



Collège – Middle School

6th grade curriculum

Programme de 6ème

Updated January 2017

I. Language Arts

The Language Arts Program in Middle School focuses on preparing the students to be bilingual, bi-literate, and bicultural in French and English.

In addition to the articulated dual-lingual curriculum, students are introduced to Spanish as a third language, which provides them with the opportunity to expand their multilingual multicultural experience.

Language Arts - French

READING

Major themes are explored through literary works throughout the school year:

- Creation in poetry: questioning morality

Students are encouraged and supported to read classics and modern literature, building reading skills from easier readings to advanced ones.

VOCABULARY

In order to enrich students' vocabulary, words belonging to particular domains are studied throughout the grades.

In 6th grade, the themes are:

- Emotions
- Religions (beliefs and practices in ancient civilizations)
- Literary genres

The students learn about the formation of words, their origin, their meanings, antonyms, synonyms, etc.

This vocabulary study is linked to the books studied for the reading section of the program.

WRITING

The goal at the end of 6th grade is for students to be able to write a one-page (20 lines) coherent text. It must be hand-written, with no spelling or grammatical errors, and well-placed on the page. The students are encouraged to use their imagination, and insert descriptions and dialogues.

They will practice all year with a paper due every three weeks.

Inspiration for their writing will come from the books studied in the reading section of the program.

GRAMMAR

The following notions will be studied:

- Sentence analysis
- Word functions
- Grammatical rules
- Verb tenses and conjugation

GRAMMATICAL SPELLING

Students study the different spelling rule important to French grammar.

ORAL COMMUNICATION

Students practice different forms of oral communication and learn how to express themselves correctly and with ease.

ART HISTORY AND APPRECIATION

Students study different forms of art expressions (paintings, music, theater...) in relation to the books studied in the reading section of the program.

LES SEQUENCES ET LEURS PROBLEMATIQUES	GRAMMAIRE	ORTHOGRAPHE	LEXIQUE	EXPRESSION ECRITE ET ORALE	LECTURE CURSIVE
<p><u>I. Récits de création/création poétique</u></p> <p>Récit de création et mythes des origines.</p> <p>La morale en question.</p> <p><i>CORPUS :</i> <u>LES FABLES, DE LA FONTAINE (LIVRES I À VI) :</u></p>	<p>Verbe.</p> <p>Nom.</p> <p>Déterminant.</p>	<p>Pluriel des noms et des adjectifs.</p> <p>Accord des adjectifs qualificatifs.</p> <p>Accord dans le groupe nominal.</p>	<p>Versification.</p> <p>Figures de style : périphrase, personnification.</p> <p>Lexique de la fable.</p>	<p>Ecrire une fable à partir d'une morale.</p> <p>Ecrire la suite d'une fable.</p> <p>Ecrire une fable à partir d'une image.</p> <p>Réciter une fable.</p> <p>Mettre en scène une fable.</p>	<p><u>Le renard de Morlange.</u> Alain Surget.</p> <p><u>Les contes d'Andersen.</u></p> <p><u>La bibliothécaire de Gudule.</u></p> <p><u>Le petit cœur brisé.</u> Moka.</p>

