

# **World Languages Curriculum**



## **French IV: Unit Seven**

### **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><b>Time/General</b></u>	<u><b>Processing</b></u>	<u><b>Comprehension</b></u>	<u><b>Recall</b></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><b>Assistive Technology</b></u>	<u><b>Tests/Quizzes/Grading</b></u>	<u><b>Behavior/Attention</b></u>	<u><b>Organization</b></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**

- Awareness and intolerance for genocide.
- Understanding causes of civil war and its effects on the population.
- The impact of climate on people’s outlook on life.

<b>Grade: 6-12</b>	<b>Unit: Seven</b>	<b>Topic: Le Cambodge, le Laos, le Viêtnam, la Nouvelle Calédonie et Tahiti</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.3, 7.1.II.B.5, 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 Cambodia and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.	<ul style="list-style-type: none"> <li>• What drives people to commit genocide against people?</li> <li>• Why have many countries experienced civil war in the 19th Century?</li> </ul>	<p><b><u>Essay</u></b></p> Write an essay about genocide and the effects of such horrific experiences on people. Take turns to read aloud your essay to a partner. <p><b><u>Itinerary</u></b></p> Develop and create a	<p><b>World Atlas</b></p> <p><a href="http://www.worldatlas.com/webimage/countrys/asia/kh.htm">http://www.worldatlas.com/webimage/countrys/asia/kh.htm</a></p> <p><b>Lemonde.fr: Qu’est-ce qu’un « génocide » ?</b></p> <p><a href="http://www.lemonde.fr/international/article/2015/04/15/">http://www.lemonde.fr/international/article/2015/04/15/</a></p>	Phnom Penh <b><u>Langue officielle:</u></b> Khmer Le français L’anglais  La guerre civile

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<p><b>7.1.II.A.5</b>            Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b>            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.3</b>            Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.II.C.3</b>            Use language creatively to respond in writing to a variety of oral or visual</p>		<p>detailed itinerary of your trip to Cambodia, including key places to visit.</p> <p><b><u>Discussion</u></b>            In groups of three, discuss the video you watched on “Phnom Penh” or one of the videos suggested in resources.</p> <p><b><u>Article</u></b>            Read a current event article 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><a href="http://www.genocide4616134.com">qu-est-ce-qu-un-genocide 4616134 3210.html</a></p> <p><b>Le Gide Michelin - Sites touristiques Cambodge</b>  <a href="http://voyage.michelin.fr/web/destination/Cambodge/sites-touristiques">http://voyage.michelin.fr/web/destination/Cambodge/sites-touristiques</a></p> <p><b>Que faire au Cambodge et voir : L’itinéraire de mon voyage</b>  <a href="http://www.decouvertmonde.com/que-faire-au-cambodge-et-voir">http://www.decouvertmonde.com/que-faire-au-cambodge-et-voir</a></p> <p><b>Phnom Penh aujourd'hui</b>  <a href="https://www.youtube.com/watch?v=8Yxjpwfj9vY">https://www.youtube.com/watch?v=8Yxjpwfj9vY</a></p> <p><b>Français Cambodge</b>  <a href="https://www.youtube.com/w">https://www.youtube.com/w</a></p>	<p>Le génocide            Les Khmers rouges            Pol Pot            L’agriculture            Le tourisme            Buddhism            Chaul Chnam Thmey            Pchum ben            Kathina            Om Touk            Riel</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
prompts.			<a href="#">atch?v=26Nd1DYRoss</a>	
<p>Identify, discuss and demonstrate your knowledge of Laos and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p><b>7.1.II.A.5</b></p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.A.6</b></p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	<ul style="list-style-type: none"> <li>• What are the elements of a great vacation?</li> <li>• How do religious beliefs and observations affect and establish culture?</li> </ul>	<p><b><u>Journal Entry</u></b></p> <p>Write a one page journal entry describing your dream vacation. Include sites to visit, weather patterns, clothing, and the reasons for your choice.</p> <p><b><u>Discussion</u></b></p> <p>In groups, assign a reading on one area of Laos per group. Have students discuss in groups and then report back to the whole class.</p> <p><b><u>Think/Pair/Share</u></b></p> <p>Watch the youtube video on Laos. Reflect on what you watched, write down major points and then share with your partner your observations.</p>	<p><b>World Atlas</b></p> <p><a href="http://www.worldatlas.com/webimage/countrys/asia/la.htm">http://www.worldatlas.com/webimage/countrys/asia/la.htm</a></p> <p><b>Que faire au Laos et visiter : Mes 10 incontournables</b></p> <p><a href="http://www.decouvertmonde.com/que-faire-au-laos-et-visiter">http://www.decouvertmonde.com/que-faire-au-laos-et-visiter</a></p> <p><b>Déstinations et activités au Laos</b></p> <p><a href="http://voyagelaos.asiatica.com/fr/3/destinations-activites/vientiane-321.html">http://voyagelaos.asiatica.com/fr/3/destinations-activites/vientiane-321.html</a></p> <p><b>Le Laos au fil du Mékong - croisière à la découverte du monde - Documentaire</b></p> <p><a href="https://www.youtube.com/watch?v=4dzJDNtlqLA">https://www.youtube.com/watch?v=4dzJDNtlqLA</a></p>	<p>Vientiane</p> <p>La langue officielle:</p> <p>Le lao</p> <p>Climat tropical</p> <p>Buddhism</p> <p>Kip</p>

