

# READINGTON PUBLIC SCHOOL DISTRICT

## French Curriculum 2023 Grade 6

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## **I. PURPOSE AND OVERVIEW**

The Readington School District's world language program provides a balanced instructional approach that includes common beliefs. The French curriculum identifies the essential knowledge and skills that prepare students to communicate in French, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the French language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the French World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Spanish as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in their native language.

## **II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM**

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

## **III. GOALS:**

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

## **IV. ASSESSMENT**

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## V. 6TH GRADE PACING GUIDE

<b>Unit 1</b> <b>First Marking Period</b>	<b>Unit 1: Bienvenue aux Francophones (Welcome to the French-Speakers)</b> <ul style="list-style-type: none"> <li>• Salutations</li> <li>• Greetings, and introductions</li> <li>• Classroom commands</li> <li>• The alphabet</li> <li>• Nouns, gender, and articles</li> <li>• Counting</li> <li>• Numbers to 60</li> <li>• Days of the week</li> <li>• Months of the year</li> <li>• Dates</li> <li>• Formality/Informality</li> <li>• Francophone holidays and vacation traditions</li> <li>• The Lascaux Cave Paintings</li> <li>• The spread of French throughout the world</li> </ul>
<b>Unit 2</b> <b>Second Marking Period</b>	<b>Unit 2: Ma Vie Personnelle (My Personal Life)</b> <ul style="list-style-type: none"> <li>• Subject pronouns</li> <li>• The verb être</li> <li>• Adjectives of nationality/rules of agreement</li> <li>• Family Members</li> <li>• Pets</li> <li>• Age</li> <li>• Possessive adjectives “my” and “your” (familiar)</li> <li>• Physical description adjectives</li> <li>• Degrees of like and dislike</li> <li>• Introduction to ER verbs</li> <li>• Asking Yes/No questions with Est-ce que...?</li> <li>• Expressing what you want or would like (to eat/drink)</li> <li>• Basic negation</li> <li>• Francophone food</li> </ul>
<b>Unit 3</b> <b>Third Marking Period</b>	<b>Unit 3: Ma Vie Scholastique (My School Life)</b> <ul style="list-style-type: none"> <li>• Classroom objects</li> <li>• Expansion of articles: when to use indefinites and definites</li> <li>• Telling time</li> <li>• Numbers from 61-1,000</li> <li>• The weather</li> <li>• School subjects</li> <li>• The irregular verb AVOIR and the expression Il y a (There is/there are)</li> <li>• Asking “Who is it/that?” “What is that?”</li> <li>• The French school system and Le bac</li> <li>• The French school system in Guyana and the importance of STEM at the international space station in Kourou</li> </ul>
<b>Unit 4</b> <b>Fourth Marking Period</b>	<b>Unit 4: La Vie d’Été (Life in Summer)</b> <ul style="list-style-type: none"> <li>• Colors</li> <li>• Adjectives (Personality traits)</li> </ul>

	<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Bedroom objects and expansion of personal belongings</li> <li>• Adverbs of Frequency</li> <li>• Expansion of expressions with Avoir</li> <li>• Body Parts and Expansion of physical descriptions</li> <li>• VOULOIR/DEVOIR in the Je and Tu forms</li> <li>• Basic leisure activities (Expansion of ER verbs)</li> <li>• Important Francophone figures - Inquiry-based project</li> <li>• Francophone country flags</li> </ul>
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## VI. UNITS OF STUDY

6th Grade French		
Unit 1	Unit Name: Bienvenue Aux Francophones!	Proficiency Level: novice
<p><b>NJSLS:</b></p> <p><b>Interpretive Mode:</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p><b>Interpersonal Mode:</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p><b>Presentational Mode:</b></p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		

