Unit 4: Shopping for Clothing

Content Area: **World Languages**
Course(s): **French 3 CP, French 3 Honors**
Time Period: **January**
Length: **15 weeks**
Status: **Published**

Enduring Understandings

How French people buy their clothes and how they dress.

French clothing designers are among the most renowned worldwide and Parisian department stores and boutiques are reputed to be among the most fashionable.

Essential Questions

How does clothing affect the culture and climate of a country?

How does buying in North American markets differ from purchasing in western countries?

Why is Paris the fashion capitol of the world?

How does the clothing people wear reflect the society in which the people live?

How is the clothing I wear different than the clothing an adolescent in another country wears?

Content

Les nombres 100-1,00,00

Les nombres ordinaux

Review: les adjectifs irréguliers

Les adjectives : beau, nouveau, vieux

Les adverbes en –ment

Le comparatif des adjectives

Le comparatif des adverbes

Le superlatif des adjectifs

Le pronom interrogative lequel

Le pronom démonstrative celui

Vocabulary: les vêtements, d'autres chose que l'on porte, la description des vêtements, ou et comment acheter des vêtements, quelques adjectifs, quelques adverbes

Skills

Student will be able to:

Describe your clothes and other accessories: their color, design, fabric or material size and fit

To shop in a French department store

To count beyond 100

To rank items in a series

To make comparisons

To ask people to make certain choices

Resources

Text book, "Discovering French Rouge" Valette and Valette

-Les nombres 100-1,00,00

-Les nombres ordinaux

-Review: les adjectifs irréguliers

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-Les adverbes en –ment

-Le comparatif des adjectives

-Le comparatif des adverbes

-Le superlatif des adjectifs

-Le pronom interrogative lequel

-Le pronom démonstrative celui

- les vêtements, d'autres chose que l'on porte, la description des vêtements, ou et comment acheter des

vêtements, quelques adjectifs, quelques adverbes

Google Classroom

Google Slides

Google Docs

Chromebooks

Document Camera

YouTube

Maps

Twitter

Student Notebooks

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.