in sentences =Compound =Collective -Nouns = Plurals =Possessives -Non subject agreement.</p>	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying functions of nouns in sentence and its types. Identifying types of nouns. Identifying plurals and possessive of nouns, and non subject agreement.	
			Grammar	Using nouns, its functions in sentences and its types. Using of possessive, plurals of nouns and non subject agreement.	

			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Friendly, Generous, Humble, Honest, Gentle.	
	1090	<p>-Review of nouns -Five classes of pronouns = Demonstrative, relative, interrogative, reflexive and indefinite. -Three cases of personal pronouns -Subject pronoun-verb agreement = Number, person, and gender -Diagramming with pronouns.</p>	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Reviewing of nouns. Identifying five classes of pronouns. Identifying the three cases of personal pronouns. Identifying subject pronoun-verb agreement. Diagramming with pronouns.	
			Grammar	Using of pronouns. Using the three cases of pronouns and subject pronoun-verb agreement.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Joyful, Kind, Merciful, Meek, Loyal.	
	1091	<p>Adjectives Adverbs Degrees of comparison Prepositions Conjunctions Interjections Diagram with adjectives, adverbs,</p>	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	

		and prepositional phrases		Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying adjectives, adverbs and degrees of comparison. Identifying conjunctions and interjections. Diagramming with adjectives, adverbs, and prepositional phrases.	
			Grammar	Using prepositions, adjectives, adverbs and degrees of comparison. Using conjunctions and interjections.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Observant, Optimist, Perseverant, Peaceful, Patient.	
	1092	-Review eight parts of speech -Sentence patterns -Diagramming sentence patterns	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Reviewing eight parts of speech. Identifying sentence patterns.	
			Grammar	Using eight parts of speech. Using sentence patterns.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Persuasive, Prudent, Respectful, Resourceful, Purposeful.	
	1093		Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	

		<ul style="list-style-type: none"> -Review eight parts of speech =Phrases =Clauses -Simple, compound, and complex sentences -Diagramming -Infinitives -Gerunds -Participles 	<p>Reading</p> <p>Written Interaction</p> <p>Grammar</p> <p>Culture</p> <p>Integrated Skill Combinations</p>	<p>Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.</p> <p>Employing the learned material in everyday conversations. Reviewing eight parts of speech. Identifying simple, compound, and complex sentences. Identifying infinitives, gerunds and participles.</p> <p>Using simple, compound, and complex sentences Using infinitives, gerunds and participles.</p> <p>Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.</p> <p>Character objective: Responsible, Secure, Submissive, Sincere, Self-Controlled.</p>	
	1094	<ul style="list-style-type: none"> -Corrections = Sentence fragments =Run-on sentences -Sentences and paragraphs =Development =Improvement -Four kinds of paragraphs =Expository, negative, descriptive and persuasive -Topic Sentences 	<p>Listening</p> <p>Spoken Interaction</p> <p>Reading</p> <p>Written Interaction</p> <p>Grammar</p> <p>Culture</p> <p>Integrated Skill Combinations</p>	<p>Understanding the general meaning of an oral message.</p> <p>Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.</p> <p>Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.</p> <p>Employing the learned material in everyday conversations. Identifying sentence fragments, run-on sentences and sentences and paragraphs. Identifying four kinds of paragraphs and topic Sentences.</p> <p>Using sentence fragments, run-on sentences and sentences and paragraphs. Using four kinds of paragraphs and topic Sentences.</p> <p>Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.</p> <p>Character objective: Tactful, Punctual, Tolerant, Thrifty, Thorough.</p>	
	1095		<p>Listening</p>	<p>Understanding the general meaning of an oral message.</p>	

		-Punctuation - Letter writing -Addressing envelopes	Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying the punctuation. Identifying letter writing. Learning addressing envelopes.	
			Grammar	Using Punctuation.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Truthful, Virtuous, Available, Attentive, Appreciative.	
	1096	-Dictionary work -Capitalization Outlining -Writing paragraphs from an outline -Writing short biographical sketch	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying capitalization and outlining. Writing paragraphs from an outline. Writing short biographical sketch.	
			Grammar	Using capitalization and outlining.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Committed, Compassionate, Temperate, Confident, Concerned.	

Clasa 8-a, Nivel A2.2

Modulul tematic ”Math”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1085	-Tables and graphs =Preparation =Use -Rate, time and distance	Listening Spoken Interaction Reading Written Interaction Integrated Skill Combinations	Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying tables and graphs. Identifying rate, time and distance. Character objective: Considerate, Consistent, Courageous, Cooperative, Content.	
	1086	-Equation solving = One step = Two step =Opposite -Operations =With fractions -Fractions = Adding =Subtraction =Multiplication =Division	Listening Spoken Interaction Reading Written Interaction Integrated Skill Combinations	Understanding the general meaning of an oral message. Identifying the main ideas of a message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying equation solving. Identifying operations with fractions. Identifying fractions. Character objective: Creative, Decisive, Determined, Dependable, Deferent.	
	1087		Listening	Understanding the general meaning of an oral message.	

		-Equations from written problems. -Formula equations in problems solving. -New formulas from old formulas -Percentage problems solved by equations		Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying equations from written problems. Identifying formula equations in problems solving. Identifying new formulas from old formulas. Identifying percentage problems solved by equations	
			Integrated Skill Combinations	Character objective: Diligent, Discerning, Equitable, Efficient, Content.	
	1088	-Volume and surface area formulas = Prism = Cylinder = Pyramid = Cone = Sphere	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying volume and surface area formulas.	
			Integrated Skill Combinations	Character objective: Fearless, Fair, Faithful, Forgiving, Flexible.	
	1089	-Identifying proper and improper fractions and mixed numbers -Calculating prime factors -Simplifying and comparing fractions	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying proper and improper fractions and mixed numbers.	

		-Multiplying fractions and decimals -Dividing fractions and decimals. -Identifying decimals to millionths		Identifying how prime factors are calculated. Identifying how fractions are simplified and compared. Identifying how fractions and decimals are multiplied. Identifying how fractions and decimals are divided. Identifying decimals to millionths.	
			Integrated Skill Combinations	Character objective: Friendly, Generous, Humble, Honest, Gentle.	
	1090	-Use of Pythagorean Theorem = Use of right triangles to find height and distance =Finding hypotenuse of a right triangle =Square roots	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying the use of Pythagorean Theorem	
			Integrated Skill Combinations	Character objective: Joyful, Kind, Merciful, Meek, Loyal.	
	1091	-Banks =Interest =Discounts =Savings -Deposits -Simple interest -Compound interest -Financial freedom	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying interest, discounts and savings in banks. Identifying simple interest. Identifying compound interest. Learning about financial freedom.	
			Integrated Skill Combinations	Character objective: Observant, Optimist, Perseverant, Peaceful, Patient.	

	1092	-Mortgages -Investments -Real estate (land and buildings) -Stocks and bonds -Biblical implications	Listening Spoken Interaction Reading Written Interaction Integrated Skill Combinations	Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying mortgages and investments. Identifying stocks and bonds. Character objective: Persuasive, Prudent, Respectful, Resourceful, Purposeful.	
	1093	-Taxes -Federal taxes -Income taxes -F.I.C.A. -Property taxes -Sales taxes -Finding tax rates	Listening Spoken Interaction Reading Written Interaction Integrated Skill Combinations	Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying taxes. Identifying federal and income taxes. Identifying F.I.C.A. Identifying property and sales taxes. Finding tax rates. Character objective: Responsible, Secure, Submissive, Sincere, Self-Controlled	
	1094	-Insurance -Premiums -Policies -Life	Listening Spoken Interaction Reading	Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	

		=Fire =Car	Written Interaction	Employing the learned material in everyday conversations. Identifying insurance, premiums and policies. Identifying types of policies.	
			Integrated Skill Combinations	Character objective: Tactful, Punctual, Tolerant, Thrifty, Thorough.	
	1095	-Use metric system to solve problems =Length, weight, volume -Compare metric system to English system -Convert English system to metric system	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying the use metric system to solve problems. Comparing the metric system to English system. Converting English system to metric system.	
			Integrated Skill Combinations	Character objective: Truthful, Virtuous, Available, Attentive, Appreciative,.	
	1096	-Positive and negative numbers -Line graph with + and – numbers plotted -Adding and subtracting = Positive to a negative =Negative to a positive =Positive to a larger negative =Positive to a smaller negative	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying positive and negative numbers. Identifying line graph with + and – numbers plotted. Identifying adding and subtracting: positive to a negative; negative to a positive and positive to a larger negative; positive to a smaller negative.	
			Integrated Skill Combinations	Character objective: Committed, Compassionate, Temperate, Confident, Concerned.	

Clasa 8-a, Nivel A2.2

Modulul tematic ”Social Studies”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1085	<ul style="list-style-type: none"> - Finding a New World -Beginnings of the America - Discovery of the Americas -Exploration and colonization of the Americas 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written Interaction Integrated Skill Combinations 	<ul style="list-style-type: none"> Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducing the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Finding a New World. Identifying the discovery of Americas, its exploration and colonization. Character objective: Considerate, Consistent, Courageous, Cooperative, Content 	
	1086	<ul style="list-style-type: none"> - From ship to shore =Preparation of colonization -Colonization of America -Institutions of colonial America 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written Interaction 	<ul style="list-style-type: none"> Understanding the general meaning of an oral message. Identifying the main ideas of a message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducing the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Learning about preparation of colonization. Learning about the colonization of America and institutions of colonial America. 	

