

World Languages Curriculum



French IV: Unit Six

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 the influences and the aftermath of civil war.**
- **The importance of export on a country’s economy.**
- **Linguistic and cultural influences in developing a country’s identity.**
- **Tolerance instilled on the population in reference to sexual violence against women.**

Grade: 6-12	Unit: Six	Topic: L’Afrique Central et de l’Ouest: le Sénégal, la Côte d’Ivoire, le Mali, le Niger, le Tchad, la République Démocratique du Congo et Madagascar
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.II.A.4, 7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.3, 7.1.II.C.2, 7.1.II.C.3		
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 Senegal and its culture, including food, music, religion(s), language(s), currency,	<ul style="list-style-type: none"> • How do the results of competition affect one’s reputation? • How do official language and dialects influence linguistic outcomes? 	<p><u>Concept Mapping</u></p> <p>Organize your ideas by creating a concept map on Senegal and share it with a partner.</p>	<p>Le Monde Afrique http://www.lemonde.fr/senegal/</p> <p>Au Sénégal- Art et Culture</p>	<p>Dakar</p> <p>La langue officielle: Le français (Le wolof et le fula)</p> <p>Paris-Dakar race - The Dakar</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>celebrations, government and tourism.</p> <p>7.1.II.A.4</p> <p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate,</p>		<p><u>Video</u></p> <p>Watch the video or segments of “Destination: Sénégal”. Discuss with a partner your observation and then write a one page summary.</p> <p><u>Article</u></p> <p>Read a current event article from “Le Monde Afrique” and then report back to the whole group. Students can be assigned individual articles or be placed in groups pending the class size.</p> <p><u>Une Chanson</u></p> <p>Listen to the song by Ismaël Lô: Sénégal Sénégal. Write about a song that represents your birth place and/or ancestor’s birthplace. Share with a partner the meaning and the representation of your song.</p>	<p>http://www.au-senegal.com/-art-et-culture-.html?lang=fr</p> <p>Site Officiel du rally raid</p> <p>http://www.dakar.com/index_DAKfr.html</p> <p>Destination: Sénégal- Youtube</p> <p>https://www.youtube.com/watch?v=A2YyFVw4h8M</p> <p>Les villes du monde: Dakar- Youtube</p> <p>https://www.youtube.com/watch?v=g_dlJjg5MXk</p> <p>Recettes</p> <p>http://www.au-senegal.com/-recettes-de-cuisine-.html?lang=fr</p>	<p>Franc CFA</p> <p>Youssou N’ dour</p>

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<p>culturally authentic materials.</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>Les fêtes et les jours fériés</p> <p>http://www.au-senegal.com/les-fetes-et-jours-feries,056.html?lang=fr</p> <p>Une chanson d’Ismaël Lô: Sénégal Sénégal</p> <p>https://www.youtube.com/watch?v=89Yys6CRuD4</p> <p>Discovering French Bleu (DFB):</p> <p>Textbook: p. 104-105</p> <p>DVD: Disk 1- Module 8</p>	
<p>Identify, discuss and demonstrate your knowledge of Ivory Coast and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p>	<ul style="list-style-type: none"> How do incoming immigrants change and influence the country’s culture? 	<p><u>Tourism</u></p> <p>Watch a YouTube video on tourism in Côte d’Ivoire. Write a one page essay on the importance of tourism on the country’s economy.</p> <p><u>Art</u></p> <p>Read “l’art ivoirien” and then discuss with a partner</p>	<p>Le gouvernement</p> <p>http://www.gouv.ci/Main.php</p> <p>Tourisme: Côte d’Ivoire- Youtube</p> <p>https://www.youtube.com/watch?v=U8DwqFWHJik</p> <p>L’art ivoirien</p>	<p>Yamoussoukro</p> <p>Abidjan</p> <p>La langue officielle:</p> <p>Le français</p> <p>(Le dioula, le baoulé, le bété)</p>