<p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>	
<p><b>Enduring Understandings:</b> A country's language impacts its culture.</p> <p><b>Essential Questions:</b> Who is your <i>tu vs vous</i>? What holidays does the Francophone world celebrate that we do not? How did Francophone countries become French-speaking?</p>	<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>• I can present information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, and simple sentences.</li> <li>• I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences..</li> <li>• I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.</li> </ul>
<p><b>Language Content:</b></p> <ul style="list-style-type: none"> <li>• Formal and informal greetings and farewells</li> <li>• Introduction of oneself and others</li> <li>• Feelings and emotions: Answering <i>Ca va/ Comment allez-vous</i>?</li> <li>• Expressions of well being (positive and negative)</li> <li>• Common, polite courtesy words and titles.</li> <li>• -The French Alphabet and Phonemic Awareness</li> <li>• Numbers to 60</li> <li>• Giving and Asking the Date</li> <li>• Days of the week</li> <li>• Months of the Year</li> </ul> <p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Cultural Content:</b></p> <ul style="list-style-type: none"> <li>• Greetings in France vs. USA : La bise, handshake, etc.</li> <li>• The use of register: <i>tu vs. vous</i> (informal vs. polite)</li> <li>• French names</li> <li>• Identification of Countries that Speak French</li> <li>• Identification of Manners in Which French Spread</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Greet each other</li> <li>• Introduce themselves</li> <li>• Understand and follow classroom instructions</li> <li>• Say/sing the alphabet in French</li> <li>• Explain how they change letter sounds</li> <li>• Read French words aloud</li> <li>• Count to 60</li> <li>• Ask and give the date</li> <li>• Explain how French spread around the world</li> </ul> <p><b><i>Students will know/learn...</i></b></p> <ul style="list-style-type: none"> <li>• When to use proper levels of formality</li> <li>• Accents</li> <li>• French-speaking Countries</li> <li>• Cultural festivals</li> </ul>

<ul style="list-style-type: none"> <li>• Holidays: French-specific festivals</li> <li>• The historical importance of the Lascaux Cave Paintings</li> </ul> <p><b>Grammatical &amp; Phonetic Content:</b></p> <ul style="list-style-type: none"> <li>• Adverbs (bien/mal)</li> <li>• Conjugation (tu vs vous forms of greetings/questions)</li> <li>• Phonemic Awareness - vowels, esp. “E”; consonants, esp. “N”, “r”</li> </ul>	
<b>Learning Activities</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Role-play scenarios with greetings and levels of formality</li> <li>• TPR with classroom instructions</li> <li>• Bingo with classroom instructions</li> <li>• Learning the Alphabet Song in French</li> <li>• Lascaux Cave Painting Virtual Tour</li> <li>• Francophone World Reading</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</b> Activity: Virtual Tour of the Lascaux Cave Paintings, as provided by The Culture Ministry of France.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: Students will learn how to use chrome extensions for French accent use on the U.S. standard keyboard.</p> <p><b>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</b> Activity: During lessons on formality, discuss making comparisons about language formality in English will take place and the necessity of formality when looking for a job. In addition, periodic discussions of appropriate behavior in school and how it relates to life after education will occur.</p> <p><b>9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</b> Activity: Students will explore how the prehistoric French who made the Lascaux cave paintings repurposed existing natural materials to make tools and paint used in their artwork.</p>	
<b>Computer Science and Design Thinking</b>	

**8.2.8.ITH.2: Compare how technologies have influenced society over time.** Activity: Students will compare the manners in which the Lascaux Cave Paintings have been preserved over time and the advantage of taking a virtual tour of the cave.

### Assessment Evidence

**Formative:**

***Interpersonal:***

- Greetings and Class Opening
- Imitate gestures of greetings and farewells from various parts of the francophone world
- Give and write down phone numbers

***Interpretive:***

- Dialogue fill-ins
- Word search puzzles
- Report on culturally authentic greeting conversations (oral and written)
- TPR Bingo with oral commands given

***Presentation:***

- Do-Nows with introductions
- Counting and arithmetic solving
- Copy/Write words and phrases on familiar topics

**Summative:**

***Interpersonal:***

- Role-play student-to-student or student-to-teacher introductions dialogue and imitating appropriate gestures

***Interpretive:***

- Listening Quiz: identification of French names spelled and of familiar people conversing
- Listening and Written Quiz: recognition of numbers used in authentic French phone numbers and solving authentic French math problems

***Presentation:***

- Write a basic guided greetings dialogue
- Slideshow on one important date/holiday in the francophone world based on researching culturally authentic sources
- Dictation quiz: writing a short, spoken dialogue

**Benchmark:**

[Speaking Rubric](#)

**Alternative:**

**Create a Phrasebook:** Using the vocabulary and phrases Unit 1, create a guidebook for a non-French speaker with conversations included.

