

WORLD LANGUAGES - GRADE 6

Full-year course

CONTENT, SCOPE, AND SEQUENCE

The following themes are interwoven to provide the framework by which students communicate as they explore grammatical forms, cultural perspectives, make connections, comparisons, and prepare to participate in local and global communities. The grammatical structures presented following the themes and topics below, are offered as an important component to the logical continuum of the language acquisition process, but it is not the focus of instruction in the world languages classroom. Students explore grammar through context and with an emphasis of its functionality within the communicative approach.

Themes

A. Hello, world!

1. My world, my name, greetings, countries and nationalities (suggested time 5-6 weeks)
 - a. introduce oneself and others
 - b. exchange numbers
 - c. describe the day/identify dates
2. My identity (suggested time 5-6 weeks)
 - a. describe physical attributes
 - b. personality traits
 - c. express likes/dislikes

B. My family and friends

1. Relationships (suggested time 5-6 weeks)
 - a. describe family and others
 - b. ask/tell age, birthdays and other dates
2. Clothing (suggested time 5-6 weeks)
 - a. describe quantity, color, and size
 - b. express possession and preference
 - c. express another's likes and dislikes

C. Me, myself and I

1. My school (suggested time 5-6 weeks)
 - a. tell time
 - b. describe/create schedule
 - c. share extra-curricular activities
 - d. use adverbs of frequency (usually, often, rarely, etc.)
2. My classroom (suggested time 5-6 weeks)

- a. describe classroom objects
- b. discuss responsibilities
- c. describe schedule
- d. ask/tell time

Grammatical Structures

1. French
 - a. identify gender: masculine and feminine nouns
 - b. identify definite and indefinite articles
 - c. demonstrate possession using adjectives such as *mon/ma, ton/ta*
 - d. express need using the verb *avoir*
 - e. describe daily activities using verb *faire*
 - f. describe daily activities using regular -ER verbs
 - g. create negative sentences using *ne...pas*
 - h. express likes and dislikes using *J'aime/Je n'aime pas + Infinitive*
 - i. talk about where you are using the verb *être*
 - j. formulate questions with *est-ce que* and using inversion
 - k. create sentences using the verb *avoir* and the expression *il y a/il n'y a pas*
 - l. analyze the agreement and position of adjectives
 - m. introduce difference between *C'est vs. Il est*
2. Spanish
 - a. identifying gender: masculine and feminine nouns
 - b. knowing how numbers affect articles and adjectives
 - c. using definite and indefinite articles
 - d. demonstrating knowledge of subject pronouns and verb conjugations
 - e. knowing how to question and respond in the present tense
 - f. expressing affirmative and negative answers
 - g. using the simple future: *ir + a + infinitivo*
 - h. distinguishing between having feelings and possessions, with the verb *tener*
 - i. using present conjugations of *ser, estar, gustar*, and their uses
 - j. expressing obligations with *tener que*
 - k. using pronouns to clarify or emphasize the subject of an action
 - l. understanding and employing adjective agreement: characteristics and belongings
 - m. expressing present tense of regular (-ar, -er, -ir) verbs
 - n. using regular present tense verbs with irregular yo forms: *tener y conocer*
 - o. introducing briefly the verbs *hacer* and *jugar*

Cultural Perspectives, Products, and Practices

1. describe cultural differences in holidays celebrated in target-language-speaking countries
2. demonstrate increased awareness of and appreciation for the diversity of cultures, languages, and peoples
3. develop an awareness of the differences between one's own culture and the target culture
4. expand knowledge of specific practices of the target culture, to include social patterns, leisure and educational activities

5. recognize and welcoming the benefit associated with encompassing a broad range of opinions, ideas and visions, which are the result of specific historical, geographic and societal influences of a language and its culture.