<p><u>2. Récits de création et mythe des origines.</u></p> <p>En quoi ces récits répondent-ils à des questions fondamentales ?</p> <p><i>CORPUS :</i></p> <p><u>LES METAMORPHOSES D'OVIDE.</u></p>	<p>Adjectif qualificatif</p> <p>Pronoms</p> <p>Etymologie et familles de mots.</p> <p>Formation des mots.</p>	<p>Verbe du 1^{er} groupe au présent.</p> <p>Verbe du 3^{ème} groupe au présent.</p> <p>Terminaisons homophones du présent.</p> <p>Verbe au présent de l'impératif.</p>	<p>L'origine des mots <i>épopée ; héros ; mythes.</i></p> <p>le vocabulaire de la métamorphose.</p>	<p>Décrire la métamorphose d'un homme en plante à la manière de Daphné.</p> <p>Décrire une métamorphose imposée par un Dieu en colère.</p> <p>Rédiger une supplication à la manière de d'Orphée s'adressant au Dieu de l'enfer, la lire à l'oral.</p>	<p><u>Médée la Magicienne.</u> Valérie Sigward.</p> <p><u>Cascades et gaufres à gogo.</u></p> <p>Maria Parr.</p>
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<p><u>3. Se confronter au merveilleux, à l'étrange.</u></p> <p>Quelle médiation symbolique représentent les personnages qui sortent de l'ordinaire, les figures surnaturelles ?</p> <p><i>CORPUS :</i></p> <p><u>LE CONTE MERVEILLEUX</u></p>	<p>Les niveaux de langue.</p> <p>Le son « é » à la fin d'un verbe.</p> <p>Les homophones de : est/sont/c'est.</p> <p>Les homophones de : a/ont/l'a.</p> <p>Les homophones de : se/sa/où/mais</p>	<p>Verbe au passé-composé.</p> <p>Le son « é » à la fin d'une verbe du 1^{er} groupe.</p> <p>Accord sujet/verbe.</p> <p>Accord du participe passé.</p>	<p>La formation et les familles de mots (à partir du lexique du <i>merveilleux</i>)</p> <p>Caractériser les personnages de contes (travail sur les synonymes et les antonymes)</p>	<p>Ecrire un conte à partir de motifs imposés.</p> <p>Imaginez le début d'un conte en deux parties.</p> <p>Ecrire un conte à partir d'une illustration.</p> <p>Mettre en scène un conte.</p>	<p><u>Le temps de miracles.</u></p> <p>Anne-Laure Bondoux</p> <p><u>Une île trop loin.</u> Annika Thor.</p>
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<p>4. Le monstre aux limites de l'humain.</p> <p>Quelle est la nature de l'homme et ses limites avec l'animalité ?</p> <p><i>CORPUS :</i></p> <p><u>L'ODYSEE</u></p> <p><u>Chanson de Ridan. « Ulysse »/</u> <u>Poème de Du Bellay « Heureux qui comme Ulysse... »</u></p>	<p>Les groupes et les modes de verbes.</p> <p>Passé/Présent/futur.</p> <p>Présent de l'indicatif.</p> <p>Présent de l'impératif.</p> <p>Présent du subjonctif.</p> <p>Présent du conditionnel.</p>	<p>Distinguer leur(s) et leur.</p> <p>Ecrire les sons.</p> <p>Utiliser les accents.</p> <p>Graphies du son « s » et « z ».</p> <p>Graphie de « j »</p>	<p>Le lexique des attitudes et mouvements du corps</p> <p>Les épithètes homériques</p>	<p>Imaginer que vous êtes à la place d'Ulysse et que vous devez résister au chant des sirènes.</p> <p>Rédiger votre propre Odyssée en plusieurs étapes dont le schéma est imposé.</p> <p>Apprendre la chanson de Ridan.</p>	<p><u>Enquête au collège.</u></p> <p>Jean-Philippe Arrou-Vignod.</p> <p><u>Le faucon déniché.</u></p> <p>Jean-Cômes Noguès.</p>
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<p><u>4. Résister au plus fort : ruses, mensonges et masques.</u></p> <p>Quels sont les stratégies du rire pour contester, ébranler le pouvoir ?</p> <p><i>CORPUS :</i></p> <p><u>LE MEDECIN VOLANT, DE MOLIÈRE</u></p> <p><u>KNOCK DE ROMAIN</u></p>	<p>Futur simple.</p> <p>L'imparfait.</p> <p>Le passé simple.</p> <p>Le passé composé.</p> <p>Le plus-que-parfait.</p>	<p>Ecrire les noms qui se terminent en « e ».</p> <p>Trouver la consonne finale d'un nom ou d'un adjectif.</p> <p>Doubler une consonne au début d'un mot.</p>	<p>Lexique du théâtre.</p> <p>Les registres de langue et la phrase interrogative</p> <p>Les paronymes (source de comique)</p>	<p>Rétablir les virgules, points et points d'interrogation dans un texte théâtral</p> <p>Rédiger une scène de théâtre commençant par « Je vous amène le plus... »</p> <p>Ecrire une scène à la manière de KNOCK et la représenter devant ses camarades.</p>	<p><u>Le médecin malgré lui.</u></p> <p>Molière</p> <p><u>La jeune fille, le diable et le moulin.</u></p> <p>Olivier Py</p>
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<p><u>5. Récits d'aventure.</u></p> <p>Comment le lecteur est-il tenu en haleine ?</p> <p><i>CORPUS :</i></p> <p><u>L'ÎLE AU TRÉSOR, DE R.L STEVENSON</u></p>	<p>Le sujet.</p> <p>Les compléments du verbe.</p> <p>Les compléments de la phrase.</p> <p>Type de phrase.</p>	<p>Accord sujet/verbe.</p> <p>Ponctuation.</p> <p>Ponctuation du dialogue.</p>	<p>Désigner les personnages en variant les substituts.</p> <p>Le lexique des émotions (travail sur les synonymes et les antonymes à partir des mots : <i>surprise, joie, peur</i>)</p> <p>Mots de liaison qui permettent d'organiser le récit.</p>	<p>Racontez un souvenir.</p> <p>Réaliser un exposé sur les pirates.</p> <p>Racontez la première journée de trois pirates abandonnés sur une île.</p>	<p>Livres choisis par les élèves parmi une liste de livres d'aventure.</p>
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Language Arts - English