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<p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.IL.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p>				
<p>Identify, discuss and demonstrate your knowledge of Vietnam and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p><b>7.1.IL.A.5</b> Demonstrate comprehension of</p>	<ul style="list-style-type: none"> <li>• Why do we have wars?</li> <li>• How can a country that experienced war establish itself and redevelop?</li> </ul>	<p><b><u>Group Discussion</u></b> Watch a youtube video on Vietnam and then conduct a whole class group discussion on observations and contents of the video.</p> <p><b><u>Reflection</u></b> Watch the youtube video on “Les français au Vietnam” and then write a one page reflection paper. Share your</p>	<p><b>World Atlas</b> <a href="http://www.worldatlas.com/webimage/countrys/asia/vn.htm">http://www.worldatlas.com/webimage/countrys/asia/vn.htm</a></p> <p><b>Les trésors de l’Asie du Sud Est Vietnam 2015 Documentaire</b> <a href="https://www.youtube.com/watch?v=LDH2jG1hIW0">https://www.youtube.com/watch?v=LDH2jG1hIW0</a></p>	<p>Atheism</p> <p>Buddhism</p>

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<p>conversations and written information on a variety of topics.</p> <p><b>7.1.IL.A.6</b> Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.IL.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>		<p>reflection with a partner.</p> <p><b><u>Think/Pair/Share</u></b> Watch the video on “Francophonie au Vietnam”, discuss your observation with a partner and then share with the whole group.</p> <p><b><u>Compare/Contrast</u></b> Compare and contrast an authentic Vietnamese dish with that of your own culture. Discuss with your partner and then share with the whole group.</p>	<p><b>Cuisine vietnamienne : les plats typiques</b> <a href="http://cuisine.journaldesfemmes.com/magazine/dossier/0409vietnam/specialites.shtml">http://cuisine.journaldesfemmes.com/magazine/dossier/0409vietnam/specialites.shtml</a></p> <p><b>Le Bo Bun, un plat typique de la cuisine vietnamienne</b> <a href="http://www.allodocteurs.fr/alimentation/recettes/le-bo-bun-un-plat-typique-de-la-cuisine-vietnamienne_15852.html">http://www.allodocteurs.fr/alimentation/recettes/le-bo-bun-un-plat-typique-de-la-cuisine-vietnamienne_15852.html</a></p> <p><b>Les français au Vietnam</b> <a href="https://www.youtube.com/watch?v=klgA9V8ne9k">https://www.youtube.com/watch?v=klgA9V8ne9k</a></p> <p><b>Francophonie au Vietnam</b> <a href="https://www.youtube.com/watch?v=klgA9V8ne9k">https://www.youtube.com/watch?v=klgA9V8ne9k</a></p>	