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<p>7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</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.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p>the various art forms in the Ivory Coast. Teacher bring visuals (pictures, masks, etc...) to share with the students.</p> <p><u>Biography</u> Assign various artists to students and have them complete a biography, including their work. Students present the biographies as their own</p>	<p>http://www.abidjan.net/cote-divoire/presentation/art.htm</p> <p>Côte d’Ivoire- tous les artistes du pays http://www.afrik.com/musik/cote-d-ivoire/pays/16</p> <p><u>Chanson Ivoirienne: Petit Yodé l’Enfant Siro-Sign’Zo</u> https://www.youtube.com/watch?v=wke28v3eH-U</p>	<p>Franc CFA</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Identify, discuss and demonstrate your knowledge of Mali and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic</p>	<ul style="list-style-type: none"> • How can the third largest producer of gold have half of its population living below poverty lines? • What are the effects of poverty on education? 	<p><u>Article</u></p> <p>Read a current event article from “Le Monde Afrique” and then report back to the whole group. Students can be assigned individual articles or be placed in groups pending the class size.</p> <p><u>Discussion</u></p> <p>In groups of four, discuss the article on “accord “historique” entre le pouvoir et les rebelles touareg” and then report back to the whole group.</p> <p><u>Journal Entry</u></p> <p>Write a one page journal entry on poverty and its causes. How can a nation assist its people to move them out of poverty. Is it possible?</p>	<p>Le mali: une destination touristique</p> <p>https://www.youtube.com/watch?v=N29SuJ8FYBs</p> <p>Le Monde Afrique</p> <p>http://www.lemonde.fr/mali/</p> <p>Mali : accord "historique" entre le pouvoir et les rebelles touareg</p> <p>http://www.lepoint.fr/monde/mali-accord-historique-entre-le-pouvoir-et-les-rebelles-touareg-18-06-2013-1682407_24.php</p>	<p>Bamako</p> <p>La langue officielle: Le français</p> <p>Third largest producer of gold</p> <p>Ghana empire</p> <p>Mali empire</p> <p>Songhai empire</p> <p>Moussa Traoré</p> <p>March Revolution</p> <p>Conflict</p> <p>Le fleuve du Niger</p> <p>Franc CFA</p>

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<p>materials.</p> <p>7.1.IL.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>				
<p>Identify, discuss and demonstrate your knowledge of Niger and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.IL.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of</p>	<ul style="list-style-type: none"> • How do droughts and food crisis affect the development of a nation? • How do we create a harmonious environment and co-exist peacefully in a country rich in languages, traditions, and religions? 	<p><u>Journal Entry</u></p> <p>Write a one page analysis in your journal about the importance of co-existing peacefully and what can we do promote diversity and tolerance.</p> <p><u>Video</u></p> <p>Watch the video “Destination Francophonie # 88-Niger” and discuss with your partner.</p> <p><u>Graph/Chart</u></p> <p>Graph/Chart a timeline of events/dates of the history</p>	<p>Histoire politique du Niger</p> <p>http://www.nigerdiaspora.net/les-nouvelles-du-pays/environnement-niger/item/29716-histoire-politique-du-niger--de-la-p%C3%A9riode-coloniale-%C3%A0-nos-jours</p> <p>Destination Francophonie #88 - Niger</p> <p>https://www.youtube.com/watch?v=wOQCoDVJHb8</p> <p>Destination Francophonie #89 - Le Monde</p>	<p>Niamey</p> <p>La langue officielle: Le français</p> <p>Tuareg</p> <p>Droughts and food crisis</p> <p>Mining Industry</p> <p>Petroleum Industry</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>topics.</p> <p>7.1.II.A.6</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.II.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>		<p>of Niger including empires, colonization, independence, etc...</p>	<p>https://www.youtube.com/watch?v=XkJj1zhL2o</p>	<p>Lowest literacy rates</p> <p>High death rates amongst children</p> <p>Guérewol festival</p> <p>Cure Salée festival</p> <p>Boko Haram</p> <p>Franc CFA</p>
<p>Identify, discuss and demonstrate your knowledge of Chad and its culture, including food, music, religion(s), language(s), currency, celebrations, government</p>	<ul style="list-style-type: none"> • How do corruption and poverty affect the country’s political system? • What are the effects of violence and domestic abuse on the children? 	<p><u>Discussion</u></p> <p>In groups of three/four, assign students sections of the article from “Le Monde Afrique” on Boko Haram. Have students discuss their assigned sections and then</p>	<p>Le Tchad tourisme</p> <p>https://www.youtube.com/watch?v=wNoHoP1UiXw</p> <p>Le Monde Afrique- revivre après Boko Haram</p> <p>http://www.lemonde.fr/afriq</p>	<p>N’Djamena</p> <p>Les langues officielles:</p> <p>Le français</p> <p>L’arabe</p> <p>Polygamy</p> <p>Female genital mutilation</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and tourism.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.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.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>		<p>share with the whole group.</p> <p><u>Journal Entry</u> Write a one page journal entry about your personal views and beliefs about polygamy.</p> <p><u>Reading Comprehension</u> Students read the article about the female who escaped from Boko Haram “revivre après Boko Haram” and write main points. Students then conduct a class discussion.</p>	<p>ue/article/2015/05/11/revivre-apres-avoir-ete-prisonnieres-de-boko-haram_4631074_3212.html</p>	<p>Franc CFA</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Identify, discuss and demonstrate your knowledge of Democratic Republic of Congo and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<ul style="list-style-type: none"> • How does a nation in the 21st century condone sexual violence against women? • How does a “child soldier” overcome the atrocities of his experiences? • How does war affect the education of children? 	<p><u>Video Discussion</u></p> <p>Watch the video “Le dessous des Cartes - République Démocratique du Congo, enfin la paix” and discuss with your partner contents and information.</p> <p><u>Essay</u></p> <p>Write a one page essay discussing and addressing issues related to “child soldiers”. Take turns to read aloud your essay to a partner.</p> <p><u>Une chanson</u></p> <p>Listen to the song “La vie” by Lucien Bokilo and write your own song in French about a cause that you are passionate about.</p> <p><u>Group Discussion</u></p> <p>In groups of four, discuss issues related to civil war</p>	<p>Le dessous des Cartes - République Démocratique du Congo, enfin la paix (2007)</p> <p>https://www.youtube.com/watch?v=G7t0zqFQJzk</p> <p>Bilan du Sommet de Kinshasa: Francophonie ouverte ou exclusive ?</p> <p>http://www.rfi.fr/afrique/20121015-rdc-sommet-kinshasa-francophonie-kabila-abdou-diouf-francois-hollande-quebec-uruguay-qatar-youssou-ndour/</p> <p>Une chanson de Lucien Bokilo- La vie</p> <p>https://www.youtube.com/watch?v=FjDpDlyAj5c</p>	<p>Kinshasa</p> <p>Les langues officielles: Le français</p> <p>Zaire</p> <p>Rainforests</p> <p>Largest producer of cobalt</p> <p>Bushmeat</p> <p>Sexual violence against women</p> <p>Female genital mutilation</p> <p>Child soldiers</p> <p>Congolese Civil Wars</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.II.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>		<p>and how can these issues be addressed. Share with the whole group.</p>		
<p>Identify, discuss and demonstrate your knowledge of Madagascar and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<ul style="list-style-type: none"> • How does the practice of traditional religion define the population as opposed to the practice of Islam or Christianity? • How do traditional values shape the culture of a country? 	<p><u>National Park Visit</u></p> <p>Madagascar has many national Parks. In groups of three, assign students different national parks to research and present to the whole group.</p> <p><u>Video</u></p> <p>Watch the video “Visite de la ville de Majunga” and then write a one page reflection on your observation of the town and its people.</p> <p><u>Video Discussion</u></p> <p>Watch the video “De Tana au Lac Itasy, Geiser, Chutes</p>	<p>Tourisme</p> <p>http://www.madagascar-tourisme.com/fr/a-voir-absolument/les-parcs-nationaux</p> <p>Madagascar - Visite de la ville de Majunga</p> <p>https://www.youtube.com/watch?v=VaLZrAvrwgc</p> <p>MADAGASCAR - La Côte de la vanille - de Vohemar à Sambava</p> <p>https://www.youtube.com/watch?v=zFLAvloG3BM</p> <p>MADAGASCAR-De Tana au Lac Itasy, Geiser,</p>	<p>Antananarivo</p> <p>Les langues officielles:</p> <p>Le français</p> <p>Le malgache</p> <p>Arab and European influences</p> <p>World’s principal supplier of vanilla</p> <p>National Parks</p> <p>Les Tsingy Rouges</p> <p>Ariary MGA</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p>		<p>de la lily” and then discuss with your partner major points of interests and your observations.</p>	<p>Chutes de la lily https://www.youtube.com/watch?v=gGNyRwWIV8Y</p> <p>Les Tsingy Rouges - Une Merveille de la Nature https://www.youtube.com/watch?v=HyjHGy_Q7fI</p> <p>La piste de l'enfer (RN5a) jusqu'à Vohemar....et Sambava 3/3 https://www.youtube.com/watch?v=JxL9YDPMihE</p> <p>MADAGASCAR - Le Petit Train de la Côte EST https://www.youtube.com/watch?v=qc9SnWUjHoM</p> <p>Recettes http://recettes.de/madagascar</p>	

