

# Unit 7 : Clothing

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **3 weeks**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Students will identify clothing items and adjectives to describe what they are wearing and what others are wearing. Students will identify cultural differences in how to shop for clothes and how to interact with vendors.

## Transfer

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By the end of this unit students will be able to:

1. Identify where French people shop for and purchase clothing and accessories.
2. Identify clothing and accessory items.
3. Combine prior vocabulary to describe what others look like using clothing vocabulary.
4. Use shopping vocabulary to have a successful interaction with a vendor.
5. Make purchases at the market.
6. Talk about shopping online, in flea markets and in department stores in France

## MEANING:

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## Understandings

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Students will understand:

1. The difference between shopping in the United States and French speaking countries.
2. How to use stem changing verbs and irregular verbs (mettre, vouloir, acheter)
3. How to interact in a formal setting when making a purchase.
4. How to describe and point out specifics with appearances and descriptions.

## **Essential Questions**

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1. How is shopping different in other countries?
2. How can I make a purchase in France?
3. How do I point out what someone is wearing?
4. In what ways can I shop besides going to a traditional store?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. Clothing items and accessories
2. Popular ways to shop.
3. Noun and adjective agreement
4. Giving descriptions of what people are wearing
5. How to interact with vendors.

### **Students will be skilled at...**

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Students will be skilled at:

1. Shopping for clothing items
2. Descriptions of what they and others are wearing.
3. Noun and adjective agreement and using adjectives in the right placement.
4. Interacting with others to negotiate, purchase items.'
5. Giving and asking for opinions on clothing items and accessories.

## Academic Vocabulary

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Clothing/color vocabulary refer to page 276-77 of T'es Branche

Opinion vocabulary and adjectives view attached document.

## Learning Goal

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Students will use vocabulary to shop for clothes, sequence activities, make purchases at the market and use regular expressions of quantity. Students will compare and contrast shopping habits between France, French African countries and American countries. Students will use grammar concepts on -re verbs, irregular verbs *acheter* and *vouloir* and the partitive articles.

WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly

make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify and categorize clothing items.
  2. Identify adjectives used to describe clothing.
  3. Categorizing and listing different venues for shopping.
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### **Target 2 - Level 2 Comprehension**

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SWBAT:

1. Diagram the similarities and differences between shopping in French speaking countries and the United States.
  2. Explaining and describing what you are wearing and what others are wearing.
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare/Contrast the differences between shopping in America and French speaking countries.
2. Analyze why outside flea markets are popular in European countries.

3. Explain and describe what you normally wear for different occasions and what others are wearing.
  4. Interact with others in formal and informal scenarios in giving opinions, making purchases and negotiating prices.
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#### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Create a presentation being able to demonstrate knowledge of different shopping outlets, vocabulary, opinions and euros.
  2. Role play and make a dialogue using all associated vocabulary
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#### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

#### **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys

5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. T'es Branche textbook Level 1
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts ( Teens in France)