

# WORLD LANGUAGE DEPARTMENT

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## SIXTH GRADE FRENCH CURRICULUM June 2016

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World Language Teachers

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Week	Marking Period 1	Week	Marking Period 3
1	Review (Greetings, Introductions, calendar, time, numbers etc.)	21	Review (Greetings, Introductions, calendar, time, numbers etc.)
2		22	
3		23	
4	Review: Talk @ Self & others/singular	24	Review: Talk @ Self & others/singular
5		25	
6	Review : School Life/plural	26	Review : School Life/plural
7		27	
8	Ch 3: Actions & -er verbs	28	Ch 3: Actions & -er verbs
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11		31	
12		32	
13	Ch 4: The House & the Family	33	Ch 4: The House & the Family
14		34	
15		35	
16		36	
17		37	
18	Ch 5: Eating at a Café or Restaurant	38	Ch 5: Eating at a Café or Restaurant
19		39	
20		40	



1. Use of “vous” with an adult

**Culture**

1. Increase in cultural sensitivity
2. Other aspects of culture such as music are incorporated into the classroom activities

**Learning Activities**

- ❖ Audio activities : situational dialogues, Google Voice assignments
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn vocabulary
- ❖ Reading activities
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Greet and say goodbye
- ❖ Use of basic expressions of courtesy such as please and thank you
- ❖ Count 0- 39
- ❖ Express the days of the week and months
- ❖ Speak about some basic weather expressions
- ❖ Utilize the definite articles and indefinite articles in conjunction with nouns
- ❖ Discuss uses & convert to & from military time

**Assessments**

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include greetings; salutations, expressions of politeness, classroom expressions and commands

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

Science SCI.K-2-2.5.4.2.Fa, SCI K-2.5.4.2.F.1, LA.K.CCSS.ELA-Literacy.RF.K.1d, LA.1.CCSS.ELA-Literacy.L.1.1f, LA.2.CCSS.ELA-Literacy.RI.2.5, MA.K.CCSS.Math.Content.K.CC.A.1, MA.K.CCSS.Math.Content.K.CC.A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Technology 8.1.8.A.1,2, 8.1.2.A.2, Reading History: Integration of Knowledge and Ideas RH.6-8.7

**Technology Integration**

- ❖ **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**
- ❖ Teacher created presentations using i.e. PowerPoint/Google Slides

- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments

<b>Time Frame</b>	<b>Weeks 4-5</b>
<b>Topic</b>	
Describing self and others, asking and telling where someone is from, asking and telling who someone is, using definite and indefinite articles, using questions words, using adjectives, noun and adjective agreement, using of the subject pronouns to respond, the forms of etre in the singular, the use of negation, numbers 39-69.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>❖ How do I describe myself, people and things?</li> <li>❖ How do I ask and tell where someone is from?</li> <li>❖ How do I ask and tell who someone is?</li> <li>❖ How do I talk about students from France and Martinique?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>❖ In today's multicultural society there are several languages used to communicate in the global community.</li> <li>❖ The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.</li> <li>❖ Self- reflection is an important part of creating growth in language acquisition.</li> <li>❖ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>❖ Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>❖ Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts, and gain new perspectives.</li> </ul>	
<b>Alignment to NJCCCS</b>	
2014 NJCCCS World Language: 7.1.NM.A.1. 2. 3.4.5 7.1. NM.B.1. 2.3. 4.5 7.1. NM.C.1.2.3.4.5	
2014 NJCCCS Technology: 8.1.8.A.1,2, 8.1.2.A.2	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Students will understand and communicate at the word level independently</li> <li>2. Describe themselves.</li> <li>3. Ask and state where someone is from.</li> <li>4. Classroom Expressions</li> <li>5. Count 39-69</li> <li>6. Use negation properly.</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Use être in the singular.</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Other aspects of culture such as music are incorporated into the classroom activities</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>❖ Audio activities : situational dialogues</li> <li>❖ Comprehension activities</li> <li>❖ Picture sequences</li> <li>❖ Flashcards to learn vocabulary</li> <li>❖ Reading activities</li> </ul>	

- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count 39-69

### Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include talking about themselves and others

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communicatio n	<b>X</b>	Collaboratio n
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

LA.1.CCSS.ELA-Literacy.L.1.1b, MA.2.4.1.2 A.1.a, LA.1.CCSS.ELA-Literacy.L.1.1c, MA.2.4.1.2 A.3, WORK.5-8.9.1.8.2, WORK.5-8.9.1.8.2, Reading History: Integration of Knowledge and Ideas RH.6-8.7

