

World Languages Curriculum



French IV: Unit Four

Grade 6-12

Course Description

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc...
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Course Overview

The French Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for interdependent world.

Pacing Chart

Unit 1	L'Amérique du Nord: le Canada, Saint-Pierre-et-Miquelon et la Louisiane	4 weeks
Unit 2	Haïti, la Guadeloupe et la Martinique	5 weeks
Unit 3	L'Europe: le Luxembourg, la Belgique, la Suisse et Monaco	6 weeks
Unit 4	Le Moyen Orient: le Liban, Israël et l'Égypte	6 weeks
Unit 5	L'Afrique du Nord: le Maroc, l'Algérie et la Tunisie	5 weeks
Unit 6	L'Afrique Occidentale et de l'Ouest: le Sénégal, la Côte d'Ivoire, le Mali, le Niger, le Tchad, la République Démocratique du Congo et Madagascar	5 weeks
Unit 7	Le Cambodge, le Laos, le Viêtnam, la Nouvelle Calédonie et Tahiti	4 weeks

Educational Technology

Standards

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1

➤ **Technology Operations and Concepts**

- Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

➤ **Creativity and Innovation**

- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

➤ **Communication and Collaboration**

- Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

➤ **Digital Citizenship**

- Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

➤ **Research and Information Literacy**

- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.

21st Century Life & Career Skills

Standards:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

Learning and Innovation Skills:

➤ **Creativity and Innovation**

- Use multiple points of view to create alternative solutions.

➤ **Critical Thinking and Problem Solving**

- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Implement problem-solving strategies to solve a problem in school or the community.

➤ **Communication and Collaboration Skills**

- Determine an individual's responsibility for personal actions and contributions to group activities.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Model leadership skills during classroom and extra-curricular activities.

➤ **Cross-Cultural Understanding and Interpersonal Communication**

- Demonstrate the ability to understand inferences.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

➤ **Career Exploration**

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Enduring Understanding

- **Understanding political and religious conflicts among nations**
- **Cultural and religious diversity create a unique experience**
- **Causes of civil war and the outcome on families and the country**
- **Political turmoil create instability and doubt among groups and nations**
- **Linguistic crossovers between the multiple groups that co-exist in one country**