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

- Read narrative and expository texts aloud: fluency, accuracy, appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- Identify and interpret figurative language and words with multiple meanings.
- Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- Monitor expository texts for unknown words or words with novel meanings : using word, sentence, and paragraph clues to determine meaning.
- Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

Reading Comprehension (Focus on Informational Materials)

- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Students read narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Sample of novels read in 6th grade:

- Holes by Louis Sachar
- Walk Two Moons, by Sharon Creech
- Where the Red Fern Grows, by Wilson Rawls
- Tuck Everlasting, by Natalie Babbitt
- The Lion, the Witch, and the Wardrobe, by C.S. Lewis

Literary Response and Analysis

•Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Structural Features of Literature

- Identify the forms of fiction and describe the major characteristics of each form.
- Narrative Analysis of Grade-Level-Appropriate Text
- Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot, and the resolution of the conflict.
- Analyze the influence of the setting on the problem and its resolution.
- Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
- Identify and analyze features of themes conveyed through characters, actions, and images.
- Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Literary Criticism

•Critic the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

WRITING

Writing Strategies

•Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. The students progress through the stages of the writing process as needed.

Organization and Focus

- Choose the form of writing (e.g. personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- Create multiple-paragraph expository compositions:
 - a. Engage the interest of the reader and state a clear purpose.
 - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

c. Conclude with a detailed summary linked to the purpose of the composition.

- Use a variety of effective and coherent organizational patterns including comparison and contrast; organization by categories, arrangement by spatial order, order of importance, or climactic order.

Research and Technology

- Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

Evaluation and Revision

- Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Writing Applications (Genres and Their Characteristics)

Students write narrative, informative/explanatory, and argumentative/opinion texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English.

- Write narratives:
 - a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - b. Include sensory details and concrete language to develop plot and character.
 - c. Use a range of narrative devices (e.g., dialogue, suspense).
- Write informative/explanatory compositions (e.g., description, explanation, comparison and contrast, problem and solution):
 - a. State the thesis or purpose.
 - b. Explain the situation.
 - c. Follow an organizational pattern appropriate to the type of composition.
 - d. Offer persuasive evidence to validate arguments and conclusions as needed (text evidence).
- Write argumentative/opinion compositions:
 - a. State a clear position on a proposition or proposal.
 - b. Support the position with organized and relevant evidence.
 - c. Anticipate and address reader concerns and counterarguments.
- Write research reports:
 - a. Pose relevant questions with a scope narrow enough to be thoroughly covered.

- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
- c. Include a bibliography.
- Write persuasive compositions:
 - a. State a clear position on a proposition or proposal.
 - b. Support the position with organized and relevant evidence.
 - c. Anticipate and address reader concerns and counterarguments.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

Written and Oral English Language Conventions

- Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

- Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grammar

- Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
- Identify parts of speech.

Punctuation

- Use correct punctuation: periods, quotation marks, commas, and so on.

Capitalization

- Use capitalization properly.

Spelling

- Spell frequently misspelled words correctly (e.g., their, they're, there).