### Technology Integration

- ❖ **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation;**  
**C. Communication and Collaboration**
- ❖ Teacher created presentations using i.e. PowerPoint/Google Slides
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments

<b>Time Frame</b>	<b>Weeks 6-7</b>
<b>Topic</b>	
Describe people and things, talk about more than one person or thing, tell what subjects you take in school and express some opinions about them, count numbers 70-100, the forms of être in the plural forms, the use of Tu vs Vous /speak to people formally and informally, talk about French-speaking people in the United States.	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>❖ How to describe and talk about school subject?</li> <li>❖ How to talk about in school and after school activities?</li> <li>❖ How to count 70-100</li> <li>❖ How to speak to people formally and informally?</li> <li>❖ How to talk about French-speaking people in the United States?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>❖ In today's multicultural society , there are several languages used to communicate in the global community.</li> <li>❖ The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society.</li> <li>❖ Self-reflection is an important part of creating growth in language acquisition</li> <li>❖ Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>❖ Interpreting spoken and written language is essential to good communications and building rapport.</li> <li>❖ Making interdisciplinary connections as one reads, writes or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	
<b>Alignment to NJCCCS</b>	
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2014 NJCCCS Technology: 8.1.8.A.1,2, 8.1.2.A.2	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
Students will understand and communicate at the word level independently	
<ol style="list-style-type: none"> <li>1. To talk about school courses</li> <li>2. To talk about activities in school and out of school</li> <li>3. To count to 100</li> <li>4. To speak formally and informally</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Form appropriate syntax</li> <li>2. Use the appropriate form of the definite and indefinite articles and adjectives in the plural to describe people and things</li> <li>3. Use the present tense of the verb être (to be) to describe people and things</li> <li>4. Use the appropriate form of you ( tu vs vous)</li> </ol>	
<b>Culture</b>	
<ol style="list-style-type: none"> <li>1. Increase in cultural sensitivity</li> <li>2. Comparison of after school life of teens in different parts of the United States (Vermont, Louisiana and teen with Haitian influence.)</li> </ol>	

### Learning Activities

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count to 100
- ❖ Speak formally and informally

### Assessments

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include talking about school activities and after school activities, friends and subjects.

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communicatio n	<b>X</b>	Collaboratio n
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

LA.K.CCSS.ELA-Literacy.RF.K.1d, LA.1.CCSS.ELA-Literacy.L.1.1f, LA.2.CCSS.ELA-Literacy.RI.2.5, MA.K.CCSS.Math.Content.K.CC.A.1, MA.K.CCSS.Math.Content.K.CC.A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Reading History: Integration of Knowledge and Ideas RH.6-8.7

### Technology Integration

- ❖ **8.1 Educational Technology** (8.1.8.A.1,2, 8.1.2.A.2): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- ❖ Teacher created presentations using i.e. PowerPoint/Google Slides
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available
- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments



2. Comparison of a American school day and a French school day

**Learning Activities**

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Count to 1,000
- ❖ Utilize of negation
- ❖ Utilize the present tense of the ER verbs
- ❖ Utilize the verb + the infinitive

**Assessments**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>❖ Audio activities: situational dialogues</li> <li>❖ Comprehension activities</li> <li>❖ Picture sequences</li> <li>❖ Flashcards to learn new vocabulary</li> <li>❖ Reading activities (sequencing and paraphrasing)</li> <li>❖ Cooperative activities</li> </ul> | <ul style="list-style-type: none"> <li>❖ Listening activities to reinforce pronunciation and diction</li> <li>❖ Practice exercises in textbook and workbook</li> <li>❖ Count to 1,000</li> <li>❖ Utilize of negation</li> <li>❖ Utilize the present tense of the ER verbs</li> <li>❖ Utilize the verb + the infinitive</li> </ul> |
|--|---|

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

LA.K.CCSS.ELA-Literacy.RF.K.1d, LA.1.CCSS.ELA-Literacy.L.1.1f, LA.2.CCSS.ELA-Literacy.RI.2.5, MA.K.CCSS.Math.Content.K.CC.A.1, MA.K.CCSS.Math.Content.K.CC.A.2, MA.2.4.1.2 A.1.a, MA.2.4.2.2 D.3.d, Reading History: Integration of Knowledge and Ideas RH.6-8.7

**Technology Integration**

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**Communication and Collaboration**

- ❖ Teacher created presentations using i.e. PowerPoint
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
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- ❖ Online assessments