			Integrated Skill Combinations	Character objective: Creative, Decisive, Determined, Dependable, Deferent.	
1087	<ul style="list-style-type: none"> - Birth of freedom = Colonial character. -English-French war -American War of Independence 	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.		
		Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.		
		Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.		
		Written Interaction	Employing the learned material in everyday conversations. Identifying the colonial character. Learning about the English-French war and the American War of Independence.		
		Integrated Skill Combinations	Character objective: Diligent, Discerning, Equitable, Efficient, Content		
1088	<ul style="list-style-type: none"> - From confederation to nation. - Articles of Confederation -United States Constitution. 	Listening	Understanding the general meaning of an oral message.		
		Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.		
		Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.		
		Written Interaction	Employing the learned material in everyday conversations. Learning about the passing from confederation to nation.. Learning the articles of Confederation and the United States Constitution.		
		Integrated Skill Combinations	Character objective: Fearless, Fair, Faithful, Forgiving, Flexible,		
1089		Listening	Understanding the general meaning of an oral message.		
		Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.		
		Reading	Defining the form and logical structure of non-literary text.		

		-Launching the ship of state = Federalist Era =Jeffersonian Era =Era of Good Feelings =Jacksonian Era		Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about the Federalist Era. Learning about the Jeffersonian Era. Learning about the Era of Good Feelings. Learning about the Era of Good Feelings and Jacksonian Era.	
			Integrated Skill Combinations	Character objective: Friendly, Generous, Humble, Honest, Gentle.	
	1090	-Blue versus Gray = Era of compromise - War between the States.	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about Era of compromise. Studying the war between the States.	
			Integrated Skill Combinations	Character objective: Joyful, Kind, Merciful, Meek, Loyal.	
	1091	- Road to Reunion = Reconstruction - American Expansion -Age of prosperity	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying the road to reunion. Learn about the reconstruction. Studying the American Expansion.	
			Integrated Skill Combinations	Character objective: Observant, Optimist, Perseverant, Peaceful, Patient.	

1092	<ul style="list-style-type: none"> -The good ol' days? -President William H Taft -President Benjamin Harrison -President Grover - Cleveland's second term -President William McKinley -President Theodore Roosevelt 	Listening	Understanding the general meaning of an oral message.
		Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.
		Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.
		Written Interaction	Employing the learned material in everyday conversations. Learn about presidents William H Taft and Benjamin Harrison. Learn about presidents Grover Cleveland, William McKinley, Theodore Roosevelt.
		Integrated Skill Combinations	Character objective: Persuasive, Prudent, Respectful, Resourceful, Purposeful.
1093	<ul style="list-style-type: none"> - From war to depression -President William H Taft -President Woodrow Wilson - World War I -President Warren Harding -President Herbert Hoover 	Listening	Understanding the general meaning of an oral message.
		Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.
		Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.
		Written Interaction	Employing the learned material in everyday conversations. Study about the presidents William H Taft and Woodrow Wilson Learning about First World War. Learning about presidents Warren Harding and Herbert Hoover.
		Integrated Skill Combinations	Character objective: Responsible, Secure, Submissive, Sincere, Self-Controlled
1094	<ul style="list-style-type: none"> -American Socialism and World War II -President Franklin D Roosevelt -President Franklin D Roosevelt second term 	Listening	Understanding the general meaning of an oral message.
		Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.
		Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.
		Written Interaction	Employing the learned material in everyday conversations. Studying the American Socialism and World War II.

		- World War II in Europe -World War II in the Pacific Ocean		Learning about World War II in Europe and World War II in the Pacific Ocean.	
			Integrated Skill Combinations	Character objective: Tactful, Punctual, Tolerant, Thrifty, Thorough.	
1095	- Fair Deal, New Frontier, and Great Society -President Harry S Truman -President Dwight D Eisenhower - President John F Kennedy -President Lyndon B Johnson		Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student's immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Studying Fair Deal, New Frontier, and Great Society. Studying about President John F Kennedy and President Lyndon B Johnson.	
			Integrated Skill Combinations	Character objective: Truthful, Virtuous, Available, Attentive, Appreciative,.	
1096	- From weakness to reformation -President Richard M Nixon -President Gerald R Ford - President James E Carter -President Ronald Reagan		Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context..	
			Written Interaction	Employing the learned material in everyday conversations. Studying about President Richard M Nixon, President Gerald R Ford. Studying about President James E Carter and President Ronald Reagan.	
			Integrated Skill Combinations	Character objective: Committed, Compassionate, Temperate, Confident, Concerned.	

Clasa 8-a, Nivel A2.2

Modulul tematic ”Word Building”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1085	-Dictionary skills -Cursive writing practice - a and a sound spellings -Homonyms and antonyms -Forming nouns from verbs by adding suffixes -Commonly misspelled words -Root words “tact”, “street” and “form” -Learning wise sayings	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Practicing cursive writing. Identifying homonyms and antonyms. Identifying a and a sound spellings. Identifying the forming of nouns from verbs by adding suffixes. Identifying commonly misspelled words. Learning root words “tact”, “street” and “form”.	
			Grammar	Using cursive writing. Using homonyms and antonyms. Using nouns formed from verbs by adding suffixes. Using commonly misspelled words. Using root words “tact”, “street” and “form”.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Considerate, Consistent, Courageous, Cooperative, Content	
	1086		Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	

		<ul style="list-style-type: none"> -Dictionary skills -Cursive writing practice -e and e sound spellings -Synonyms and antonyms -Syllable division rules -Commonly misspelled words -Write about three ways to show determination. -Rules for adding suffixes -Learn wise sayings - Root words “tend”, “part”, and “gener” 	Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Practicing cursive writing. Identifying e and e sound spellings. Identifying synonyms and antonyms. Identifying commonly misspelled words. Identifying the three ways to show determination. Learning words “tend”, “part”, and “gener”.	
			Grammar	Using e and e sound spellings. Using synonyms and antonyms. Using commonly misspelled words. Using the three ways to show determination. Using words “tend”, “part”, and “gener”.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Creative, Decisive, Determined, Dependable, Deferent.	
	1087	<ul style="list-style-type: none"> -Dictionary skills, -Cursive writing practice -i and i sound spellings -Syllable division rules 	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations.	

		<ul style="list-style-type: none"> -Schwa sound spelling. -Commonly misspelled words -Homonyms -Learn wise sayings -Root words “cite”, “strict”, “log”, “sist” and “sign” 		<ul style="list-style-type: none"> Practicing cursive writing. Identifying i and i sound spellings. Identifying syllable division rules. Identifying Schwa sound spelling. Identifying commonly misspelled words. Identifying homonyms. Learning root words “cite”, “strict”, “log”, “sist” and “sign”. 	
			Grammar	<ul style="list-style-type: none"> Using i and i sound spellings. Using syllable division rules. Using Schwa sound spelling. Using commonly misspelled words. Using homonyms. Using root words “cite”, “strict”, “log”, “sist” and “sign”. 	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Diligent, Discerning, Equitable, Efficient, Content.	
	1088	<ul style="list-style-type: none"> -Dictionary skills -Cursive writing practice -O and o sound spellings -Rules for adding suffixes -Forming adjectives from verbs -Commonly misspelled words -Writing about forgiveness -Learn wise sayings -Regular verb forms 	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	<ul style="list-style-type: none"> Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages. 	
			Reading	<ul style="list-style-type: none"> Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment. 	
			Written Interaction	<ul style="list-style-type: none"> Employing the learned material in everyday conversations. Practicing cursive writing. Identifying O and o sound spellings. Reviewing rules for adding suffixes Identifying how adjectives are formed from verbs. Identifying commonly misspelled words. Identifying regular verb forms. Learning root words “solve”, “pend”, “verse” and “cess”. 	
			Grammar	Using O and o sound spellings.	