LISTENING AND SPEAKING

Listening and Speaking Strategies

- Students are able to enunciate coherent presentations clearly and in an audible manner. They are able to articulate one's thoughts and deliver in a confident way.

Comprehension

- Identify the tone, mood, and emotion conveyed in the oral communication.
- Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

- Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- Identify persuasive and propaganda techniques used in television and identify false and misleading information.

Speaking Applications (Genres and Their Characteristics)

- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, information/explanatory, argument/opinion).
- Deliver narrative presentations:
 - a. Establish a context, plot, and point of view
 - b. Include sensory details and concrete language to develop the plot and character
 - c. Use a range of narrative devices (e.g., dialogue, tension, or suspense)
- Deliver informative presentations:
 - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
 - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).
- Deliver argumentative presentations:
 - a. Provide a clear statement of the position
 - b. Include relevant evidence, develop and justify the selected interpretation through sustained use of examples and textual evidence
 - c. Offer a logical sequence of information.
 - d. Engage the listener and foster acceptance of the proposition or proposal.

II. Social Studies

The French and American curricula both focus on ancient civilizations in 6th Grade. The programs are harmonized to ensure that concepts are covered in a balanced way, with reinforcement of ideas and vocabulary in both languages when possible. Students start to develop higher levels of critical thinking and analyze development of cultures and their interactions through time (politics, religion, economics, social, and geographic backgrounds). Topics include the archaeological studies of the early physical and cultural development of human mankind from the Paleolithic era to the agricultural revolution; the foundation of Greece, Greek cities, citizenship and democracy; Chinese dynasties; early civilization in India. Students practice research papers and make oral presentation in class, developing speaker skills.

Social Studies in French (French Standards)

Histoire / History (H) - Géographie / Geography (G) – Education Morale et Civique / Life in Society and Citizenship (EMC)

Dates	Themes
<p style="text-align: center;">Unit 1 September – October</p>	<p>Les chiffres romains / <i>Roman numbers</i></p>
	<p>EMC1 Vivre ensemble / <i>Living together: ethics and principles</i></p>
	<p>G1 Habiter une métropole: Les métropoles et leurs habitants / <i>Life in a city: cities and their inhabitants</i></p>
	<p>H1 La longue histoire de l'humanité et des migrations: la Révolution néolithique / <i>The long history of mankind and human migrations: the Neolithic Revolution</i></p>
	<p>G2 La ville de demain / <i>Cities of the future</i></p>

<p style="text-align: center;">Unit 2 November - December</p>	<p>H2 Premiers États, premières écritures / <i>First states, first writing systems</i> Récits fondateurs, croyances et citoyenneté / <i>Founding Myths, beliefs and citizenship</i> Le monde des cités grecques / <i>Ancient Greek cities</i> Rome du mythe à l'histoire / <i>Rome: from myth to reality</i></p>
	<p>G3 : Habiter la ville de demain / <i>Life in a city of the future</i></p>
	<p>ECM2 : L'égalité et le respect / <i>Equality and Respect</i></p>
<p style="text-align: center;">Unit 3 January – February</p>	<p>H3 : Rome Rome du mythe à l'histoire / <i>Rome, from Myth to History</i> La naissance du monothéisme juif dans un monde polythéiste / <i>Jewish Monotheism in a polytheist environment</i></p>
	<p>G4 : Relations entre densité de population et environnement / <i>Relationships between population and environment</i> Habiter un espace de faible densité / <i>Life in a low populated environment</i> Habiter un espace à forte(s) contrainte(s) naturelle(s) ou/et de grande biodiversité. / <i>Life in an environment with heavy natural constraints and large biodiversity</i></p>
<p style="text-align: center;">Unit 4 March - April</p>	<p>H4 : L'empire romain dans le monde antique / <i>The Roman Empire in the Ancient World</i> Conquêtes, paix romaine et romanisation / <i>Expansion, the Roman Peace and romanization</i></p>
	<p>G5 : Relations entre densité de population et environnement / <i>Relationships between population and environment</i> Habiter un espace de faible densité à vocation agricole / <i>Life in a low populated agricultural environment</i></p>
	<p>H5 : Des chrétiens dans l'Empire / <i>First Christian Believers in the Roman Empire</i></p>