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<p><b>7.1.IL.C.3</b></p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>			<p><a href="#">atch?v=6xy_JRvp7l8</a></p>	
<p>Identify, discuss and demonstrate your knowledge of New Caledonia and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p><b>7.1.IL.A.5</b></p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.IL.B.5</b></p> <p>Engage in short conversations about personal experiences or</p>	<ul style="list-style-type: none"> <li>• What do roots and ancestry determine in establishing a culture?</li> </ul>	<p><b><u>Journal Entry</u></b></p> <p>Write a one page journal entry about New Caledonia based on provided electronic information i.e. video, article, etc...</p> <p><b><u>Cooking</u></b></p> <p>Follow an authentic New Caledonian recipe in French and then document your steps. Bring the finished product for taste and provide explanation to the whole group.</p> <p><b><u>News Segment</u></b></p> <p>In groups, act out a news segment about New Caledonia and discuss one</p>	<p><b>World Atlas</b></p> <p><a href="http://www.worldatlas.com/webimage/countrys/oceania/nc.htm">http://www.worldatlas.com/webimage/countrys/oceania/nc.htm</a></p> <p><b>Historique Nouvelle Calédonie</b></p> <p><a href="https://www.youtube.com/watch?v=RINhJkn29kk">https://www.youtube.com/watch?v=RINhJkn29kk</a></p> <p><b>Thalassa - Nouvelle Calédonie</b></p> <p><a href="https://www.youtube.com/watch?v=F7RAW8vunFQ">https://www.youtube.com/watch?v=F7RAW8vunFQ</a></p> <p><b>Les Nouveaux</b></p>	<p>Nouméa</p> <p>La langue officielle: Le français</p> <p>Gypsy Jazz Festival</p> <p>Cafe Arabica</p> <p>CFP franc</p>

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<p>events and/or topics studied in other content areas.</p> <p><b>7.1.II.C.2</b></p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.II.C.3</b></p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p>		<p>of the following topics: current events, historical events, culture, festivals, etc... Teacher assigns various topics.</p>	<p><b>Explorateurs en Nouvelle-Calédonie</b></p> <p><a href="https://www.youtube.com/watch?v=vWEKko_1_b0">https://www.youtube.com/watch?v=vWEKko_1_b0</a></p> <p><b>La culture du café en Nouvelle-Calédonie</b></p> <p><a href="https://www.youtube.com/watch?v=0jSOp-QcEiA">https://www.youtube.com/watch?v=0jSOp-QcEiA</a></p> <p><b>Nouvelle Calédonie : danses traditionnelles</b></p> <p><a href="https://www.youtube.com/watch?v=rBBewkv5fUI">https://www.youtube.com/watch?v=rBBewkv5fUI</a></p> <p><b>Recettes</b></p> <p><a href="http://www.gitesnouvellecaledonie.nc/recettes">http://www.gitesnouvellecaledonie.nc/recettes</a></p>	
<p>Identify, discuss and demonstrate your knowledge of Tahiti</p>	<ul style="list-style-type: none"> <li>Do warm weather and clear beautiful beaches create a better living?</li> </ul>	<p><b><u>Journal Entry</u></b></p> <p>Write a one page journal entry about the culture of</p>	<p><b>World Atlas</b></p> <p><a href="http://www.worldatlas.com/webimage/countrys/oceania/">http://www.worldatlas.com/webimage/countrys/oceania/</a></p>	<p>Bora-Bora</p>