		-Root words “solve”, “pend”, “verse” and “cess”		Using adjectives are formed from verbs. Using commonly misspelled words. Using regular verb forms. Using root words “solve”, “pend”, “verse” and “cess”.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Fearless, Fair, Faithful, Forgiving, Flexible.	
	1089	-Dictionary skills -Cursive writing skills - u and u sound spellings - oo and oo sound spellings -Rules for forming plural nouns -Commonly misspelled words. -Learn wise sayings. -Root words “fuse”, “hand”, “divide” and “use”	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Identifying u and u sound spellings and oo and oo sound spellings. Identifying commonly misspelled words. Learning root words “fuse”, “hand”, “divide” and “use”.	
			Grammar	Using u and u sound spellings and oo and oo sound spellings. Using commonly misspelled words. Using root words “fuse”, “hand”, “divide” and “use”.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Friendly, Generous, Humble, Honest, Gentle.	
	1090	-Dictionary skills -Cursive writing practice.	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	

		<ul style="list-style-type: none"> -Schwa sound spellings -K sound spellings -Forming nouns from verbs -Commonly misspelled words -To write about three ways others were kind to me -Learn wise sayings -Root words “spect”, “tract”, and “dict” 		<p>Identifying certain details of simple texts on the topic referred to the student’s immediate environment.</p>	
			Written Interaction	<p>Employing the learned material in everyday conversations.</p> <p>Practicing cursive writing.</p> <p>Identifying Schwa sound spellings and K sound spellings.</p> <p>Learning the forming of nouns from verbs.</p> <p>Identifying commonly misspelled words.</p> <p>Learning root words “spect”, “tract”, and “dict”.</p>	
			Grammar	<p>Using Schwa sound spellings and K sound spellings.</p> <p>Using nouns formed from verbs.</p> <p>Using commonly misspelled words.</p> <p>Using root words “spect”, “tract”, and “dict”.</p>	
			Culture	<p>Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.</p>	
			Integrated Skill Combinations	<p>Character objective: Joyful, Kind, Merciful, Meek, Loyal.</p>	
	1091	<ul style="list-style-type: none"> -Dictionary skills -Cursive writing practice -Prefixes -Rules for when c has the sounds k and s -Commonly misspelled words -Regular verb forms -Root words “cern”, “med”, and “pot” 	Listening	<p>Understanding the general meaning of an oral message.</p> <p>Identifying the main ideas of a message.</p>	
			Spoken Interaction	<p>Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.</p> <p>Adapting the strategies of producing spoken messages.</p>	
			Reading	<p>Defining the form and logical structure of non-literary text.</p> <p>Deducting the meaning of unfamiliar words from the context.</p> <p>Identifying certain details of simple texts on the topic referred to the student’s immediate environment.</p>	
			Written Interaction	<p>Employing the learned material in everyday conversations.</p> <p>Practicing cursive writing.</p> <p>Identifying prefixes.</p> <p>Identifying rules for when c has the sounds k and s .</p> <p>Identifying commonly misspelled words.</p> <p>Identifying regular verb forms.</p> <p>Learning root words “cern”, “med”, and “pot”.</p>	
			Grammar	<p>Using prefixes.</p> <p>Using rules for when c has the sounds k and s .</p>	

				Using commonly misspelled words. Using regular verb forms. Using root words “cern”, “med”, and “pot”.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Observant, Optimist, Perseverant, Peaceful, Patient.	
	1092	-Dictionary skills -Cursive writing practice - O and f sound spellings -Commonly misspelled words -Write about three ways to be respectful -Learn wise sayings -Root words “form” and “crop” -Greek word patterns	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Practicing cursive writing. Identifying O and f sound spellings. Identifying commonly misspelled words Learn root words “form” and “crop”.	
			Grammar	Using O and f sound spellings. Using commonly misspelled words Using root words “form” and “crop”.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Persuasive, Prudent, Respectful, Resourceful, Purposeful.	
	1093	Dictionary skills Cursive writing practice	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	

		<p>Ou, oi and sh sound spellings</p> <p>Suffix functions</p> <p>Commonly misspelled words</p> <p>Root words “doubt”, “loc”, “miss” and “gress”</p> <p>Learn wise sayings</p> <p>Accented and stressed syllables</p> <p>Regular verb forms</p> <p>Forming nouns from verbs</p>	<p>Reading</p> <p>Defining the form and logical structure of non-literary text.</p> <p>Deducting the meaning of unfamiliar words from the context.</p> <p>Identifying certain details of simple texts on the topic referred to the student’s immediate environment.</p>	
			<p>Written Interaction</p> <p>Employing the learned material in everyday conversations.</p> <p>Practicing cursive writing.</p> <p>Identifying Ou, oi and sh sound spellings.</p> <p>Identifying suffix functions.</p> <p>Identifying commonly misspelled words.</p> <p>Learning root words “doubt”, “loc”, “miss” and “gress”.</p> <p>Identifying accented and stressed syllables.</p> <p>Identifying regular verb forms.</p>	
			<p>Grammar</p> <p>Using Ou, oi and sh sound spellings.</p> <p>Using suffix functions.</p> <p>Using commonly misspelled words.</p> <p>Using root words “doubt”, “loc”, “miss” and “gress”.</p> <p>Using accented and stressed syllables.</p> <p>Using regular verb forms.</p>	
			<p>Culture</p> <p>Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.</p>	
			<p>Integrated Skill Combinations</p> <p>Character objective: Responsible, Secure, Submissive, Sincere, Self-Controlled</p>	
	1094	<p>-Dictionary skills</p> <p>-Cursive writing skills</p> <p>-Ur sound spellings</p> <p>-Syllable division rules</p> <p>-Suffix meanings</p> <p>-Review s sound of c</p> <p>-Learn j sound of g</p>	<p>Listening</p> <p>Understanding the general meaning of an oral message.</p>	
			<p>Spoken Interaction</p> <p>Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.</p> <p>Adapting the strategies of producing spoken messages.</p>	
			<p>Reading</p> <p>Defining the form and logical structure of non-literary text.</p> <p>Deducting the meaning of unfamiliar words from the context.</p> <p>Identifying certain details of simple texts on the topic referred to the student’s immediate environment.</p>	
			<p>Written Interaction</p> <p>Employing the learned material in everyday conversations.</p> <p>Practicing cursive writing.</p> <p>Identifying Ur sound spellings.</p> <p>Identifying syllable division rules.</p>	

		<ul style="list-style-type: none"> -Commonly misspelled words -Write about three ways to accept others with whom I do not agree -Root words “vert”, “serve” and “leg” -Learn wise sayings -Further/farther -Semaphore alphabet code -Accented and stressed syllables 		<ul style="list-style-type: none"> Identifying suffix meanings. Reviewing s sound of c. Learning j sound of g . Identifying commonly misspelled words. Learning root words “vert”, “serve” and “leg”. Identifying semaphore alphabet code. Identifying accented and stressed syllables. 	
			Grammar	<ul style="list-style-type: none"> Using Ur sound spellings. Using syllable division rules. Using suffix meanings. Using s sound of c. Using j sound of g . Using commonly misspelled words. Using root words “vert”, “serve” and “leg”. Using semaphore alphabet code. Using accented and stressed syllables. 	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Tactful, Punctual, Tolerant, Thrifty, Thorough.	
	1095	<ul style="list-style-type: none"> -Dictionary skills -Cursive writing practice -Rule for j sounds of g and d -Rule for k sound of ch -Ch sound spellings -Forming noun plurals -Commonly misspelled words 	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	<ul style="list-style-type: none"> Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages. 	
			Reading	<ul style="list-style-type: none"> Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment. 	
			Written Interaction	<ul style="list-style-type: none"> Employing the learned material in everyday conversations. Practicing cursive writing. Identifying the rule for j sounds of g and d andfor k sound of ch. Identifying Ch sound spellings Learning the forming noun plurals. Identifying commonly misspelled words. 	

		-Root words “gener”, “merge” and “punct” -Learn wise sayings -Accented and stresses syllables		Learning root words “gener”, “merge” and “punct”. Identifying accented and stresses syllables.	
			Grammar	Using rule for j sounds of g and d and for k sound of ch . Using Ch sound spellings Using the forming noun plurals. Using commonly misspelled words. Using root words “gener”, “merge” and “punct”. Using accented and stresses syllables.	
			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Truthful, Virtuous, Available, Attentive, Appreciative.	
	1096	-Dictionary skills -Cursive writing practice -Forming noun plurals -Words with two plural spellings -Words of Spanish and French origin -Commonly misspelled words -Root word “flex” -Regular verb forms -Accented and stresses syllables -Write about temperance	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Adapting the strategies of producing spoken messages.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context. Identifying certain details of simple texts on the topic referred to the student’s immediate environment.	
			Written Interaction	Employing the learned material in everyday conversations. Practicing cursive writing. Identifying the forming of noun plurals. Identifying words with two plural spellings and words of Spanish and French origin. Identifying commonly misspelled words. Learning root word “flex”. Identifying accented and stresses syllables.	
			Grammar	Using the forming of noun plurals. Using words with two plural spellings and words of Spanish and French origin. Using commonly misspelled words. Using root word “flex”. Using accented and stresses syllables.	

			Culture	Identifying and respecting the norms of verbal and nonverbal communication while interacting in written form.	
			Integrated Skill Combinations	Character objective: Committed, Compassionate, Temperate, Confident, Concerned.	

Clasa 8-a, Nivel A2.2

Modulul tematic ”Science”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units	Notes
	1085	<ul style="list-style-type: none"> -Earth and its neighbors. -Earth in space -Planets of the solar system -Sun’s effect on Earth 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written Interaction Integrated Skill Combinations 	<ul style="list-style-type: none"> Understanding the general meaning of an oral message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducing the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Learning about earth and its neighbors. Learning about Earth in space. Identifying planets of the solar system. Identifying sun’s effect on Earth. Character objective: Considerate, Consistent, Courageous, Cooperative, Content 	
	1086	<ul style="list-style-type: none"> -Foundations of the world -Earth’s layers -Types of rocks in the crust -Topography of Earth’s crust. 	<ul style="list-style-type: none"> Listening Spoken Interaction Reading Written Interaction 	<ul style="list-style-type: none"> Understanding the general meaning of an oral message. Identifying the main ideas of a message. Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor. Defining the form and logical structure of non-literary text. Deducing the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying foundations of the world. Identifying earth’s layers. Identifying types of rocks in the crust. Identifying topography of Earth’s crust. 	

