

Unit 5: Shopping for Clothing (Weeks 31-35)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

This unit is important as students can draw many personal connections to self expression and the analyzation of style among different groups of teenagers all around the world. This unit allows students to compare and contrast the style of teenagers in Francophone areas as well as analyze cultural norms implemented while shopping for clothing.

ESSENTIAL QUESTIONS

How do I make my own decisions in respect to my own personal style?

How are trends decided in the fashion industry?

What are similarities and differences between the style at my high school and those high schools in Francophone countries?

What cultural customs are expected when I shop at stores in the United States?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - World Languages - Novice Mid - Interpretive (2020)

7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3

Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4

Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5

Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

New Jersey (NJSL) - World Languages - Novice Mid - Presentational (2020)

7.1.NM.PRSNT.1

Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2

State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4

Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5

Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6

Name and label tangible cultural products associated with climate change in the target language regions of the world.

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NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.EC.3

Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

CS.9-12.8.2.12.ITH.3

Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

PRE-ASSESSMENTS

Students will engage in a forecasting vocabulary activity. Students will also take the time to describe in English to one another what they consider to be 'in style' and what they would elect to wear to different events/occasions. This will help to build background and draw personal connection to the material.

INSTRUCTIONAL PLAN

MODULE 1

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

We are learning about clothing vocabulary.

We are learning about adjectives to describe clothing in detail.

We are learning how to express events that will happen in the future.

We are learning to accept, refuse, and negotiate suggestions.

We are learning to analyze cultural customs in Francophone countries.

We are learning to express opinions.

We are learning to ask others for opinions.

Student Learning Strategies	<ul style="list-style-type: none"> -Dynamic vocabulary note taking -Partner discussions -Small group discussion prompts -Vocab graphic representation -Short written responses -Exit tickets / self assessment -Partner interviews -Self recitation
Success Criteria	<ul style="list-style-type: none"> -Describe clothing in detail. -Implement culturally appropriate greetings and conversational phrases in clothing stores. -Ask about events in the near future.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Vocabulary quiz -Peer dialogues -Student interview Q&A -Exit tickets -Teacher door questions upon entry
Activities and Resources	<p>Activities:</p> <ul style="list-style-type: none"> -Online shopping internet activity -Dynamic vocab presentation with graphics -GoogleSlide personal vocabulary presentations -Partner interviews (speed dating) -Partner dialogue creation -Photo gallery walk -FlipGrid assignments -GoogleVoice messages -Partner rehearsal/peer review
Suggested Modifications	<div style="border: 1px solid black; padding: 10px;"> <p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This</p> </div>

could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading,

problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may

jot notes and give you the information verbally.

Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize

the key supporting details and ideas.

LA.K-12.NJSLSA.R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

MA.K-12.3

Construct viable arguments and critique the reasoning of others.

LA.K-12.NJSLSA.R4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

MA.K-12.8

Look for and express regularity in repeated reasoning.

SCI.HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

SOC.6.2.12.A.6.d

Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.