

Grade 6 Language Acquisition - French

Units of Study

UNIT 1:	Myself and Others	Start: September	Duration: 6 Weeks
<ul style="list-style-type: none"> • Concepts: Culture, Form, Accent, Meaning • Subject Specific Skills: Students will communicate ideas in written and spoken forms, identify main ideas in spoken and written texts, apply vocabulary and simple grammatical structures in different contexts, engage in detail with the written and visual texts. • Learning Experiences: Students will explore some aspects of French culture such as ways of greeting and symbols . They will learn how to greet and introduce themselves, taking part in short conversations and asking questions. They will also learn how to use specific reading strategies to identify the main information and supporting details. 			
UNIT 2:	What Do You Look Like?	Start: Nov 2018	Duration: 4 weeks
<ul style="list-style-type: none"> • Concepts: Communication, Purpose, Accent, Message • Subject Specific Skills: Students will communicate ideas, convey a range of experiences, apply appropriate vocabulary and structures in a range of written texts. They will memorize vocabulary and make connections between different cultures and their own life (e.g. comparing clothes, traditions...). • Learning Experiences: Students will explore the key concept of communication while learning about physical appearance, clothes and colors, and identifying codes and patterns. They will describe people through simple conversations, emails and letters, concentrating on purpose, accent and message. They will tell about similarities and differences and reflect on how their clothes and physical appearance can express their personality. Through the unit they will focus on effective strategies to develop long-term memory. 			
UNIT 3:	Leisure Time	Start: January 19	Duration: 5 Weeks
<ul style="list-style-type: none"> • Concepts: Creativity, Message, Purpose, Structure • Subject Specific Skills: They will develop their oral and written comprehension skills and their speaking skills, while reflecting on leisure. • Learning Experiences: Students will explore the concepts of creativity and culture while learning about sports and after-school activities. They will express their opinions and describe their own favorite activities, in written and oral forms. Students will also practice their comprehension skills viewing videos and reading materials on this topic. 			
UNIT 4:	Daily Routine	Start: April 19	Duration: 5 weeks
<ul style="list-style-type: none"> • Concepts: Culture, Audience, Conventions, Structure • Subject Specific Skills: Students will reflect on their daily routine. They will develop their speaking skills through conversations , videos and presentations. • Learning Experiences: Students will describe and compare their routine, mentioning time and describing the activities they pursue. They will watch some videos and create their own. 			

Grade 6 Language Acquisition - French

Unit 1: Myself and Others

Start: September

Duration: 6 Weeks (18 Hours)

LEARNING EXPERIENCES: Students will reflect on how language shapes identity and culture in order to understand form, accent and meaning. They will explore the key concept of culture comparing French culture and their own, identifying symbols and signs. They will learn how to introduce themselves and others, practicing simple conversations and writing paragraphs using basic grammatical structures.

KEY CONCEPT: Culture

Related concept: Form, Accent, Meaning

STATEMENT OF INQUIRY:

Language shapes culture.

INQUIRY QUESTIONS:

Factual:

What greetings exist in your culture?
What are the cultural differences between a French family and my own?
Do you speak the same way to everyone?

Conceptual:

What does the word culture mean to you?
How do you express your culture?

Debatable:

Is your own culture better than others ?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Organization

RESOURCES / LITERATURE OPTIONS:

- Adosphere 1, Expo 1 (Textbook), Expo 1 (workbook)
- Languagsonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

- Reading comprehension (Criteria B)
- Writing task (Criteria C & D)
- Visual (Criteria A)

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Unit 2: What do you look like?

Start: November

Duration: 4 Weeks (12 Hours)

LEARNING EXPERIENCES:

Students will reflect on how appearance reveals personality. They will explore the key concept of communication while they learn about physical appearance, clothes, and colors, identifying codes and patterns. They will describe people around them by practicing simple conversations, writing emails and letters, concentrating on purpose, accent and message. Through the unit, they will focus on effective strategies to develop long-term memory.

KEY CONCEPT:
Communication

Related concept: Purpose, Accent, Message

STATEMENT OF INQUIRY:

Fashion reflects our personality.

INQUIRY QUESTIONS:

Factual:

What do I wear?
Am I different from my friends?
Are my clothes reflecting my culture?

Conceptual:

How do I choose my clothes?
How do I describe others?

Debatable:

Do my clothes reflect my personality?
Does my appearance impact my connections with others?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Comprehending spoken and visual texts

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Comprehending written and visual text

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Communicating in spoken or written form

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using language in spoken or written form

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Communication, reflection

RESOURCES / LITERATURE OPTIONS:

- Adosphere 1, Expo 1 (Textbook), Expo 1 (workbook)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

- Reading comprehension (Criteria B)
- Speaking task (Criteria C & D)

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Unit 3: Leisure Time

Start: January

Duration: 5 Weeks

LEARNING EXPERIENCES:

The students will explore concepts of creativity and culture while learning about sports and after-school activities. Throughout the unit, they will discover various hobbies practiced across the Francophonie and they will explore the various roles of recreation. Students will focus on Internet to do some researches about leisure activities and will develop reading strategies and managing class discussions.

KEY CONCEPT: Creativity

Related concept: Message, Purpose, Structure

STATEMENT OF INQUIRY:

Leisure is an opportunity to discover oneself and our environment.

INQUIRY QUESTIONS:

Factual:

What sports and activities do I practice? Why?
What are these sports and activities good for?

Conceptual:

Can we practice all the leisure we want?
Do you have to play sports?

Debatable:

Can the pursuit of leisure become more important than respect for the nature around us?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Organizing

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Producing Text

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using Language

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Research, thinking

RESOURCES / LITERATURE OPTIONS:

- Adosphere 1, Expo 1 (Textbook), Expo 1 (workbook)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

1. Reading comprehension (Criteria B)
2. Oral task (Criteria C & D)

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Unit 4: Daily Routine

Start: April

Duration: 4 Weeks (12 Hours)

LEARNING EXPERIENCES:

Students will talk about daily routines. We will cover the basic things we do all day everyday. This should help them familiarize themselves with the French words and phrases for different common activities. They explore the key concept of culture while they will learn about telling the time and answering questions about daily routine. They will describe their daily routine activities by practicing simple conversations and write simple emails, concentrating on personal and cultural expression. Through the unit, they will focus on effective strategies to develop self-management skill.

KEY CONCEPT: Culture

Related concept: Audience, Conventions, Structure

STATEMENT OF INQUIRY:

My daily life and my living environment shape who I am.

INQUIRY QUESTIONS:

Factual:

- What is unique in my daily life?
- Where do I like to go in my town?
- What do I like to do ?

Conceptual:

How do people maintain a healthy lifestyle through routines and habits?

Debatable:

Can a healthy lifestyle of routines and habits contribute to healthy body development?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Analyzing

Listen for specific purposes and respond to show understanding. Interpret visual text that is presented with spoken text.

B: Organizing

Read for specific purposes and respond to show understanding. Interpret visual text that is presented with written text.

C: Producing Text

Communicate facts in the written form. Express ideas and feeling in the written form. Write for specific purposes.

D: Using Language

Organize thoughts, feelings and ideas in the written form. Develop accuracy when writing.

ATLs:

Communication, self-management

RESOURCES / LITERATURE OPTIONS:

- Adosphere 1, Expo 1 (Textbook), Expo 1 (workbook)
- Languagesonline.com / Quizlet / education.vic.gov.au (Website for learning vocabulary and grammar)
- Lingt.com (Website to practice speaking skill)

SUMMATIVE ASSESSMENT TASKS:

1. Visual (Criteria A)
2. Written task (Criteria C & D)