			Integrated Skill Combinations	Character objective: Creative, Decisive, Determined, Dependable, Deferent.	
	1087	-Earth- the Blue Planet - Structure of the hydrosphere -Oceanography.	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about Earth- the Blue Planet. Identifying the structure of the hydrosphere. Learning about oceanography.	
			Integrated Skill Combinations	Character objective: Diligent, Discerning, Equitable, Efficient, Content	
	1088	- Earth's atmosphere -The atmosphere's makeup -The atmosphere measurement qualities	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about Earth's atmosphere Learning about Earth's atmosphere measurement qualities.	
			Integrated Skill Combinations	Character objective: Fearless, Fair, Faithful, Forgiving, Flexible,	
	1089	-Meteorology-the study of weather and climate	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	

		-Weather factors -Weather forecasting -Climates	Written Interaction	Employing the learned material in everyday conversations. Learning about meteorology. Learn about weather factors, forecasting and climates.	
			Integrated Skill Combinations	Character objective: Friendly, Generous, Humble, Honest, Gentle.	
	1090	- Earthquakes =Causes of = Measurement of =Results of	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about earthquakes and its causes. Learn about the measurement and results of earthquakes.	
			Integrated Skill Combinations	Character objective: Joyful, Kind, Merciful, Meek, Loyal.	
	1091	-World at your fingertips - Topography of the world -Mapping of the world	Listening	Understanding the general meaning of an oral message. Identifying the main ideas of a message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning the topography of the world.	
			Integrated Skill Combinations	Character objective: Observant, Optimist, Perseverant, Peaceful, Patient.	
	1092	-Earth's buried resources	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text.	

		-Understanding mineral resources -Classifying mineral resources -Using mineral resources -Appreciating mineral resources		Deducting the meaning of unfamiliar words from the context. Employing the learned material in everyday conversations. Identifying Earth's buried resources. Learn to use and appreciate mineral resources.	
			Written Interaction		
			Integrated Skill Combinations	Character objective: Persuasive, Prudent, Respectful, Resourceful, Purposeful.	
	1093	-Creation -Wonders of -Cycles of -Resources of	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about the creation.	
			Integrated Skill Combinations	Character objective: Responsible, Secure, Submissive, Sincere, Self-Controlled.	
	1094	- Changing Earth's face -Weathering and erosion -Soil formation - Soil conservation Mass land movement Glaciations	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about weathering and erosion; soil formation. Studying soil conservation, mass land movement and glaciations.	
			Integrated Skill Combinations	Character objective: Tactful, Punctual, Tolerant, Thrifty, Thorough.	
	1095		Listening	Understanding the general meaning of an oral message.	

		<ul style="list-style-type: none"> - Earth in space =The stars =Telescopes =Unusual stars =Purpose of the stars =Messages of the stars 	Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Learning about Earth in space. Identifying stars. Identifying telescopes. Identifying unusual stars. Identifying the purpose of stars. Identifying the messages of stars.	
			Integrated Skill Combinations	Character objective: Truthful, Virtuous, Available, Attentive, Appreciative,.	
	1096	<ul style="list-style-type: none"> - In the beginning- God -Proofs of creation - Proofs of the flood 	Listening	Understanding the general meaning of an oral message.	
			Spoken Interaction	Participating in oral conversations on a familiar topic and producing responses to simple direct questions, repeated or reformulated by a cooperative interlocutor.	
			Reading	Defining the form and logical structure of non-literary text. Deducting the meaning of unfamiliar words from the context.	
			Written Interaction	Employing the learned material in everyday conversations. Studying about God in the beginning and proofs of creation.	
			Integrated Skill Combinations	Character objective: Committed, Compassionate, Temperate, Confident, Concerned.	

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1097	History of language Thesaurus Concordance Encyclopedia Outlining	Written Interaction Grammar Reading Listening Evaluation	Writing a biographical sketch Eight parts of speech Identifying the general meaning of an oral message Testing the knowledge and skills acquired in this PACE
	1098	Noun functions Review of outlining	Written Interaction Grammar Reading Evaluation	Writing with nouns Writing a biographical sketch Singular and plural possessive nouns Selecting information from the text to perform structured work task Testing the knowledge and skills acquired in this PACE
	1099	Action/linking verbs Transitive/intransitive verbs	Written Interaction Grammar Reading Evaluation	Writing with verbs Active/passive voice Troublesome verbs Deducing the meaning of unfamiliar words from the context Testing the knowledge and skills acquired in this PACE
	1100	Review of verbs Principal parts of verbs Emphatic mood	Reading Written Interaction Grammar Evaluation	Reading and analyzing <i>The Swiss Family Robinson</i> Reducing the text to its essential idea Tenses of verbs Progressive form Testing the knowledge and skills acquired in this PACE

1101	Elements of the short story and the novel <i>Robinson</i> Figures of speech Chronological order, spatial order, and order of importance	Reading Written Interaction Grammar Evaluation	Reading and analyzing <i>The Swiss Family</i> Arranging relevant information from a text on a familiar issue Pronouns Testing the knowledge and skills acquired in this PACE
1102	Subject-verb agreement	Grammar Written Interaction Evaluation	Identifying the parts of speech in the context: Adjectives, Adverbs, Phrases, Clauses, Interjections, Conjunctions Transferring the information from text referred to the field of specialization in various forms of presentation Testing the knowledge and skills acquired in this PACE
1103	Verbals Punctuation	Written Interaction Evaluation	Letter writing Editing own texts and other functional complex structured texts, in terms of grammar, punctuation rules, vocabulary, spelling and the use of logical connectors Testing the knowledge and skills acquired in this PACE
1104	Review of punctuation Sentences Sentence fragments Run-on sentences	Grammar Evaluation	Capitalization rules Simple, compound, and complex sentences Testing the knowledge and skills acquired in this PACE
1105	Phrases	Grammar Evaluation	Review of the eight parts of speech

		Clauses Poetry		Testing the knowledge and skills acquired in this PACE
	1106	Poetry Seven basic sentence patterns	Grammar Written Interaction Evaluation	Diagramming simple sentences Writing skills in comparison and contrast Testing the knowledge and skills acquired in this PACE
	1107	Review of the basic sentence patterns Review of diagramming simple sentences Parts of a book Using the library Introduction to <i>Twice Freed</i>	Grammar Reading Evaluation	Diagramming compound and complex Sentences Defining unknown vocabulary in context, determining the basic meaning of the words Testing the knowledge and skills acquired in this PACE
	1108	Reading and analyzing <i>Twice Freed</i> Exposition, complication, and resolution of story plots	Reading Evaluation	Defining unknown vocabulary in context, determining the basic meaning of the words Answering essay questions Learning new vocabulary words Testing the knowledge and skills acquired in this PACE

Clasa 9-a, Nivel B 1

Modulul tematic ”Etymology”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1097	Syllable division rules Meanings of the roots "tract," "pose," and "ject"	Written Interaction Reading Spoken Interaction Evaluation	Spelling words that come from the root "ject" Spellings for the a, a, a, and a sound Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1098	Words with ie and ei « Meaning of the roots "tempt," "dense," "heri," "grave," and "act"	Written Interaction Reading Spoken Interaction Evaluation	Spelling for the ě and ě sound Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1099	Function of the suffixes ment and ness Meanings of the roots "fine," "past," and	Written Interaction	Spellings for the I and I sound Spelling the words that come from the root "part"

		"scribe," or "script"	Reading Spoken Interaction Evaluation	Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1100	Meanings and functions of certain prefixes and suffixes Meanings of the roots "prove" or "probe," "solve" or "sol," and "rupt" or "route"	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the o, 6, and 6 sounds Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1101	Review of homonyms, synonyms, and antonyms Functions of certain suffixes Meanings of the roots "pulse," "pel" or "peal"; "equ" or "equi"; and "pli," "ply," or "play"	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the u, u, and oo sound Spelling words that come from the root "pli," "ply" or "play" Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language

				Testing the knowledge and skills acquired in the course of this PACE
	1102	Meanings of the roots "nounce" or "nunci"; "posse" or "pot"; and "man," "mani," or "manu"	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the do, ou, and oi sounds Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1103	Meanings of the roots "duct," "ped," and "sure" or "cure"	Written Interaction Reading Spoken Interaction Evaluation	Spellings for the schwa sound Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
	1104	Meanings of the roots "merge" or "merse," "fide," and "diet"	Written Interaction Reading Spoken Interaction Evaluation	Spelling for ur sound Spelling words that come from the root "diet" Copying words, phrases and sentences according to written models Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE

1105	Examining compound nouns Function of the suffix ation Meanings of the roots "port" and "form"	Written Interaction Reading Spoken Interaction Evaluation	Spelling words that come from the root "form" Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
1106	Words with silent letter * Meanings of the root "tect" or "tech" and "gress"	Written Interaction Reading Spoken Interaction Evaluation	Spelling words that come from the root "gress" Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written model Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE
1107	Practice in forming the plurals of nouns Understanding the word etymolo	Written Interaction Reading Spoken Interaction	Spelling words that come from the root "miss," "mit," or "mess" Reproducing Symbols of phonetic script Copying words, phrases and sentences according to written models

