

**Foreign Language    Brunswick School Department**  
**French IV**  
**Unit 2: Africa**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities</li> <li>▪ France is part of a larger community; the EC</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Which countries in Africa are francophone, and why?</li> <li>▪ What is the relationship between France and the African francophone countries?</li> <li>▪ What are the linguistic differences between French in France and in francophone countries of Africa?</li> <li>▪ How are compound tenses used to explain past and conditional events?</li> <li>▪ Si tu vas en Afrique où iras-tu?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ France's situation in Africa is a result of colonization.</li> <li>▪ France continues to influence Africa through language and culture.</li> <li>▪ North Africans influence immigration practices in France.</li> <li>▪ The formation of compound tenses expands one's ability to express oneself.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ geography, food, history</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Read short stories to increase reading comprehension skills.</li> <li>▪ Improve auditory comprehension.</li> <li>▪ Analyze contemporary contributions of north Africans (music).</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A2. Interpretive</p> <p>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <p>c. Identify main ideas, topics, and specific information in authentic oral/signed materials.</p> <p>B. Culture</p> <p>B1. Practice and Perspectives</p> <p>Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <p>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</p> <p>B2. Products and Perspectives</p> <p>Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p>

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<p><b>Related Maine Learning Results</b></p>	<p>B3. Comparison with Own Culture  Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ol style="list-style-type: none"> <li>Identify and compare influential figures from the two cultures.</li> <li>Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li> </ol> <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas  Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none"> <li>Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</li> <li>Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.</li> </ol> <p>C2. Distinctive Viewpoints  Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ol style="list-style-type: none"> <li>Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).</li> <li>Locate selected magazines, newspapers, authentic entertainment media, and electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</li> <li>Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.</li> </ol>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ tv5.org 7 jours sur la planete</li> <li>▪ Francophone interviews, University of Wisconsin</li> <li>▪ Contes et legends francophones</li> <li>▪ Rap music MC Solaar</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Quizzes</li><li>▪ Skits</li><li>▪ Composition</li><li>▪ Listening comprehension</li><li>▪ Reading comprehension</li><li>▪ Games</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Breaking the French Barrier pps. 67-74</u></li><li>○ <u>Schaum's Communicating in Language</u></li></ul></li><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ <u>MUSIC CD FROM EMBASSY</u></li><li>○ <u>Images Un: chapitre 15: Gabon</u></li></ul></li></ul>