### Resources

**Core Resources:**

*D'accord! Level 1, Vista Higher Learning 2019*

**Supplemental Resources:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries.
- Discovering French bleu (level 1), Houghton-Mifflin
- Technology:
  - [www.youtube.com](http://www.youtube.com)
  - <https://www.education.com>
  - Online Formative Assessment Systems: Kahoot, Quizlet, Quizizz, Gimkit

<b>6th Grade French</b>		
<b>Unit 2</b>	<b>Unit Name: Unit 2: Ma Vie Personnelle (My Personal Life)</b>	<b>Proficiency Level: Novice Mid</b>

**Unit 2****Unit Name: Unit 2: Ma Vie Personnelle (My Personal Life)****Proficiency Level: Novice Mid****NJSLS:****Interpretive Mode:**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

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7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

**Interpersonal Mode:**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

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7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in

writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Enduring Understandings:**

Family structure and personal facts or preferences can be impacted by culture.

**Essential Questions:**

What are Francophone nationalities, and what are my family's origins?

How do my likes and dislikes compare to those of people in French speaking countries?

How do I describe my family in French?

**Can-Do Statements:**

- I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.
- I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.
- I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.

**Intercultural Statements:**

Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.

Learners recognize and identify a few typical practices of the target culture.

**Cultural Content:**

- Rejoinders and Simple Exclamations
- AIMER, AIMER BIEN when talking about people
- Traditional Foods of Francophone Countries (e.g. crepes and couscous)

**Grammatical & Phonetic Content:**

- Conjugation of Regular ER Verbs
- The effects of French's "Silent E"
- Nouns
- Verbs
- Adjectives
- Pronouns
- Subject pronouns
- Liaison with consonants before vowels
- Grammatical Gender

***Students will be able to...***

- Identify their family members
- Ask for People's age
- Tell others how old they are
- Describe themselves and their families
- Indicate that they are performing basic activities
- Express preferences for food
- Express preferences for actions
- Construct basic sentences

***Students will know/learn...***

**Language Content:**

- The Family Members
- Asking and Giving Age
- Personality Descriptors
- Agreement
- AIMER, ADORER, DÉTESTER, PRÉFÉRER
- Asking Yes/No questions and questions formed by inversion

Learning Activities	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Family Tree Making</li> <li>• Making verb conjugation cards</li> <li>• New Friend Skits</li> <li>• Sentence Scrabble</li> <li>• Role-plays with personality traits</li> </ul>	
Interdisciplinary Connections	
<p><b>ELA: NJSLSA.W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b> Activity: Students will write a food diary using the vocabulary from the food unit in order to prepare themselves for the “Mes repas du jour” slideshow presentations.</p> <p><b>Comprehensive Health and PE: 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</b> Activity: Students will examine how the French eat (e.g., taking enough time at lunch to digest food, eating small portions) by interpreting and reporting on a video they watch. Then they will reflect on how eating behavior is as important as what one eats.</p>	
Career Readiness, Life Literacies, and Key Skills	
<p><b>Attend to financial well-being. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</b> Activity: When students look at an authentic menu at a French café to order food, they will pay special attention to prices in Euros and compare them to the cost of items in dollars. They will determine how to evaluate reasonable costs of dining out in France.</p> <p><b>9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</b> Activity: While making videos for publication to the teacher, students will be reminded of the effects the digital footprint has on employment opportunities, the permanency of online content, and what kinds of things are and are not appropriate to post on the internet.</p>	
Computer Science and Design Thinking	
<p><b>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</b> Activity: Using Screencastify or TikTok to create a video to present one’s family tree, students will gain awareness of privacy and the need to protect personal content when one publishes videos on YouTube or social media.</p>	
Assessment Evidence	
<b>Formative Assessments:</b> <i>Interpersonal:</i>	<b>Benchmark:</b> <a href="#">Speaking Rubric</a>