		<p>gies Meanings of the roots "vise" or "vey"; "sign"; and "miss," "mit," or "mess"</p>	Evaluation	<p>Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE</p>
	1108	<p>Meanings of the roots "voc"; "verse"; and "pens," "pend," or "pond" Understanding of word etymologies</p>	<p>Written Interaction Reading Spoken Interaction Evaluation</p>	<p>Spelling for the sh sound Spelling words that come from the root "pens," "pend," or "pond" Copying words, phrases and sentences according to written models Reproducing Symbols of phonetic script Recognizing the meaning of the words from sentences and definitions Reproducing 60 new words with certain intonation patterns and other phenomena specific to the English language Testing the knowledge and skills acquired in the course of this PACE</p>

		Types of polygons Angles of polygons Types of quadrilaterals Section Two Theorems concerning parallelograms Section Three Rectangles, rhombuses, squares, and trapezoids	Evaluation	Using the qualities of different geometric shapes in problems' solution Practical application of knowledge and skills acquired while studying this PACE
	1113	Loci and Circles Section One Locus Section Two Circumference and area of circles Central angles and arcs Arcs and chords Section Three Tangents Theorems of tangency	Written Interaction Evaluation	Identifying of different geometric shapes Using the qualities of different geometric shapes in problems' solution Practical application of knowledge and skills acquired while studying this PACE
	1114	Measurements of angles in a circle Section One Inscribed and circumscribed polygons An inscribed angle and its measure Section Two Angles formed by a tangent and a secant Angle between two secants intersecting within a circle Angles formed by two secants, two tangents, or a tangent and a secant Section Three Circle constructions	Written Interaction Evaluation	Identifying of different geometric shapes Using the qualities of different geometric shapes in problems' solution Practical application of knowledge and skills acquired while studying this PACE
	1115	Inequalities Section One Exterior Angle Theorem Section Two Triangle Inequality Corollary Hinge Theorem Converse of the Hinge Theorem Section Three Inequalities in Circles e	Written Interaction Evaluation	Using the qualities of geometric shapes Developing the algorithm of geometric problems' solving Practical application of knowledge and skills acquired while studying this PACE
	1116	Ratios and Proportions Section One Ratios Proportions and properties of proportions Similar polygons	Written Interaction Evaluation	Constructing proportional segments Using the proper terminology Solving of the geometric problems

		Section Two Similar polygons (continued) Segment proportionality Section Three Angle bisection and proportionality		Practical application of knowledge and skills acquired while studying this PACE
1117		Similar Polygons Section One Similar Polygons 1. angles equal 2. lines proportional Section Two Similar Polygons sides proportional Section Three Similar polygons	Written Interaction Evaluation	Using the proper terminology Solving of the geometric problems Practical application of knowledge and skills acquired while studying this PACE
1118		Areas of Polygons Section One Rectangle, parallelogram, triangle, equilateral triangle Section Two Rhombus, trapezoid, irregular polygons, similar triangles, similar polygons, triangles, Pythagorean theorem Section Three Pyramid, cone, cylinder, prism, sphere	Written Interaction Evaluation	Using the proper terminology Solving the geometric problems Practical application of knowledge and skills acquired while studying this PACE
1119		Regular Polygons and Measurement of the Circle Section One Inscribed and circumscribed circles Theorems about regular polygons Section Two Constructions: Inscribe as square, regular hexagon, equilateral triangle, other regular polygons Theorems about regular polygons Section Three Measurement of the circle	Written Interaction Evaluation	Using the proper terminology Solving of the geometric problems Practical application of knowledge and skills acquired while studying this PACE
1120		Transformations Section One Reflections	Written Interaction	Using the proper terminology Solving of the geometric problems

	<p>Reflections Across a Point Isometries Applications of Reflection Section Two Translations Rotations Glide Reflections Section Three Symmetry Dilations Properties of Dilations</p>	<p>Evaluation</p>	<p>Modeling of different reflections, rotations and symmetry Practical application of knowledge and skills acquired while studying this PACE</p>
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Clasa 9-a, Nivel B 1

Modulul tematic ”Biology”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1097	Birds Feathers Major body structures Body systems and functions Groups (types)	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1098	Mammals Characteristics Body systems Migration and hibernation Types Importance	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students’ native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1099	Fish, Amphibians, and Reptiles Fish Characteristics Types Amphibians	Reading	Identifying the main ideas of the text (silent reading)

		<p>Common characteristics Types Reptiles Common characteristics Types Dinosaurs Scientific proof for Creation of fish, amphibians, and reptiles</p>	<p>Spoken Interaction Evaluation</p>	<p>Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE</p>
	1100	<p>Sponges, Coelenterates, Mollusks, and Echinoderms Sponges Characteristics Body structures and functions Reproduction Coelenterates Characteristics Body structures and functions Reproduction Echinoderms Body structures and functions Types Characteristics and life processes Scientific proof for Creation of invertebrates</p>	<p>Reading and Spoken Interaction Written Interaction Evaluation</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE</p>
	1101	<p>Worms and Arthropods Segmented worms Earthworms Marine worms Leeches Flatworms Planarians Tapeworms Flukes Roundworms Arthropods Spiders Other arachnids Crustaceans Centipedes and millipedes Insects</p>	<p>Reading Spoken Interaction Evaluation</p>	<p>Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE</p>

	1102	Plants Characteristics Binomial nomenclature classification Vascular plants Leaves Stems and roots Flowers Reproduction Nonvascular plants	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1103	Microorganisms Protists Algae Protozoa Fungi Microscope Cell theory Plant cells Animal cells Bacteria and viruses	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1104	Man: Skin, skeleton, and muscles Integumentary system Function Layers of skin Structures Skeleton Function Major bones Structure of bones Types of joints Muscles Types and functions Action	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement

				Testing the knowledge and skills acquired in this PACE
1105	<p>Man: Nerves, circulation, and respiration</p> <p>Nerves</p> <p>Organs of central nervous system</p> <p>The brain</p> <p>Neurons</p> <p>Sensory organs</p> <p>Drugs</p> <p>Circulation</p> <p>Heart</p> <p>Veins, arteries, capillaries</p> <p>Blood</p> <p>Red and white blood cells and platelets</p> <p>Blood types</p> <p>Organs</p> <p>Phases</p>	<p>Reading and Spoken Interaction</p> <p>Written Interaction</p> <p>Evaluation</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement</p> <p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p> <p>Applying spelling and grammar rules while writing sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>	
1106	<p>Man: Nutrition and growth</p> <p>Digestive system</p> <p>Nutrients</p> <p>Sugars</p> <p>Vitamins</p> <p>Food groups</p> <p>Sweat glands and kidneys</p> <p>Exocrine and endocrine glands</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Evaluation</p>	<p>Identifying the main ideas of the text (silent reading)</p> <p>Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words</p> <p>Selecting information from several texts to perform a structured work task</p> <p>Identifying the global meaning of the text, formulating the main idea in a statement</p> <p>Testing the knowledge and skills acquired in this PACE</p>	
1107	<p>Man: Reproduction, genetics, and embryology</p> <p>Reproduction</p> <p>Steps of mitosis</p> <p>Difference between mitosis and meiosis</p> <p>Reproduction</p> <p>Abortion</p> <p>Genetics</p> <p>Inheritance of physical traits</p> <p>Applied genetics</p>	<p>Reading and Spoken Interaction</p> <p>Written Interaction</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement</p> <p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p>	

		Refuting mutations as a basis for theory of evolution Embryology	Evaluation	Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1108	Ecology and Conservation Earth's pre-Flood environment Major biomes of Earth Ecological succession Biotic and abiotic factors Modern environmental problems Pollution Endangered species	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE

Clasa 9-a, Nivel B 1

Modulul tematic ”Algebra”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1097	Definitions of algebra, signs of operation, algebraic expressions Exponents, radical signs, powers, and roots Positive and negative numbers Adding Subtracting Multiplying Dividing	Written Interaction Evaluation	Recognizing algebraic signs, positive and negative numbers, etc. Stating numerical relationships Practical application of knowledge and skills acquired while studying this PACE
	1098	Equations with parentheses Word problems	Written Interaction Evaluation	Transposing terms in algebraic equations Cancelling terms in algebraic equations Simplifying equations by multiplying or dividing Practical application of knowledge and skills acquired while studying this PACE
	1099	Review of monomials Addition—subtraction Multiplication— division Polynomials in proper order Addition—subtraction Multiplication—division Review of basic math and algebra	Written Interaction Evaluation	Using proper algebraic expressions Recognizing monomials, polynomials Practical application of knowledge and skills acquired while studying this PACE
	1100	Algebraic symbols Polynomials Binomials Trinomial	Written Interaction Evaluation	Using parentheses, brackets, and braces in algebra Multiplying polynomials horizontally Recognizing the difference of two squares Factoring the difference of two squares Recognizing a perfect square

				trinomial Factoring a perfect square trinomial Factoring polynomials Practical application of knowledge and skills acquired while studying this PACE
	1101	Algebraic fractions Reducing—simplifying Addition—subtraction Multiplication—division Word problems Review of basic math and algebra	Written Interaction Evaluation	Simplifying complex fractions Substituting numerical values and simplifying Solving and proving fractional equations Practical application of knowledge and skills acquired while studying this PACE
	1102	Simple simultaneous equations Addition, substitution, subtraction Algebraic graphs Linear equations Inconsistent and dependent equations Word Problems Review of basic math shortcuts for multiplying and dividing	Written Interaction Evaluation	Using linear graphs Practical application of knowledge and skills acquired while studying this PACE
	1103	Equations with one unknown Recognizing Solving Graphing Compound inequalities Solving with two unknowns Solving Graphing Review of basic math (including percents)	Written Interactions Evaluation	Recognizing sets and subsets Stating the union and intersection of sets Using Venn diagrams Graphing Inequalities Practical application of knowledge and skills acquired while studying this PACE
	1104	Review of basic math	Written Interactions	Multiplying and dividing terms with exponents Using terms with a zero exponent Changing terms with negative exponents to terms with positive exponents Finding roots and powers of expressions