## 2. Comparison between French homes and American homes

**Learning Activities**

- ❖ Audio activities; situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Utilize possessive adjectives to express possession
- ❖ Utilize the verb avoir (to have) to express age and possession

**Assessments**

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include talking about themselves, families, their friends
- ❖ Ch 4 Project (Family album, Family Tree, or House) Digital or hard copy

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

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- ❖ Kahoot
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- ❖ Online assessments

<b>Time Frame</b>	<b>Weeks 18-20</b>
<b>Topic</b>	
Order basic food or a beverage at a café or restaurant, tell what you and others are going to do, tell where you and others are going to go, give locations, tell what belongs to you and others, describe more activities, compare eating habits in the US and in the French speaking world	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>❖ How do I order basic food and beverages at a café or restaurant?</li> <li>❖ How do I identify food items?</li> <li>❖ How do I use expressions specific to ordering in a restaurant?</li> <li>❖ How do I tell other what I am going to do?</li> <li>❖ How do I tell what others are going to do?</li> <li>❖ How do I give locations?</li> <li>❖ How do I tell what belongs to me and others?</li> <li>❖ How do I describe</li> <li>❖ How are eating habits customs in the US differ from eating customs in France and other francophone countries?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>❖ In today's multicultural society there are several languages used to communicate in the global community.</li> <li>❖ The need to know another language for travel, professional growth, entertainment, multi -media purposes and daily interactions is an essential tool in today's society.</li> <li>❖ Self- reflection is an important part of creating growth in language acquisition.</li> <li>❖ Understanding other cultures creates cultural sensitivity and acceptance</li> <li>❖ Interpreting spoken and written language is essential to good communications and building rapport</li> <li>❖ Making interdisciplinary connections as one reads, writes, speaks, or listen in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives</li> </ul>	
<b>Alignment to NJCCCS</b>	
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2014 NJCCCS Technology: 8.1.8.A.1,2, 8.1.2.A.2	
<b>Key Concepts and Skills</b>	
<b>Communication</b>	
Students will understand and communicate at the word level independently	
<ol style="list-style-type: none"> <li>1. Order basic food at beverage at a café or restaurant</li> <li>2. Tell what you and others are going to do</li> <li>3. Tell what you and others are going to go</li> <li>4. Use the metric system to talk about measurements</li> <li>5. Give locations</li> <li>6. Tell what belongs to you and others</li> <li>7. Describe more activities</li> <li>8. Comparing eating habits in the US and France and other French speaking countries</li> </ol>	
<b>Grammar</b>	
<ol style="list-style-type: none"> <li>1. Form syntax</li> <li>2. Use the present tense of the irregular verb Aller (to go) to express where people go</li> </ol>	

3. Use the present tense of aller followed by the infinitive of another verb to indicate near future
4. Contractions of the prepositions a and de + the definite article to form the partitive
5. Use the present tense of prendre (to take)

**Culture**

1. Increase in cultural sensitivity
2. Comparison of American eating customs and French eating customs

**Learning Activities**

- ❖ Audio activities: situational dialogues
- ❖ Comprehension activities
- ❖ Picture sequences
- ❖ Flashcards to learn new vocabulary
- ❖ Reading activities (sequencing and paraphrasing)
- ❖ Cooperative activities
- ❖ Listening activities to reinforce pronunciation and diction
- ❖ Practice exercises in textbook and workbook
- ❖ Utilize the verbs aller, and prendre
- ❖ Express the near future by using aller + infinitive of another verb
- ❖ Express unit of measurement using the metric system

**Assessments**

- ❖ Do now
- ❖ Cooperative learning groups
- ❖ Homework
- ❖ Class notes
- ❖ Daily class participation
- ❖ Oral and written assessments by teacher generated questions, paired activities, and small group activities
- ❖ Oral and written quizzes and tests
- ❖ Perform dialogues to include ordering food at a restaurant or a cafe

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
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- ❖ **8.1 Educational Technology** (8.1.8.A.1,2, 8.1.2.A.2): All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- ❖ Teacher created presentations using i.e. PowerPoint
- ❖ Use of CD listening materials
- ❖ Use of videos as appropriate and available
- ❖ Use of data projector and Elmo as appropriate and available

DEPARTMENT World Language

COURSE: Sixth Grade French

- ❖ Google Voice
- ❖ Kahoot
- ❖ Google Classroom for communication of upcoming events, assignments, etc.
- ❖ Online assessments