

## New Paltz Central School District Sixth Grade French Level 1A

	Content	Skills	Assessments
September	Review of prior material/topics Cognates and Connections	<ul style="list-style-type: none"> <li>- <u>Listening Comprehension</u> – recognize French English cognates in context</li> <li>- English cognates in context</li> <li>- <u>Speaking Fluency and Comprehensibility</u> – utilize F-E cognates in short conversational utterances</li> <li>- <u>Reading Comprehension</u> – recognize F-E cognates in reading passages</li> <li>- <u>Writing Accuracy and Comprehensibility</u> – spell F-E cognates in short writing passages</li> </ul> <p><u>Modes:</u></p> <ul style="list-style-type: none"> <li>- Interpretive</li> <li>- Inter-personal</li> </ul>	<ul style="list-style-type: none"> <li>- Quizzes</li> <li>• <i>Group Comprehension Informal</i></li> <li>• <i>Individual Comprehension Informal</i></li> <li>• <i>Individual Fluency Informal</i></li> <li>• <i>Individual Comprehension Formal</i></li> </ul>
October – December	Meeting people « Faisons Connaissance »	<ul style="list-style-type: none"> <li>- <u>Listening Comprehension</u> – interpret authentic spoken conversation involving meeting others</li> <li>- <u>Speaking Fluency and Comprehensibility</u> – use target phrases to recreate simple conversations involving meeting others</li> <li>- <u>Reading Comprehension</u> – restate written texts in own words and answer related questions</li> <li>- <u>Writing Accuracy and Comprehensibility</u> – create short written situations involving making acquaintances</li> </ul> <p><u>Modes:</u></p> <ul style="list-style-type: none"> <li>- Interpretive</li> <li>- Inter-personal</li> <li>- Presentational Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with partner</li> <li>- Oral presentation of conversations</li> <li>- Quizzes</li> <li>- Unit Test</li> <li>• <i>Group Comprehension Informal</i></li> <li>• <i>Group Fluency Informal</i></li> <li>• <i>Individual Comprehension Informal</i></li> <li>• <i>Individual Fluency Informal</i></li> <li>• <i>Individual Comprehension Formal</i></li> <li>• <i>Individual Fluency Formal</i></li> </ul>

	Content	Skills	Assessments
December – January	Target Language Country Study	<ul style="list-style-type: none"> <li>– <u>Reading Comprehension</u> – interpretation of information gathered in research about France</li> <li>– <u>Writing Accuracy and Comprehensibility</u> – presentation of information about France</li> <li>– <u>21<sup>st</sup> Century Technology</u></li> </ul> <p>Modes:</p> <ul style="list-style-type: none"> <li>– Interpretive</li> <li>– Presentational Communication</li> </ul>	<ul style="list-style-type: none"> <li>– Internet-based Research Project</li> <li>• <i>Individual Comprehension Formal</i></li> <li>• <i>Individual Fluency Formal</i></li> </ul>
January – April	Eating at a café Calendar, Making Appointments « La Vie Courante »	<ul style="list-style-type: none"> <li>– <u>Listening Comprehension</u> – interpret authentic spoken conversation involving eating at a café</li> <li>– <u>Speaking Fluency and Comprehensibility</u> – use target phrases to recreate simple conversations involving eating at a café</li> <li>– <u>Reading Comprehension</u> – restate written texts in own words and answer related questions</li> <li>– <u>Writing Accuracy and Comprehensibility</u> – create a skit based on eating at a sidewalk café</li> </ul> <p>Modes:</p> <ul style="list-style-type: none"> <li>– Interpretive</li> <li>– Inter-personal</li> <li>– Presentational Communication</li> </ul>	<ul style="list-style-type: none"> <li>– Paired speaking activities</li> <li>– Skit presentations</li> <li>– Quizzes</li> <li>– Unit Test</li> <li>• <i>Group Comprehension Informal</i></li> <li>• <i>Group Fluency Informal</i></li> <li>• <i>Individual Comprehension Informal</i></li> <li>• <i>Individual Fluency Informal</i></li> <li>• <i>Individual Comprehension Formal</i></li> <li>• <i>Individual Fluency Formal</i></li> </ul>

	Content	Skills	Assessments
April – June	Daily activities at home, school, and on weekends « Qu'est-ce qu'on fait? »	<ul style="list-style-type: none"> <li>- <u>Listening Comprehension</u> – interpret authentic spoken conversation involving daily activities</li> <li>- <u>Speaking Fluency and Comprehensibility</u> – use target phrases to recreate simple conversations discussing daily activities</li> <li>- <u>Reading Comprehension</u> – restate written texts in own words and answer related questions</li> <li>- <u>Writing Accuracy and Comprehensibility</u> – make written statements describing daily activities</li> </ul> <u>Modes:</u> <ul style="list-style-type: none"> <li>- Interpretive</li> <li>- Inter-personal</li> <li>- Presentational Communication</li> </ul>	<ul style="list-style-type: none"> <li>- Paired speaking activities</li> <li>- Project</li> <li>- Quizzes</li> <li>- Unit Test</li> <li>• <i>Group Comprehension Informal</i></li> <li>• <i>Group Fluency Informal</i></li> <li>• <i>Individual Comprehension Informal</i></li> <li>• <i>Individual Fluency Informal</i></li> <li>• <i>Individual Comprehension Formal</i></li> <li>• <i>Individual Fluency Formal</i></li> </ul>

Interpretive communication – *Understanding and interpretation of spoken or written communication*

Interpersonal communication – *Direct spoken or written communication*

Presentational communication – *Spoken or written communication for an audience*