			Evaluation	Using fractional exponents * Simplifying radical terms Finding square roots Using the Pythagorean Theorem Practical application of knowledge and skills acquired while studying this PACE
	1105	Radical equations Incomplete quadratic equations Quadratic equations Factoring Quadratic formula Word problems Review of basic math	Written Interactions Evaluation	Completing the square Practical application of knowledge and skills acquired while studying this PACE
	1106	Averages, percent, and interest Area and volume Numbers and quantities Solve and check Review basic algebra	Written Interactions Evaluation	Translating word problems to algebraic equations Practical application of knowledge and skills acquired while studying this PACE
	1107	Ratio and proportion Relationship between variables in formulas About work About money About mixtures	Written Interactions Evaluation	Stating and solving problems Evaluating formulas Practical application of knowledge and skills acquired while studying this PACE
	1108	Review of concepts taught in Algebra PACEs 1097-1107	Written Interactions Evaluation	Comprehensive Final Test Practical application of knowledge and skills acquired while studying this PACE

Clasa 10-a, Nivel B 1

Modulul tematic ”Algebra”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1121	A review of set theory and an introduction to real number axioms and applications	Written Interaction Evaluation	Solving and proving axioms and applications Practical application of knowledge and skills acquired while studying this PACE
	1122	Arithmetic and geometric sequences and series, and sentences with one variable	Written Interaction Evaluation	Solving and proving arithmetic and geometric sequences and series, and sentences with one variable Practical application of knowledge and skills acquired while studying this PACE
	1123	A study of linear equations and graphs	Written Interaction Evaluation	Solving by linear combinations and substitutions. Practical application of knowledge and skills acquired while studying this PACE
	1124	A study of multiplying polynomials and factoring	Written Interaction Evaluation	Factoring monomials, squares, groups, and open sentences Practical application of knowledge and skills acquired while studying this PACE
	1125	A study of fractions and operations, fractions and equations, and rational numbers as decimals.	Written Interaction Evaluation	Simplifying complex fractions Substituting numerical values and simplifying Solving and proving fractional equations Practical application of knowledge and skills acquired while studying this PACE

	1126	A study of first and second degree functions.	Written Interaction Evaluation	Solving of first and second degree functions. Practical application of knowledge and skills acquired while studying this PACE
	1127	A study of radicals and a study of complex numbers.	Written Interaction Evaluation	Operating with radicals and complex numbers. Practical application of knowledge and skills acquired while studying this PACE
	1128	A study of quadratic equations, quadratic solutions, and polynomial functions.	Written Interaction Evaluation	Operating with quadratic equations, quadratic solutions, and polynomial functions. Practical application of knowledge and skills acquired while studying this PACE
	1129	A study of quadratic relations, conic sections (parabolas and hyperbolas) and quadratic systems.	Written Interaction Evaluation	Constructing parabolas and hyperbolas and operating quadratic systems. Practical application of knowledge and skills acquired while studying this PACE
	1130	A study of computations, exponential functions, logarithms and antilogarithms	Written Interaction Evaluation	Operating with of computations, exponential functions, logarithms and antilogarithms Practical application of knowledge and skills acquired while studying this PACE
	1131	A study of permutations, combinations, binomial expansions, and probability.	Written Interaction Evaluation	Operating with of permutations, combinations, binomial expansions, and probability. Practical application of knowledge and skills acquired while studying this PACE
	1132	A study of matrices and their properties, determinants of equations, and systems of equations.	Written Interaction Evaluation	Solving different kinds of equations. Practical application of knowledge and skills acquired while studying this PACE

Clasa 10-a, Nivel B 1

Modulul tematic ”English”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1109	Four kinds of paragraphs	Written Interaction Evaluation	Developing paragraphs using facts, reasons, and details Writing each kind of paragraph Testing the knowledge and skills acquired in this PACE
	1110	Characteristics of a biography Biography— <i>God's Tribesman</i>	Written Interaction Grammar Evaluation	Writing a biography Rules for capitalization, quotation, and commas Essay questions Testing the knowledge and skills acquired in this PACE
	1111	Review of capitalization and punctuation rules Review of outlining	Grammar Evaluation	Rules for forming plural nouns and possessive nouns Testing the knowledge and skills acquired in this PACE
	1112	Review of parts of speech and noun functions Principal parts of regular and irregular verbs	Grammar Evaluation	Identifying Simple subject Simple predicate Complete subject Complete predicate Identifying and forming the six tenses Conjugating a verb in all six tenses The progressive form and the emphatic form Testing the knowledge and skills acquired in this PACE

	1113	Kinds, functions, and voices of verbs Subject-verb agreement	Written Interaction Grammar Evaluation	Writing a bibliography Using troublesome verb pairs Nouns and their functions Pronouns and how they function Testing the knowledge and skills acquired in this PACE
	1114	13 Parts of speech Noun functions Characteristics of adjectives and adverbs Word etymologies	Written Interaction Grammar Evaluation	Writing a bibliography Degrees of comparison for adjectives and adverbs Prepositional phrases and clauses Interjections and conjunctions Testing the knowledge and skills acquired in this PACE
	1115	Parts of a book Setting, plot, and characters of <i>The Hiding Place</i> Principal parts of verbs and verbals	Written Interaction Evaluation	Examining the author's style Identifying Participles Gerunds Infinitives Diagramming verbals and verbal phrases Using participles in writing Testing the knowledge and skills acquired in this PACE
	1116	Review of chapters 2-7 of <i>The Hiding Place</i> New words Meaning Pronunciation Etymology Review of verbals and lively verbs Characteristics of biographies and autobiographies. Essay questions about <i>The Hiding Place</i>	Written Interaction Evaluation	Answering questions Using new words in writing Reading of chapters 8-15 of <i>The Hiding Place</i> ; Testing the knowledge and skills acquired in this PACE

	1117	Review of characteristics of biographies and autobiographies Review of function and structure of sentences Review of parts of speech Review of phrases and clauses	Written Interaction Evaluation	Writing a chapter of student's autobiography Testing the knowledge and skills acquired in this PACE
	1118	Review of parts of speech and noun function Review of seven basic sentence patterns	Written Interaction Grammar Evaluation	Answering essay questions Identifying sentence patterns Diagramming simple and complex sentences Testing the knowledge and skills acquired in this PACE
	1119	Using the library Using reference books Reader's Guide to Periodical Literature Note cards and source cards	Written Interaction Evaluation	Using source cards to write a bibliography Testing the knowledge and skills acquired in this PACE
	1120	Purpose and types of newspaper articles Form and purpose of social letters Form and purpose of business letters	Written Interaction Evaluation	Writing newspaper articles Writing a social letter Writing a letter of application Testing the knowledge and skills acquired in this PACE

Clasa 10-a, Nivel B 1

Modulul tematic ”World Geography”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1097	The Beginning Creation and the Fall The Flood The Postdiluvian Earth Seasons and Climates A Challenge	Reading Spoken Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students’ native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1098	The Blue Planet Earth— Man's Home The Hydrospher e The Lithosphere Earth's Resources Earth on Paper	Reading Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students’ native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1099	Africa—Land of Contrasts Northern Africa Sub- Saharan	Reading	Identifying the general meaning of the text; formulating the main idea in a statement

		Africa Madagascar	Spoken Interaction Evaluation	Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1100	Canada—The True North, Strong and Free Geographical Regions Maritime Provinces Canadian Shield Provinces Prairie Provinces Pacific Rim Provinces The Far North	Reading Spoken Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1101	The United States—From Sea to Shining Sea Climate Geographical Regions Political Regions	Reading Spoken Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1102	Latin America—A Vast and Varied Land Mexico	Reading	Identifying the general meaning of the text; formulating the main idea in a statement

		Central America South America The West Indies	Spoken Interaction Evaluation	Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1103	The Arctic, Greenland, Iceland, and Antarctica—Lands of the Midnight Sun	Reading Spoken Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1104	Western Europe—Land of Castles and Kings The British Isles Scandinavia The Baltic Nations The Low Countries Central Europe * The Alpine Nations The Iberian Nations The Mediterranean Nations	Reading Spoken Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1105	Eastern Europe and Northern Asia—Lands Both Old and New Eastern Europe	Reading	Identifying the general meaning of the text; formulating the main idea in a statement

		<p>Russia Georgia Azerbaijan Kazakhstan Northern Asia Mongolia Korea Japan</p> <p>Turkmenistan Uzbekistan Kyrgyzstan Tajikistan China Singapore Hong Kong</p>	<p>Spoken Interaction</p> <p>Evaluation</p>	<p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p> <p>Applying spelling and grammar rules while writing sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>
	1106	<p>Southern Asia—Land of Mystery</p> <p>Afghanistan Pakistan India Maldives and Sri Lanka Nepal Bhutan Bangladesh Burma Thailand Indochina</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Evaluation</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement</p> <p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p> <p>Applying spelling and grammar rules while writing sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>
	1107	<p>South Pacific—Island Paradises</p> <p>Australia New Zealand The South Pacific</p> <p>Kuwait Yemen Jordan Israel Saudi Arabia and Bahrain</p>	<p>Reading</p> <p>Spoken Interaction</p> <p>Evaluation</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement</p> <p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p> <p>Applying spelling and grammar rules while writing sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>