<p>Unit 5 May- June</p>	<p>H5 : Les empires chrétiens 2^e partie / <i>Christian Empires</i></p>
	<p>G6 Habiter les littoraux / <i>Life near an ocean/sea</i></p> <p>Littoral industrialoportuaire, littoral touristique / <i>Industries, Ports , tourism</i></p>
	<p>EMC3 : La citoyenneté / <i>Be a citizen</i></p>

Social Studies in English: The Ancient World

(American Standards)

Students in grade six expand their understanding of history by studying the people and events from the **Ancient World**. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Textbook: "History Alive! The Ancient World" - TCI

The Paleolithic era

Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

- Describe the hunter-gatherer societies including the development of tools and the use of fire.
- Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

The Ancient World

Mesopotamia, Egypt, and Kush

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

- Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

- Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
 - Trace the evolution of language and its written forms.
- Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
 - Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization
 - Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan Ben Zaccai in the development of the Jewish religion.
 - Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
 - Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

India

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

- Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
- Discuss the significance of the Aryan invasions.
- Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
- Outline the social structure of the caste system.
- Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
- Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.
- Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

China

Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

- Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
- Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
- Know about the life of Confucius and the fundamental teachings of Confucianism and

Taoism.

- Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
- List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
- Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
- Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
- Describe the diffusion of Buddhism northward to China during the Han Dynasty.

III. Mathematics

French Standards taught in French – American Standards taught in English

The current Middle School Math Curriculum is a comprehensive articulation of the French and Californian Standards. Building on the strong foundations in algebra and geometry acquired through Elementary School, students continue to benefit from a dual perspective in Math.

By the end of 8th grade, all the French Standards as well as the US "Algebra 1" and "Geometry" have been completed. Students are routinely placed at Advanced Level in 9th grade.

Progress is closely monitored with frequent graded homework assignments, quizzes and review tests. Students are challenged in the class, at their level of ability, as well as in optional Math Clubs and Electives. They often enter National Math Contests (French and US formats), in order to compete with students from other schools.

Schedule in Math: 3.5 periods per week in French, and 2 period per week in English

Strands Taught in French

The Number System

Whole and decimal numbers

- Place value, decimals, expanded form
- Compare and order numbers
- Rounding numbers
- Number line

Operations: Addition, subtraction, multiplication and division

- Times tables
- To multiply by 10, 100....0,1;0,01
- Divisibility rules
- Computing
- Estimates

Fractions

Proportions

- Proportionality in tables, charts, problems
- Determining proportionality

Strands Taught in English

The Number System

- Multiplying and dividing fractions and decimals
- Factors and multiples,
- Equivalency
- Integers and rational numbers
- Number lines
- Graphing

Ratios and Proportions

- Compare / describe relationships between quantities using tables, graphs, basic equations
- Unit Rate, constant of proportionality
- Conversion between fractions, decimals, percents and ratios

Statistics and Probability

- Summarize and analyze numerical data sets
- Distribution
- Variability
- Display data graphically

Algebra - Expression and Equations

- Write expressions and equations with variables
- Apply properties of operations
- Solve one and two step single variable equations

Geometry

Plane figures

- Parallel and perpendicular lines (constructions and reasoning)
- Circle: vocabulary, properties
- Triangles: vocabulary, isosceles, equilateral..., properties, construction with a pair of compasses. Constructions using an App (Geogebra) on laptops.
- Quadrilaterals : rectangle, square, rhombus: properties (sides, angles, diagonals)
- Geometric constructions of figures.

Line symmetry:

- Constructing symmetrical figures (point, line, segment, circle, figures...)
- Finding lines of symmetry
- Segment bisectors

Lengths, masses, times:

- Converting units of measurement
- Perimeter of a polygon, circumference of a circle
- Assessing and measuring duration

Angles:

- Construction of a given angle in degrees
- Finding the measurement of an angle

Areas:

- Comparing areas
- Calculating surface area
- Area of a rectangle, a right-angled triangle, a disc

Geometry

- Area, surface area and volume

IV. Science

French Standards taught in French – American Standards taught in English

Overarching goals for science courses

Students will be able to: Ask questions and define problems - Design experiments - Collect and analyze data - Build models
Think mathematically and computationally - Explain and design solutions - Construct arguments based on evidence -Communicate results