Grade: 6-12	Unit: Four	Topic: Le Moyen Orient: le Liban, Israël et l'Égypte
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.IL.A.1, 7.1.IL.A.5, 7.1.IL.A.6, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3, 7.1.IL.C.4, 7.1.IL.C.5		
ACTFL Modes of Communication:		
<ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
Identify, discuss and demonstrate your knowledge of Lebanon and its culture, including food, music, religion(s), language(s), currency, celebrations, government	<ul style="list-style-type: none"> • Where was Phoenicia and how did it change the import/export business? • How do the various political parties and 	<p><u>Graph/Chart</u></p> <p>Graph/Chart the timeline of various invasions in Lebanon.</p>	<p>Lebanon profile - Timeline-BBC News</p> <p>http://www.bbc.com/news/world-middle-east-14649284</p>	<p>La République</p> <p>Romans</p> <p>Ottomans</p> <p>French</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and tourism.</p> <p>7.1.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	<p>beliefs shape a country?</p> <ul style="list-style-type: none"> How did the civil war change the demographics in Lebanon? 	<p><u>Touriste Magazine</u> Write a review for a tourist magazine highlighting areas to visit, foods to eat, and customs to explore. Take turns to share with a partner.</p> <p><u>Video</u> Watch a segment or the entire video on “Traditions et saveurs S2 Liban 2015” and explore the traditions, food, and people of Lebanon. Discuss in groups your observations.</p> <p><u>Journal Entry</u> Write a one page journal entry on the impact and influences of living in a multicultural/multi religious society.</p>	<p>WorldAtlas.com http://www.worldatlas.com/webimage/countrys/asia/lb.htm</p> <p>Histoire du Liban http://www.linternaute.com/histoire/histoire-du-liban/liban.shtml</p> <p>Le Liban et la francophonie https://www.youtube.com/watch?v=6ivE1GC8QTo</p> <p>Traditions et saveurs S2 Liban 2015 https://www.youtube.com/watch?v=5FTwRz-H4zw</p>	<p>La guerre civile</p> <p>Beyrouth</p> <p>Mont Liban</p> <p>Les Cèdres du Liban</p> <p>Les ruines</p> <p>Byblos</p> <p>Baalbek</p> <p>Tyre</p> <p>Bekaa Valley</p> <p>La Mer Méditerranée</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.II.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>				<p>Le Paris du Moyen Orient Les réfugiés Le Kibbé Les mezzés Livre libanaise (LBP)</p>
<p>Identify, discuss and demonstrate your knowledge of Israel and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.4</p> <p>Compare and contrast age- and level-appropriate culturally authentic materials orally and in</p>	<ul style="list-style-type: none"> • How has religion and traditions played a large role in the daily lives of the citizens of Israel? • What makes Israel a “Holy Land”? • What effects do the political and religious conflicts among Arabs and Israelis have on everyday life? 	<p><u>Map Activity</u></p> <p>Students create their own map of the Old City of Jerusalem, including monuments and houses of worship in the four quarters. Compare and discuss maps with a partner.</p> <p><u>Posters</u></p> <p>In groups, assign each group to create a poster of one of the four quarters of the Old City of Jerusalem. All monuments must be labeled in French. Post it outside of the classroom for everyone to see.</p>	<p>Cités & merveilles - Jérusalem</p> <p>https://www.youtube.com/watch?v=v6LeTHGQ57M</p> <p>Unesco.org- Vieille ville de Jérusalem et ses remparts</p> <p>http://whc.unesco.org/en/list/148</p> <p>Israël et la francophonie</p> <p>http://www.espacefrancais.com/francophonie/index.php?itemid=595</p> <p>Une chanson d’Enrico Macias- Noël à Jérusalem!</p> <p>https://www.youtube.com/watch?v=5-KJU657kPE</p>	<p>The Holy Land Zionism Les territoires palestiniens La Mer Morte Tel Aviv Jérusalem Eilat Chekel Kobi Peretz- Pop Artist singing in Mizrahi Style music</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>writing.</p> <p>7.1.IL.C.5</p> <p>Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p>		<p><u>Venn Diagram</u></p> <p>Using a Venn Diagram, compare and contrast two major cities in Israel. (Teacher may assign cities)</p> <p><u>Une chanson</u></p> <p>Listen to the song “Noël à Jerusalem” by Enroci Macias. Discuss with a partner the various aspects addressed in the song.</p> <p><u>Debate</u></p> <p>In groups, students debate and defend their views on peaceful living and co-existing in Israel.</p>		
<p>Identify, discuss and demonstrate your knowledge of Egypt and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p>	<ul style="list-style-type: none"> • How did the Roman and Ottoman Empires impact on Egypt today? • How did the political turmoil in Egypt effect on their national and international policies? • What is the role of 	<p><u>Glogstr</u></p> <p>Create a poster on Glogstr on ancient Egypt.</p> <p><u>Read and Discuss</u></p> <p>Read “L’Égypte: le pays et ses richesses” and then discuss with a partner your</p>	<p>Organisation internationale de la phrancophonie</p> <p>http://www.francophonie.org/Egypte.html</p> <p>L’Égypte: le pays et ses</p>	<p>Le Caire</p> <p>Quatre régions d’Égypte</p> <p>La domination romaine</p> <p>La domination ottomane</p> <p>Les pyramides</p> <p>Le louxor</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p>women in the Egyptian culture?</p> <ul style="list-style-type: none"> • How does the Egyptian Arabic language differ from the other Arabic-speaking countries? 	<p>observations. Share your ideas/observations with the whole group.</p> <p><u>Video</u> Watch a documentary and/or a segment on Egypt in French. Write a one page feedback on what was discussed in the video. Read aloud to a partner.</p> <p><u>Bon Voyage!</u> Plan a detailed trip to Egypt, including cities, monuments, and an itinerary to follow.</p> <p><u>Journal Entry</u> Write a one to two pages in your journal about your views and opinions on Egypt. Would you want to visit, why or why not, and provide reasons.</p>	<p>richesses http://www.l-egypte.com/pays.html</p> <p>La gastronomie égyptienne http://www.l-egypte.com/gastronomie.html</p> <p>Les recettes d' Égypte http://recettes.de/egypte</p> <p>Voyage en Égypte- visite du Caire https://www.youtube.com/watch?v=aLwg8jnGA-U</p> <p>Merveilles et Mystère de l'Egypte Ancienne -Documentaire https://www.youtube.com/watch?v=v6VXA1KF6oY</p>	<p>Le sphinx Le pharaon La vallée de rois Sharm el Sheikh Falafel Amr Diab Shereen La magie noire Livre égyptienne (LE)</p>

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			La Magie Noire - Documentaire Complet https://www.youtube.com/watch?v=4vs1Jw85oT4	

Unit 4 Vocabulary

<p><u>Vocabulaire</u></p> <p>Un citoyen/une citoyenne La nationalité L'arabe Un arabe/une arabe La guerre La guerre civile La guerre religieuse La paix La religion Le combat La bombe La fusée L'éducation La politique La diaspora La magie noire Le brevet Le baccalauréat L'éducation bilingue L'église La mosquée Le temple Un chrétien/une chrétienne Un musulman/une musulmane Un juif/une juive</p>	<p>L'armée La police Un politicien/une politicienne L'hiéroglyphique L'alphabet Les numéros Les monuments La ville Le village Le desert La mer Méditerranée La mer Morte La mer Rouge Le canal de Suez</p> <p><u>Les verbes</u></p> <p>Parler Vivre Voyager Écouter Se battre Perdre Cohabiter Exister Étonner Partager Combattre Attaquer</p>	<p><u>Les adjectives</u></p> <p>Libanais/libanaise Arménien/arménienne Israélien/israélienne Palestinien/palestinienne Égyptien/égyptienne Émigré/émigrée Réfugié/réfugiée</p> <p><u>Révision</u></p> <p>Les fêtes Les célébrations La nourriture Les prépositions de place Les descriptions Les directions La carte mondiale</p>
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a PPT on modern Egypt. Include in your PPT information on tourism, sites, food, dress code, dangerous parts of the country, dos and don'ts, etc...</p> <p>Include images of sites, authentic dishes, modern wear, etc...</p> <p>Present to the whole group.</p> <p>Provide Rubric</p>	<p>2. Select a historical monument from one of the countries in this Unit and create a 3D model. Display all students' 3D models in a main area of your school for all to see.</p> <p>Provide Rubric</p>