	1108	Middle East- Turkey Syria Iran Iraq	Reading Spoken Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
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Clasa 10-a, Nivel B 1

Modulul tematic ”World History”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1	Introduction to history: the definition of history, tasks of historians, tools of history	Reading Written Interaction Spoken Interaction Evaluation	Answering the questions Identifying the unknown words’ definition from context Completing the statements with proper words and dates Comparing of tools of history Testing the knowledge and skills acquired in this PACE
	2	A study of the Ancient Near East; earliest civilizations, Mesopotamia, Egypt, and Palestine	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words’ definition from context Completing the statements with proper words and dates Talking about earliest civilizations Testing the knowledge and skills acquired in this PACE
	3	A study of the Ancient Greece: the Persian wars, Golden Age, and Hellenistic Age	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words’ definition from context Completing the statements with proper words and dates Talking about Ancient Greece civilization Testing the knowledge and skills acquired in this PACE

4	A study of the Romans: The Republic, the Empire, and Roman culture	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about Roman civilization Testing the knowledge and skills acquired in this PACE
5	A study of the rise of Christian Europe: the Germanic barbarians, the Byzantine Empire, and Islam	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about Christian Europe Testing the knowledge and skills acquired in this PACE
6	A study of feudal Europe: The Franks and Charlemagne, and the feudal system	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about feudal Europe Testing the knowledge and skills acquired in this PACE
7	A study of High Middle Ages: economic achievements, the Crusades, and medieval culture and politics	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about High Middle Ages Testing the knowledge and skills acquired in this PACE

	8	A study of Renaissance: problems in the Roman church, the rise of individualism, and the achievements and participants of the Renaissance	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about Renaissance epoch Testing the knowledge and skills acquired in this PACE
	9	A study of Reformation: Martin Luther and German Reformation, Zwingli and Calvin of the Swiss Reformation, and Henry VII and the English Reformation	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about epoch of Reformation Testing the knowledge and skills acquired in this PACE
	10	A study of New Science: the achievements of science from Renaissance through the Reformation	Reading Spoken Interaction Evaluation	Answering the questions Identifying the unknown words' definition from context Completing the statements with proper words and dates Talking about achievements of science from Renaissance through the Reformation Testing the knowledge and skills acquired in this PACE

Clasa 10-a, Nivel B 1

Modulul tematic ”World History”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1109	Introduction to the history of Biological science and the scientific method	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1110	An introduction to the chemistry of biology; inorganic chemistry, organic chemistry, and biochemistry	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students’ native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1111	A study of cell structures and genetics: the cell, biogenesis, heredity, and embryology	Reading	Identifying the main ideas of the text (silent reading)

			Spoken Interaction Evaluation	Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1112	A study of classification: its history, systems, and problems	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1113	A study of the protista: algae, molds, fungi, viruses, bacteria, and protozoa	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1114	A study of plants: lower plants (mosses,	Reading	Identifying the main ideas of the text (silent reading)

		etc.), higher plants, (ferns, seed plants, flowering plants), photosynthesis, and plant organs	Spoken Interaction Evaluation	Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1115	A study of invertebrates: coelenterate, platyhelminthes, mollusca, annelid, ehnodermata, and arthropoda	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1116	A study of vertebrates: agnatha, chondrichthyes, osteichthyes, amphibia, reptilian, aves, and mammalia	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE

1117	A study of the human body systems: the integumentary, skeletal, muscular, and nervous systems	<p>Reading and Spoken Interaction</p> <p>Written Interaction</p> <p>Evaluation</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement</p> <p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p> <p>Applying spelling and grammar rules while writing sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>
1118	A study of the human body systems: circulatory, respiratory, digestive, excretory, and reproductive systems	<p>Reading</p> <p>Spoken Interaction</p> <p>Evaluation</p>	<p>Identifying the main ideas of the text (silent reading)</p> <p>Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words</p> <p>Selecting information from several texts to perform a structured work task</p> <p>Identifying the global meaning of the text, formulating the main idea in a statement</p> <p>Testing the knowledge and skills acquired in this PACE</p>
1119	A study of the facts of Creation and a critical examination of the theory of evolution	<p>Reading and Spoken Interaction</p> <p>Written Interaction</p> <p>Evaluation</p>	<p>Identifying the general meaning of the text; formulating the main idea in a statement</p> <p>Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials</p> <p>Spelling words from the standard vocabulary</p> <p>Applying spelling and grammar rules while writing sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>

	1120	A study of ecology and conservation – environment, habitats, community, natural cycles, environmental problems, and solutions	<p>Reading</p> <p>Spoken Interaction</p> <p>Evaluation</p>	<p>Identifying the main ideas of the text (silent reading)</p> <p>Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words</p> <p>Selecting information from several texts to perform a structured work task</p> <p>Identifying the global meaning of the text, formulating the main idea in a statement</p> <p>Testing the knowledge and skills acquired in this PACE</p>
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Clasa 11-a, Nivel B 1+

Modulul tematic ”English”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1121	Evaluating literature American literature- Colonial Period Identifying Complete sentences Sentence fragments Run-on sentences Rules for subject-verb agreement	Written Interaction Grammar Reading Listening Evaluation	Writing a biographical sketch Eight parts of speech Identifying the general meaning of an oral message Testing the knowledge and skills acquired in this PACE
	1122	American literature- Period of Independence Verbs Kinds Tenses Functions Voices Moods	Written Interaction Grammar Reading Evaluation	Writing with nouns Writing a biographical sketch Singular and plural possessive nouns Selecting information from the text to perform structured work task Testing the knowledge and skills acquired in this PACE
	1123	American literature- Founding Period Review of verbs Nouns Functions Plural forms Possessive forms Classifications	Written Interaction Grammar Reading	Writing with verbs Active/passive voice Troublesome verbs Deducing the meaning of unfamiliar words from the context Testing the knowledge and skills acquired in this PACE

			Evaluation	
1124	American literature- Expansion Period Review of nouns Pronouns Personal Demonstrative Interrogative Indefinite Relative		Reading Written Interaction Grammar Evaluation	Reading and analyzing <i>The Swiss Family Robinson</i> Reducing the text to its essential idea Tenses of verbs Progressive form Testing the knowledge and skills acquired in this PACE
1125	American literature- Expansion Period Adjectives and adverbs Adjectival and adverbial phrases Adjectival and adverbial clauses		Reading Written Interaction Grammar Evaluation	Reading and analyzing <i>The Swiss Family</i> Arranging relevant information from a text on a familiar issue Pronouns Testing the knowledge and skills acquired in this PACE
1126	Excerpts from The Oregon Trail Paragraphs Descriptive Narrative Expository Persuasion Planning an essay Writing an essay		Grammar Written Interaction Evaluation	Identifying the parts of speech in the context: Adjectives, Adverbs Phrases Clauses Interjections Conjunctions Transferring the information from text referred to the field of specialization in various forms of presentation Testing the knowledge and skills acquired in this PACE
1127	American literature- Period of National Struggle Review of essay writing		Written Interaction	Letter writing Editing own texts and other functional complex structured texts, in terms of grammar, punctuation rules, vocabulary, spelling and the use of logical connectors

		Planning and writing an essay	Evaluation	Testing the knowledge and skills acquired in this PACE
1128	American literature- Period of Transition Conjunctions and prepositions Independent elements Interjections Expletive (there) Nominative absolutes	Grammar Evaluation	Capitalization rules Simple, compound, and complex sentences Testing the knowledge and skills acquired in this PACE	
1129	Characteristics of the novel Reading In His Steps Answering questions Developing setting, character, and plot for a short story	Grammar Evaluation	Review of the eight parts of speech Testing the knowledge and skills acquired in this PACE	
1130	American literature- Period of World Recognition Phrases and clauses Verbals Gerund Infinitive Participle	Grammar Written Interaction Evaluation	Diagramming simple sentences Writing skills in comparison and contrast Testing the knowledge and skills acquired in this PACE	
1131	Planning and researching a term paper Capitalization and punctuation	Grammar Reading Evaluation	Diagramming compound and complex Sentences Defining unknown vocabulary in context, determining the basic meaning of the words Testing the knowledge and skills acquired in this PACE	
1132	Writing a term paper	Reading Evaluation	Defining unknown vocabulary in context, determining the basic meaning of the words Answering essay questions Learning new vocabulary words Testing the knowledge and skills acquired in this PACE	