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<p>and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p><b>7.1.II.A.5</b> Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.II.C.3</b> Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p><b>7.1.II.C.4</b> Compare and contrast age-</p>	<ul style="list-style-type: none"> <li>• What promotes tourism?</li> <li>• Why do we have so many festivals and celebrations?</li> </ul>	<p>pearl in Tahiti.</p> <p><b><u>Video Discussion</u></b> In groups of three, discuss the contents of the video “L'exil fiscal vers la Polynésie française”.</p> <p><b><u>Compare/Contrast</u></b> Compare and contrast the ukulele to another string instrument. Share your observations in a whole group discussion.</p> <p><b><u>Poster</u></b> Create an electronic poster ad for Tahiti.</p> <p><b><u>Article</u></b> Read a current event article and then report back to the whole group. Students can be assigned individual articles or be placed in</p>	<p><a href="#">pf.htm</a></p> <p><b>Tahiti Festivals and Events</b> <a href="http://www.tahiti-tourisme.com/discover/events.asp">http://www.tahiti-tourisme.com/discover/events.asp</a></p> <p><b>L'exil fiscal vers la Polynésie française</b> <a href="https://www.youtube.com/watch?v=MH4DhnnLHH4">https://www.youtube.com/watch?v=MH4DhnnLHH4</a></p> <p><b>La culture de perle noire de Tahiti</b> <a href="https://www.youtube.com/watch?v=E2i0M0xf084">https://www.youtube.com/watch?v=E2i0M0xf084</a></p> <p><b>La ferme perlière à Tahiti</b> <a href="https://www.youtube.com/watch?v=eMobTcCyQ0A">https://www.youtube.com/watch?v=eMobTcCyQ0A</a></p> <p><b>Premier Festival</b></p>	<p>Le tourisme</p> <p>Les fêtes de juillet à Tahiti</p> <p>La course de pirogues</p> <p>Les perles</p> <p>Le Ukulele</p> <p>Les tatouages</p> <p>CFP franc</p>



NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and level-appropriate culturally authentic materials orally and in writing.</p>		<p>groups pending the class size.</p>	<p><b>International de Ukulele de Tahiti</b>  <a href="http://maisondelaculture.pf/component/content/article/64-2014-12-30-00-42-09/2043-1er-festival-international-de-ukulele-de-tahiti">http://maisondelaculture.pf/component/content/article/64-2014-12-30-00-42-09/2043-1er-festival-international-de-ukulele-de-tahiti</a></p> <p><b>Cuisine et gastronomie de Tahiti</b>  <a href="https://scribium.com/julien-gue/a/cuisine-et-gastronomie-de-tahiti/">https://scribium.com/julien-gue/a/cuisine-et-gastronomie-de-tahiti/</a></p> <p><b>La lutte contre le miconia pour préserver le monarque de Tahiti</b>  <a href="https://www.youtube.com/watch?v=2rzyLdiaDqA">https://www.youtube.com/watch?v=2rzyLdiaDqA</a></p> <p><b>Le tatouage</b>  <a href="http://culturetahitienne-">http://culturetahitienne-</a></p>	

<b>NJDOE Student Learning Objectives</b>	<b>Essential Question</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Products, Practices, and Perspectives</b>
			<a href="http://equipe7.blogspot.com/p/tatouages-polynesien.html">equipe7.blogspot.com/p/tatouages-polynesien.html</a>	

## Unit 7 Vocabulary

### Vocabulaire

Le génocide  
 La guerre civile  
 La bataille  
 Le tourisme  
 La croisière  
 La plage  
 La mer  
 L'agriculture  
 La destination  
 Le trésor  
 La lutte  
 La préservation  
 Le climat tropical  
 L'athéisme  
 Le Bouddhisme  
 L'Ukelele  
 La perle noire  
 le décalage horaire  
 au bord de la mer  
 le festin  
 la fête  
 le mets  
 la pirogue  
 la culture  
 les traditions  
 le tatouage

La ferme perlière  
 La perliculture  
 L'huître  
 L'huître perlière  
 Le noyau  
 La coquille  
 L'exil fiscal  
 La gastronomie  
 La statue  
 La statuette

### Les verbes

Être  
 Avoir  
 Faire  
 Aller  
 Venir  
 Parler  
 Manger  
 Garder  
 Voyager  
 Explorer  
 Lutter  
 Préserver  
 Cultiver  
 Élever  
 Se tatouer

<b>Unit Project (Choose 1)</b>	
<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Create a PPT on planning a visit to all five countries included in this Unit. In your PPT, include your itinerary, historic and important sites to visit, number of days, restaurants, etc...</p> <p>Provide Rubric</p>	<p>2. Create a multimedia rich report on the festivals celebrated in the countries included in this Unit.</p> <p>Provide Rubric</p>