Unit 6 Vocabulary

Vocabulaire

Un africain/une africaine
 Un sénégalais/une sénégalaise
 Un ivoirien/une ivoirienne
 Un nigérien/une nigérienne
 Un congolais/une congolaise
 Un malien/une malienne
 Un malagasy/une malagasy
 Un tchadien/une tchadienne
 Un français d'origine africaine
 Un africain d'origine française
 une identité
 un originaire du pays
 un francophone
 un bilingue/une bilingue
 un polyglotte/une polyglotte
 un chef du village
 un chef de gouvernement
 l'Islam
 le Christianisme
 Un musulman/une musulmane
 Un chrétien/une chrétienne
 Un berbère/une berbère
 Un serpent
 l'animisme

L'enfer
 Le paradis
 La guerre
 La guerre civile
 La paix
 La bataille
 La diversité
 La tolérance
 Une chute
 La violence
 Les rebelles
 La forêt tropicale
 La forêt pluviale

Les verbes

Partager
 Aller
 Venir
 Avoir
 Être
 Gouverner
 Ordonner
 Régner
 Se battre
 Prier
 Pleuvoir

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Unit Project (Choose 1)	
Project (Suggested)	Project (Suggested)
<p>1. Create a PPT on Madagascar, concentrating on the Arab and European influences on the country, including culture, language, architect, etc...</p> <p>Provide Rubric</p>	<p>2. Research one of the following topics and write a three page detailed essay:</p> <ul style="list-style-type: none"> ● Civil war ● Sexual violence against women ● Rain forests ● Droughts and Food crisis ● National Parks <p>Provide Rubric</p>