

# **World Languages Curriculum**



## **French IV: Unit Five**

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

## 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**

- **The influence of Berbers and their customs in northern Africa**
- **Andalusian traces and influences on the artisans and their products**
- **The importance of religious beliefs and daily prayers**
- **The role of men as patriarchs in the home and society**

|   |                   |  |
|---|-------------------|--|
| <b>Grade: 6-12</b>  | <b>Unit: Five</b> | <b>Topic: L’Afrique du Nord: le Maroc, l’Algérie et la Tunisie</b> |
| <b>New Jersey Core Curriculum Content Standards (NJCCCS):</b><br>7.1.II.A.1, 7.1.II.A.4, 7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.1, 7.1.II.C.2, 7.1.II.C.3, 7.1.II.C.4 |                   |  |
| <b>ACTFL Modes of Communication:</b>  |                   |  |
| <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>   |                   |  |

| NJDOE Student Learning Objectives   | Essential Question  | Sample Activities   | Resources  | Cultural Products, Practices, and Perspectives   |
|---|---|---|--|--|
| Identify, discuss and demonstrate your knowledge of Morocco and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism. | <ul style="list-style-type: none"> <li>• What is the role of the Berbers on the Moroccan culture?</li> <li>• How are religious beliefs interconnected with culture?</li> <li>• How do we associate with certain scents and</li> </ul> | <p><b><u>Cooking</u></b></p> <p>Follow the recipe for Moroccan couscous, document your steps, make it and bring it to class. (various recipes could be assigned to students).</p> | <p><b>Imago Mundi</b></p> <p><a href="http://www.cosmovisions.com/Afrique.htm">http://www.cosmovisions.com/Afrique.htm</a></p> <p><b>Découvrez le Maroc comme vous ne l'avez jamais vu.</b></p> <p><a href="http://www.carte.ma/">http://www.carte.ma/</a></p> | <p>Rabat</p> <p>Casablanca</p> <p>La monarchie</p> <p>Les langues:</p> <p>L’arabe</p> <p>L’amazighe (langues</p> |

| NJDOE Student Learning Objectives  | Essential Question | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives   |
|--|--------------------|---|---|--|
| <p><b>7.1.II.A.6</b><br/>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.II.B.1</b><br/>Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p><b>7.1.II.C.3</b><br/>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>7.1.II.C.4</b><br/>Compare and contrast age- and level-appropriate culturally authentic materials orally and in</p> | <p>sounds?</p>     | <p><b><u>Video</u></b><br/>Watch the documentary or segments of the documentary “Tout Les Mystères Cachés du Maroc”. Discuss with your partner key points noted about Morocco and then share your views with the whole group.</p> <p><b><u>Journal Entry</u></b><br/>Write a one page journal entry on your observations of Morocco and its culture, including likes and dislikes of various areas.</p> <p><b><u>Music</u></b><br/>Listen to a piece of Gnawa music and discuss with a partner the influences and backgrounds. Compare and contrast with a piece of music from another culture.</p> | <p><b>Tout Les Mystères Cachés du Maroc (Documentaire Culture)</b><br/><a href="https://www.youtube.com/watch?v=Z82tlXYDPe8">https://www.youtube.com/watch?v=Z82tlXYDPe8</a></p> <p><b>Moroccan Gnawa Music</b><br/><a href="https://www.youtube.com/watch?v=dllwDnls4rM">https://www.youtube.com/watch?v=dllwDnls4rM</a></p> <p><b>Recettes de Maroc</b><br/><a href="http://recettes.de/maroc">http://recettes.de/maroc</a></p> <p><b>La Folie Du Couscous Documentaire</b><br/><a href="https://www.youtube.com/watch?v=_rLkRixp68k">https://www.youtube.com/watch?v=_rLkRixp68k</a></p> <p><b>L'artisanat marocain : Voyage au pays des merveilles...</b><br/><a href="http://www.artisanat-marocain.fr/">http://www.artisanat-marocain.fr/</a></p> | <p>berbères)<br/>Le français<br/>La medina<br/>Le souk<br/>Les Berbères du Maroc<br/>Le Marrakesh<br/>Le palais Soleiman<br/>Culture Arabo-Andalouse<br/>Les couleurs de chaque ville<br/>Bab el-Mansour<br/>Les musiciens Gnaouas<br/>Le couscous<br/>La sorcellerie<br/>L'artisanat<br/>Le tapis<br/>Le cuir<br/>Le bois<br/>La production d'argan<br/>Dirham marocain</p> |