<ul style="list-style-type: none"> <li>• Ask and answer questions about nationality, town you are from, age, pets, family</li> <li>• Share and react to personal preferences</li> <li>• Memory Circles: A likes ___, B likes ___, I like ___.</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Family-tree fill-ins with the correct relationships</li> <li>• Report on dialogues Au café</li> <li>• Identify foods/drinks, pets, and other familiar words in word jumbles and word searches.</li> <li>• Report on a video of seeing healthy habits of eating in France.</li> <li>• Report on a video about a blended family.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Do Nows with extended introductions</li> <li>• Oral presentation describing one family member</li> <li>• Written statements on personal information, such as food preferences</li> </ul> <p><b>Summative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Write an email to an imaginary French peer who will be visiting, providing and requesting information about family and likes/dislikes.</li> <li>• Role-play waiter/customer at a café to express hunger/thirst and ask for items/costs</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Quizzes on interpreting short oral descriptions of French families; identification of family relationships; foods/drinks in someone's diet</li> <li>• Quiz fill-ins with the correct verbs and articles in texts on the unit's topics.</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Basic Family Tree with written descriptions/Make a video to present the family tree.</li> <li>• Slideshow of "Mes repas du jour" (My Daily Meals)</li> </ul>	<p><b>Alternative:</b> Interview a family member</p>
<p style="text-align: center;"><b>Resources</b></p>	
<p><b>Core Resources:</b> <i>D'accord! Level 1, Vista Higher Learning 2019</i></p> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries.</li> <li>• <i>Discovering French bleu (level 1)</i>, Houghton-Mifflin</li> <li>• Technology:             <ul style="list-style-type: none"> <li>◦ <a href="http://www.youtube.com">www.youtube.com</a></li> <li>◦ <a href="https://www.education.com">https://www.education.com</a></li> <li>◦ Online Formative Assessment Systems: Kahoot, Quizlet, Quizizz, Gimkit</li> <li>◦ <a href="http://www.languageguide.org">www.languageguide.org</a></li> </ul> </li> </ul>	

6th Grade French		
Unit 3	Unit Name: Ma Vie Scholastique (My School Life)	Proficiency Level: Novice
<p><b>NJSLS:</b></p> <p><b>Interpretive Mode:</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p><b>Interpersonal Mode:</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p><b>Presentational Mode:</b></p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>		
<p><b>Enduring Understandings:</b></p> <p>The French and francophone school systems reflect the attitudes toward education and planning for professional life.</p> <p><b>Essential Questions:</b></p> <p>Why are numbers important when speaking French?</p> <p>What school vocabulary is essential to conversation?</p>		<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts.</li> </ul>

How does the French school system compare to the American?	
<p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Cultural Content:</b></p> <ul style="list-style-type: none"> <li>• Days of the Week/Calendar Starting with Monday</li> <li>• Significance of the Months in the Calendar</li> <li>• The French school system</li> </ul> <p><b>Grammatical &amp; Phonetic Content:</b></p> <ul style="list-style-type: none"> <li>• Lower Case Letters for Days of the Week and Months of the Year</li> <li>• Indefinite Articles</li> <li>• Prepositions</li> <li>• The Irregular Verb AVOIR and the Expression Il y a (There is/there are)</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Converse in the target language</li> <li>• Ask and answer questions specific to school</li> <li>• Utilize numbers in conversation</li> <li>• Tell time and share the date with others verbally and in writing</li> </ul> <p><b><i>Students will know/learn...</i></b></p> <p><b>Language Content:</b></p> <ul style="list-style-type: none"> <li>• Classroom Objects</li> <li>• Telling Time</li> <li>• Numbers from 61-1,000</li> <li>• School Subjects</li> <li>• Location Names</li> <li>• Asking "Who is it/that?" "What is that?"</li> </ul>
<b>Learning Activities</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Conduct a survey: Ask students around the classroom when their birthday is and what their age is.</li> <li>• Numbers games <a href="https://mathsstarters.net">https://mathsstarters.net</a></li> <li>• Sing the Days of the Week song in French (Alain le Lait, youtube)</li> <li>• Create a mnemonic device to remember the days of the week order in French.</li> <li>• Sing the Months of the Year song in French (Alain le Lait, youtube)</li> <li>• Counting by 2s, 5s, etc.</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</b> Activity: Students will use the classroom world map in French to locate French Guyana, and they will report on a video that identifies the tropical climate and physical features (e.g., lakes, ocean).</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p>Plan education and career paths aligned to personal goals. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will examine how French high school students plan for their career choices and compare this to the American school system.</p>	