Schedule in Science: 3 periods per week in French, and 1 period per week in English

Dates	French Science	US Science
Year Long Theme	Transfers of Energy - within biotic and abiotic systems and across systems	The changing Earth - a look at biotic and abiotic factors
September - October	Theme 1 – Matter, Movement, Energy and Information	Theme 1 - Cells and organization of living things
November - January	Theme 2 – Diversity and continuity of life	Theme 2 - Cellular Reproduction and Heredity
February- March	Theme 3 – Techniques used to feed the human population and how food is produced	Theme 3 - Weather and energy transfers
April– June	Theme 4 – The Life Cycle	Theme 4 - Global Climate Change

Green : Life Science and Earth Science

Red : Physics and Chemist

V. Spanish – Learning a third language

Unit 1:

- A) Identify parts of the body
- B) Identify parts of the face
- C) Tell what hurts oneself
- D) Ask what hurts someone else

1st
trimester

Unit 2:

- A) Identify clothing
- B) Describe what you are wearing
- C) Find out what someone is wearing
- D) Ask opinion about clothing and how it fits
- E) Ask/tell about clothing size

1st
trimester

Unit 3:

- A) Describe physical traits of others
- B) Ask about physical traits of others
- C) Comment on personal traits
- D) Compare physical/personal traits of others

1st
trimester

Unit 4:

- A) Identify parts of a home
- B) Describe your home (interior/exterior)
- C) Describe someone else's home (interior/exterior)

2nd
trimester

Unit 5:

- A) Identify living room items
- B) Describe their living room
- C) Ask for a description of someone else's living room
- D) Describe their bedroom
- E) Ask for a description of someone else's bedroom
- F) Locate objects in a room

2nd
trimester

Unit 6:

- A) Identify kitchen items
- B) Describe their kitchens
- C) Ask for a description of someone's kitchen
- D) Tell what items they use in the kitchen
- E) Ask what items others use in the kitchen

2nd
trimester

Unit 7:

- A) Discuss their household chores
- B) Direct someone to do something
- C) Tell what they have to do
- D) Tell what they just finished doing
- E) Describe the condition of household items

3rd
trimester

Unit 9:

- A) Tell what they and others eat/drink for breakfast
- B) Ask others what they want to drink for breakfast
- C) Tell someone how much they want to eat for breakfast

3rd
trimester

Unit 10:

- A) Tell what they want to eat for lunch/dinner
- B) Ask what someone else wants to eat for lunch/dinner
- C) Basic review of all units

3rd
trimester

VI. Physical Education – Éducation physique

Dates	Performance Skills	Adapting movement to different types of environment	Individual and team activities involving cooperation and opposition	Creating and performing expressive, artistic or aesthetic activities
1-September/October	Fitness activities (cardiovascular, muscular, flexibility)		-Cooperative and team building activities -Ultimate Frisbee (throwing and catching)	
2-November/December	Fitness activities (cardiovascular, muscular, flexibility)		-Ultimate Frisbee (offensive and defensive strategies; games) <i>Level 2</i> -Soccer (offensive and defensive strategies; small and large sided games) <i>Level 3</i>	
3-January/February	Fitness activities (cardiovascular, muscular, flexibility)		-Basketball (dribbling, passing, shooting; offensive and defensive strategies; games) <i>Level 3</i> -Volleyball (bumping, setting, serving; offensive and defensive strategies; games) <i>Level 3</i> -Street Hockey (dribbling, passing, shooting; offensive and defensive strategies; games) <i>Level 3</i>	Tumbling, stunts, gymnastics skills (Level 3)

4-March/April	Track and Field Activities <i>Level 3</i> (long jump, sprinting, relay running)		-Flag Football and Rugby (throwing and catching; offensive and defensive strategies; games) <i>Level 2 and 3</i> -Racquet Games-Badminton/Table Tennis (serving, volleying; offensive and defensive strategies; games) <i>Level 3</i>	
5-May/June	Track and Field Activities <i>Level 3</i> (sprinting, endurance running, high jump)	Orientation Race	-Baseball/Softball (throwing, catching, hitting; small sided games) <i>Level 3</i>	Rhythm and Dance Activities (Level 3)