| NJDOE Student Learning Objectives   | Essential Question  | Sample Activities   | Resources  | Cultural Products, Practices, and Perspectives   |
|---|---|---|--|--|
| writing.  |   |   |  |  |
| <p>Identify, discuss and demonstrate your knowledge of Algeria and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p><b>7.1.II.C.2</b><br/>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.II.A.1</b><br/>Identify the main idea and most supporting details contained in culturally authentic materials using</p> | <ul style="list-style-type: none"> <li>• Are there hidden symbols behind the Berber tattoos?</li> <li>• How did the Queen of Kahina influence women’s role in Algeria today?</li> </ul> | <p><b><u>Story</u></b><br/>Create and write a short story based on a character/personality that influenced a nation. Share your story with a partner.</p> <p><b><u>Video</u></b><br/>Watch the video “les tatouages Berbères”. Discuss your observations with a partner and then write a one page summary.</p> <p><b><u>Une chanson</u></b><br/>Listen to the song “J’ai quitté mon pays” by Enrico Macias. Provide lyrics to students, and listen to it a second time. Have students analyze the lyrics and then write a reflective essay on a similar experience.</p> | <p><b>Youtube - les pieds noirs</b><br/><a href="https://www.youtube.com/watch?v=latc-2Onxio&amp;list=PLUH4SmasAVhu7YeSmbDVc4c4G8zJmH2S9">https://www.youtube.com/watch?v=latc-2Onxio&amp;list=PLUH4SmasAVhu7YeSmbDVc4c4G8zJmH2S9</a></p> <p><b>Les tatouages Berbères</b><br/><a href="https://www.youtube.com/watch?v=B8i_kNzZFO4">https://www.youtube.com/watch?v=B8i_kNzZFO4</a></p> <p><b>Les Symboles Berbères</b><br/><a href="https://www.youtube.com/watch?v=TUMwL93vGPg">https://www.youtube.com/watch?v=TUMwL93vGPg</a></p> <p><b>La reine Berbère Kahina</b><br/><a href="https://www.youtube.com/watch?v=YQLjwlpfcdM">https://www.youtube.com/watch?v=YQLjwlpfcdM</a></p> <p><b>HISTOIRE DE LA KAHINA</b><br/><a href="https://www.youtube.com/watch?v=V8Re8G80f20">https://www.youtube.com/watch?v=V8Re8G80f20</a></p> | <p>Alger</p> <p>Les langues:<br/>L’arabe - langue officielle<br/>Le tamazight- langue nationale<br/>L’arabe algérien<br/>Le français<br/>Les pieds noirs<br/>La Kabylie<br/>Zidane<br/>Khaled<br/>Enrico Macias<br/>Les Berbères d’Algérie<br/>La conquête Arabe au Septième Siècle<br/>La chakchouka<br/>Dinar algérien</p> |

| NJDOE Student Learning Objectives  | Essential Question   | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives   |
|--|--|---|---|--|
| <p>electronic information sources related to targeted themes.</p> <p><b>7.1.II.A.5</b><br/>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b><br/>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> |  | <p><b><u>Symbols</u></b><br/>Watch the video “ les Symboles Berbères” and then analyze symbols with their meanings. Discuss if the image/symbol and their representations match in your opinion. Suggest new symbols and define your reasoning.</p> | <p><b>Interview- Enrico Macias</b><br/><a href="https://www.youtube.com/watch?v=IWR-GffouOc">https://www.youtube.com/watch?v=IWR-GffouOc</a></p> <p><b>Une Chason - J’ai quitté mon pays</b><br/><a href="https://www.youtube.com/watch?v=CsnXESLB60">https://www.youtube.com/watch?v=CsnXESLB60</a></p> <p><b>Recettes d’Algérie</b><br/><a href="http://recettes.de/algerie">http://recettes.de/algerie</a></p> |  |
| <p>Identify, discuss and demonstrate your knowledge of Tunisia and its culture, including food, music, religion(s), language(s), currency, celebrations, government</p>  | <ul style="list-style-type: none"> <li>• What is freedom and how do we identify what nations are free?</li> <li>• What is the Arab Spring?</li> <li>• What is the role of Tunisia in the Arab</li> </ul> | <p><b><u>Comics</u></b><br/>Using <a href="http://makebeliefscomix.com">makebeliefscomix.com</a>, create a comic illustrating the Arab Spring.</p>  | <p><b>Carthage : L’ancienne cité punique d’Afrique en 3D</b><br/><a href="https://www.youtube.com/watch?v=66nG2Vs6rBA">https://www.youtube.com/watch?v=66nG2Vs6rBA</a></p> <p><b>Recettes de Tunisie</b><br/><a href="http://recettes.de/tunisie">http://recettes.de/tunisie</a></p>  | <p>Tunis</p> <p>Les langues officielles:<br/>L’arabe<br/>Le français<br/>L’arabe tunisien<br/>Le chelha au sud</p> |