**9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.** Activity: Students will report on a reading about the French bac and how this exam determines everything from getting a high school diploma to preparation for college and career. Students will compare this to academic achievement in the U.S. and how this achievement prepares one for career paths aligned with personal goals.

**9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** Activity: students will explore how the Guyanese have built and launched rockets from their space station from a video. Students will also explore how the University of Guyana prepares students to work at the space station.

### Computer Science and Design Thinking

**8.2.8.ITH.2: Compare how technologies have influenced society over time.** Activity: students will compare the Hubble Space telescope to the James Webb telescope launched from a space station in French Guyana and how these telescopes have innovated research about the universe.

### Assessment Evidence

#### Formative:

##### Interpersonal:

- Group dialogues: Two or more students ask for and give certain information, such as the time, weather, and school life
- Social conversation with whole class: can ask for and identify school objects
- Students walk around the classroom and chat with partners regarding the topics assigned

##### Interpretive:

- TPR activities with classroom objects
- Reading a basic authentic schedule of a French student
- Vocabulary games: such as matching or online worksheets
- Report on readings about the French school system and on video about the importance of STEM education in French Guyana.

##### Presentational:

- Weather report presentation
- Students sing the Days of the Week and Months of the Year Songs.
- Counting up to 1,000
- Describe their basic school schedule with the time
- Debate on the superiority of the French educational system over the American

#### Summative:

##### Interpersonal:

- Request/provide information in dialogues, such as asking/giving time; weather; school subjects studied

##### Interpretive:

- Listening quiz about giving the time of day, including military time

#### Benchmark:

[Speaking Rubric](#)

#### Alternative Assessment:

Present or compose morning announcements for the class, including date, time, and unit vocabulary

<ul style="list-style-type: none"> <li>• Fill-in the-blank quiz with the correct article</li> <li>• Recognize the vocabulary and memorized sentences for the unit's content in a written quiz (e.g., Identify classroom objects by pictures given)</li> </ul> <b>Presentation:</b> <ul style="list-style-type: none"> <li>• Short speech about what the weather is like on one's birthday and location.</li> <li>• Brief written description of the French school system</li> </ul>	
<b>Resources</b>	
<b>Core Resources:</b> <i>D'accord! Level 1, Vista Higher Learning 2019</i>	
<b>Supplemental Resources:</b> <ul style="list-style-type: none"> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li>• <i>Discovering French bleu (level 1)</i>, Houghton-Mifflin</li> <li>• Teacher created materials</li> <li>• Edpuzzle</li> <li>• Technology: <ul style="list-style-type: none"> <li>◦ <a href="http://www.youtube.com">www.youtube.com</a></li> </ul> </li> </ul>	

6th Grade French		
Unit 4	Unit Name: La Vie d'Été (Life in Summer)	Proficiency Level: Novice
<b>NJSLS:</b> <b>Interpretive Mode:</b> <b>Interpretive Mode:</b> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  <b>Interpersonal Mode:</b> 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.		