Clasa 11-a, Nivel B 1+

Modulul tematic „English Literature”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1133	British literature: Middle Ages Capitalization and punctuation Begin a vocabulary notebook Writing a vocabulary trait story	Written Interaction Grammar Reading Listening Evaluation	Writing a biographical sketch Eight parts of speech Identifying the general meaning of an oral message Testing the knowledge and skills acquired in this PACE
	1134	British literature: Tudor Period Parts of speech Noun functions Sentence patterns and diagramming Continue vocabulary notebook Write a character trait story	Written Interaction Grammar Reading Evaluation	Writing with nouns Writing a biographical sketch Singular and plural possessive nouns Selecting information from the text to perform structured work task Testing the knowledge and skills acquired in this PACE
	1135	British literature: Elizabethan Age Analysis of Shakespeare and Macbeth Review subject-verb agreement Continue vocabulary notebook Write a character trait story	Written Interaction Grammar Reading Evaluation	Writing with verbs Active/passive voice Troublesome verbs Deducing the meaning of unfamiliar words from the context Testing the knowledge and skills acquired in this PACE
	1136	British literature: Seventeenth Century I Phrases and clauses Continue vocabulary notebook Write a character trait story	Reading Written Interaction Grammar Evaluation	Reading and analyzing <i>The Swiss Family Robinson</i> Reducing the text to its essential idea Tenses of verbs Progressive form Testing the knowledge and skills acquired in this PACE

1137	<p>British literature: Seventeenth Century II</p> <p>Writing classifications: exposition, description, narration, and persuasion</p> <p>Parallelism in writing</p> <p>Continue vocabulary notebook</p> <p>Write a character trait story</p>	<p>Reading</p> <p>Written Interaction</p> <p>Grammar</p> <p>Evaluation</p>	<p>Reading and analyzing <i>The Swiss Family</i></p> <p>Arranging relevant information from a text on a familiar issue</p> <p>Pronouns</p> <p>Testing the knowledge and skills acquired in this PACE</p>
1138	<p>British literature: Augustan Age</p> <p>Problems with clarity- misplaced modifiers and dangling modifiers</p> <p>Continue vocabulary notebook</p> <p>Write a character trait story</p>	<p>Grammar</p> <p>Written Interaction</p> <p>Evaluation</p>	<p>Identifying the parts of speech in the contest: Adjectives, Adverbs, Phrases, Clauses, Interjections, Conjunctions</p> <p>Transferring the information from text referred to the field of specialization in various forms of presentation</p> <p>Testing the knowledge and skills acquired in this PACE</p>
1139	<p>British literature: Age of Johnson</p> <p>The dictionary as a reference tool</p> <p>Continue vocabulary notebook</p> <p>Write a character trait story</p>	<p>Written Interaction</p> <p>Evaluation</p>	<p>Letter writing</p> <p>Editing own texts and other functional complex structured texts, in terms of grammar, punctuation rules, vocabulary, spelling and the use of logical connectors</p> <p>Testing the knowledge and skills acquired in this PACE</p>
1140	<p>British literature: Romantic Period</p> <p>The Rime of the Ancient Mariner</p> <p>Paraphrasing and summaries</p> <p>Continue vocabulary notebook</p> <p>Write a character trait story</p>	<p>Grammar</p> <p>Evaluation</p>	<p>Capitalization rules</p> <p>Simple, compound, and complex sentences</p> <p>Testing the knowledge and skills acquired in this PACE</p>

1141	British literature: Victorian Age I Silas Marner Denotation and Connotation Continue vocabulary notebook Write a character trait story	Grammar Evaluation	Review of the eight parts of speech Testing the knowledge and skills acquired in this PACE
1142	British literature: Victorian Age II Accuracy in answering essay questions Continue vocabulary notebook Write a character trait story	Grammar Written Interaction Evaluation	Diagramming simple sentences Writing skills in comparison and contrast Testing the knowledge and skills acquired in this PACE
1143	British literature : Modern Era Discerning truth and error Continue vocabulary notebook Write a character trait story	Grammar Reading Evaluation	Diagramming compound and complex Sentences Defining unknown vocabulary in context, determining the basic meaning of the words Testing the knowledge and skills acquired in this PACE
1144	A study of speech: choosing a topic, preparation, speaking methods Speech assignment Continue vocabulary notebook Write a character trait story	Reading Evaluation	Defining unknown vocabulary in context, determining the basic meaning of the words Answering essay questions Learning new vocabulary words Testing the knowledge and skills acquired in this PACE

Clasa 11-a, Nivel B 1+

Modulul tematic ”Chemistry”

Date	Pace	Content	Teaching Strategies/Evaluation Techniques	Competence Units
	1121	Introduction to chemistry How chemistry relates to you Fields of study and careers in chemistry The scientific method The history and development of chemistry Measurements Significant figures Notation	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1122	Basic elements of chemistry Classification of matter Compounds and mixtures Elements, atoms, and molecules Atomic models, atomic structure, and atomic properties	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students’ native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1123	Phases of matter The four phases(solid, liquid, gas, plasma) Mass and density Heat and changes of phase	Reading	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words

		Gases and gas laws	Spoken Interaction Evaluation	Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1124	Chemical bonding Covalent, ionic, and metallic chemical bonding Electron structure Electron configuration Valence and electronegativity Periodic law and the Periodic Table of the Elements	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1125	Stoichiometry and chemical reactions Chemical equations Types of chemical reactions Balancing chemical reactions Reaction energy and chemical equilibrium Redox reactions Percentage composition	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1126	Solutions The solution process Concentration of solutions Colligative properties of solutions Aqueous solutions	Reading Spoken Interaction	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words

			Evaluation	Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1127	Acids, bases, oxides, and hydroxides Acid-base titration Concentrations of acids pH	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
	1128	Chemical kinetics and equilibrium Thermodynamics Reaction energy, enthalpy, and entropy Reaction rates Catalysts Reversible reactions Chemical equilibrium Le Chatelier's Principle	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE
	1129	Oxidation- reduction reactions and electrochemistry Oxidation numbers Oxidizing and reducing agents Electrolysis Electroplating	Reading and Spoken Interaction Written Interaction	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary

		Electrochemical cells	Evaluation	Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE
1130	Descriptive chemistry Inorganic metallic chemistry of alkali metals, alkaline-earth metals, transition metals, and metalloids Metallurgy Chemistry of inorganic non-metals Halogens Rare gases	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement Testing the knowledge and skills acquired in this PACE	
1131	Organic chemistry Carbon and the nature of organic compounds Hydrocarbons Benzene series Polymers Alcohols Aldehydes Ketones Ethers Carboxylic acids Esters Soaps and detergents	Reading and Spoken Interaction Written Interaction Evaluation	Identifying the general meaning of the text; formulating the main idea in a statement Decoding the meaning of unfamiliar vocabulary from the context, using the students' native language and reference materials Spelling words from the standard vocabulary Applying spelling and grammar rules while writing sentences Testing the knowledge and skills acquired in this PACE	
1132	Modern chemistry(Nuclear Chemistry and Biochemistry) Carbohydrates Proteins Lipids Amino acids Nucleic acids	Reading Spoken Interaction Evaluation	Identifying the main ideas of the text (silent reading) Defining unknown vocabulary in context, determining the basic, secondary or figurative meaning of the unknown words Selecting information from several texts to perform a structured work task Identifying the global meaning of the text, formulating the main idea in a statement	

		Enzymes and metabolism		Testing the knowledge and skills acquired in this PACE
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VII. REPERE METODOLOGICE DE PREDARE-ÎNVĂȚARE-EVALUARE

Tipurile de lecție din perspectiva formării competențelor:

1. lecția de formare a capacităților de achiziționare a cunoștințelor;
2. lecția de formare a capacităților de înțelegere a cunoștințelor;
3. lecția de formare a capacităților de aplicare a cunoștințelor;
4. lecția de formare a capacităților de analiză-sinteză a cunoștințelor;
5. lecția de formare a capacităților de evaluare a cunoștințelor;
6. lecția mixtă.

Competențele sunt formate și actualizate de către profesori la lecții, prin elaborarea și formularea fostelor obiective de referință, coordonate concomitent cu diverse forme de prezentare a conținuturilor și cu variate activități de învățare și evaluare:

- identificarea de informații-cheie din mesaje audiate sau vizionate;
- identificarea atitudinilor emotive, redată prin diferite modele de intonație în raport cu diferite acte comunicative;
- identificarea sensului global al unui mesaj, formularea ideii principale într-un enunț;
- anticiparea evenimentelor de conținut ale unui text pe baza titlului sau imaginilor;
- întreținerea unui dialog la o temă cotidiană;
- participarea la interacțiuni verbale în contexte cotidiene;
- redarea în scris a mai multor conținuturi;
- interacțiunea în activități sociale și culturale.

Transdisciplinaritatea presupune întrepătrunderea mai multor discipline, sub forma integrării curriculare, cu posibilitatea constituirii, a unei discipline noi sau a unui nou domeniu al cunoașterii. Reprezintă un ansamblu de cunoștințe, aptitudini, atitudini și valori înmagazinate pe durata învățării mai multor limbi și discipline limitrofe și care se actualizează în cadrul unor arii curriculare apropiate, cum ar fi în limba engleză, cunoașterea structurii și sistemului acesteia, care reprezintă un acces gratuit la conștientizarea structurii și funcționării limbii materne și a limbii engleze.

Evaluarea include: totalitatea proceselor și produselor care măsoară randamentul de predare-învățare, corelația dintre finalitățile procesului de instruire și obiectivele preconizate, direcționarea activității profesorului și a elevului spre îmbunătățirea calității învățării și predării, judecățile emise în vederea adoptării unor decizii educaționale concrete, menite să reflecte nivelul, volumul și calitatea reală a cunoștințelor, competențelor, atitudinilor și valorilor elevilor.

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