| NJDOE Student Learning Objectives   | Essential Question | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives  |
|---|--------------------|---|---|---|
| <p>and tourism.</p> <p><b>7.1.II.C.2</b><br/>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.II.A.5</b><br/>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.4</b><br/>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> | <p>Spring?</p>     | <p><b><u>Video</u></b><br/>Watch the video on Carthage and then discuss the contents with a partner.</p> <p><b><u>Video- Tunisie</u></b><br/>Watch the video on “la Tunisie est bel et bien...”. In groups of four, select 5 key points to discuss. Share with the whole group. (teacher can assign key points per group)</p> <p><b><u>Journal Entry</u></b><br/>Write a one page journal entry highlighting cultural aspects that intrigue you. Explain your selection. Discuss with your partner.</p> | <p><b>Une visite</b><br/><a href="https://www.youtube.com/watch?v=yr0ubllyFcM">https://www.youtube.com/watch?v=yr0ubllyFcM</a></p> <p><b>Youtube - Carthage</b><br/><a href="https://www.youtube.com/watch?v=Q5wTZ-xRKZ8">https://www.youtube.com/watch?v=Q5wTZ-xRKZ8</a></p> <p><b>Youtube - Artistes en Tunisie</b><br/><a href="https://www.youtube.com/watch?v=DTFniayq8h0">https://www.youtube.com/watch?v=DTFniayq8h0</a></p> <p><b>La Tunisie est bel et bien est un pays à part du monde arabe.</b><br/><a href="https://www.youtube.com/watch?v=bGAZNnJH96k">https://www.youtube.com/watch?v=bGAZNnJH96k</a></p> | <p>La medina<br/>Les beys<br/>Les plantes médicinales et aromatiques<br/>Les cafés<br/>Le thé aux menthes<br/>La chéchea<br/>Le souk des chéchias<br/>La mosquée el Bey<br/>Les ruines<br/>La kasbah<br/>Dinar tunisien</p> |

## Unit 5 Vocabulary

### Vocabulaire

Un immigré/une immigrée  
 Un étranger/ une étrangère  
 Un citoyen/ une citoyenne  
 Un arabe/une arabe  
 Un africain/une africaine  
 Un marocain/une marocaine  
 Un tunisien/une tunisienne  
 Un algérien/une algérienne  
 La banlieue  
 La colonie  
 La guerre  
 La colonisation  
 L'assimilation  
 L'intégration  
 L'intolérance  
 Le racisme  
 L'immigration  
 Le droit  
 Les droits de l'homme  
 l'Islam  
 L'arabe  
 La langue maternelle  
 Les prières  
 Le patriarche  
 Le dignitaire  
 Une femme voilée  
 Le voile

La burka  
 Une mosquée  
 La main d'œuvre  
 Le travail à la chaîne  
 Les papiers  
 L'émigration

### Les verbes

Être  
 Avoir  
 Aller  
 Venir  
 Parler  
 Coloniser  
 Décoloniser  
 Assimiler  
 Discriminer  
 Émigrer  
 Prier  
 Travailler

**Unit Project (Choose 1)**

| <b>Project (Suggested)</b>  | <b>Project (Suggested)</b>   |
|---|--|
| <p>1. Create a PPT presentation on one of the countries covered in this Unit (Morocco, Algeria, or Tunisia). Include in your presentation information and images about the history of the country, government, flag, religion(s), climate, languages/dialects, art, cultural influences, food, music, holidays and festivals.</p> <p>Provide Rubric</p> | <p>2. Create a 3D model of an important monument or historical buildings found in one of the countries covered in this Unit (Morocco, Algeria, and Tunisia).</p> <p>Provide Rubric</p> |