<p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p><b>Presentational Mode:</b></p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>	
<p><b>Enduring Understandings:</b>          Preferences and use of free time is different within every culture. Aesthetics and history are also important areas of consumption in one's free time.</p> <p><b>Essential Questions:</b>          How do colors and clothing affect one's lifestyle and needs in the francophone world and in my community?          How do French innovations relate to my leisurely and career interests?</p>	<p><b>Can-Do Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.</li> <li>• I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.</li> <li>• I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.</li> <li>• In my own and other cultures, I can identify products and practices to help me understand perspectives.</li> <li>• I can interact at a survival level in some familiar everyday contexts.</li> </ul>
<p><b>Intercultural Statements:</b>          Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Cultural Content:</b></p> <ul style="list-style-type: none"> <li>• Francophone Figures</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Talk about their preferences</li> <li>• Converse in the target language</li> <li>• Ask and answer questions specific to summer activities</li> <li>• Ask and answer questions specific to leisure activities</li> </ul> <p><b><i>Students will know/learn...</i></b>  <b>Language Content:</b></p>

<ul style="list-style-type: none"> <li>• Francophone Country Flags</li> </ul> <b>Grammatical &amp; Phonetic Content:</b> <ul style="list-style-type: none"> <li>• Adverbs of Frequency</li> <li>• Irregular Verbs: ETRE, Avoir, and regular --er verbs; <b>Je and tu forms of vouloir/devoir</b></li> </ul>	<ul style="list-style-type: none"> <li>• Colors</li> <li>• Clothing</li> <li>• Body Parts</li> <li>• Leisure activities (-er verbs)</li> <li>• Idiomatic expressions with avoir</li> <li>• VOULOIR/DEVOIR</li> <li>• Use adverbs of frequency</li> </ul> <ul style="list-style-type: none"> <li>• Jeanne d’Arc and the persecution of Jeanne D’Arc (Holocaust)</li> <li>• Jean-Jacques Dessalines, first Haitian president (Amistad)</li> <li>• Preference vocabulary (I like, I love, I dislike, etc.)</li> </ul>
<b>Learning Activities</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Role-play scenarios</li> <li>• TPR with classroom instructions</li> <li>• Survey on preferences</li> <li>• Posters</li> <li>• Slideshows</li> </ul>	
<b>Interdisciplinary Connections</b>	
<b>NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> Activity: Students will utilize informational texts to support their reflection on the importance of one French or Francophone figure’s impact on society.	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
Plan education and career paths aligned to personal goals. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. Activity: Students will research an important French figure related to their career interest and then research high school offerings that could prepare them for that career.	
<b>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</b> Activity: Students will research an important French figure related to their career interest and then research high school offerings that could prepare them for that career.	
<b>9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.</b> Activity: Students will research an important French figure of their choosing and evaluate how that person’s original thinking and innovation impacted France/Francophone world.	

Computer Science and Design Thinking	
<b>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</b> Activity: Students will explore how copyright laws can easily be violated when copying and pasting information from various media, including visual and textual. They will learn how to properly cite the ideas and visuals in their research project.	
Assessment Evidence	
<p><b>Formative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Do Now Extensions including ask/answer questions about what one wants to do, has to do, what one is wearing</li> <li>• Think-pair-share on activities preferred or disliked</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Watch/listen to a video of a song in French and identify colors and objects</li> <li>• Identify clothing and leisure activities from slideshow/pictures</li> <li>• Playing French “Simon says” with body parts (this activity is interpretive and presentational)</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Complete written worksheets reviewing French throughout the year. Students present their answers and justify them.</li> </ul> <p><b>Summative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Write a short email to an imaginary French friend introducing oneself and describing one’s leisure activities and asking for similar information</li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Quiz on identification of expressions with avoir; word-bank vocabulary quiz on clothing</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>• Short speech describing what one is wearing</li> <li>• Presentation of one Francophone country flag</li> <li>• Presentation of a Francophone figure</li> </ul>	<p><b>Benchmark:</b>  <a href="#">Speaking Rubric</a></p> <p><b>Alternative:</b>  Create a timeline to track and describe learning that occurred in French through the year</p>
Resources	
<p><b>Core Resources:</b>  <i>D'accord! Level 1, Vista Higher Learning 2019</i></p> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Discovering French bleu (level 1)</i>, Houghton-Mifflin</li> <li>• Teacher created materials</li> <li>• Technology: <ul style="list-style-type: none"> <li>◦ <a href="http://www.youtube.com">www.youtube.com</a></li> </ul> </li> </ul>	

- Online Formative Assessment Systems: Kahoot, Quizlet, Quizizz, education.com

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.