

# Unit 07: Faisons les magasins

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 7

<b>Unit Title:</b>	<b>Faisons les magasins</b>
<b>Suggested Duration:</b>	<b>4 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: cultural differences

Math: buying and selling clothing/ figure out percentages on sales/convert sizes.

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French

### Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Studiodefrenches.com: [http://www.studiodefrenches.com/?page\\_id=9](http://www.studiodefrenches.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com [https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=\\_dialogue](https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue)
8. <https://www.francaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
21. [https://www.youtube.com/watch?v=qTB\\_-J6DmlM](https://www.youtube.com/watch?v=qTB_-J6DmlM) Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvD1bMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises <https://francais.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>

26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)  
[https://www.youtube.com/results?search\\_query=idees+week+end](https://www.youtube.com/results?search_query=idees+week+end)
30. many dossier /topics that has combined various websites from different websites  
<https://ticsenfle.blogspot.com/>
31. [https://www.youtube.com/channel/UC26fqIs836AbDW3E5\\_c9UIg](https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg) Ccube academy ( Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

## **Standard(s) Addressed**

---

### **Standard 7 World language**

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

### **Standard 7 Climate Change Education ( world language)**

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

## Standard 9 Career Readiness, Life Literacies, and Key Skills

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

### **STAGE I Desired Results**

---

<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<i>Students will be able to independently use their learning to...</i>

- Label, list and describe clothing and accessories.
- Show knowledge on how to shop in a French clothing store and ask for prices, discounts, colors, and sizes.
- Bargain in open air markets.
- Compare and contrast cultural aspects between European and American fashion.
- Express like and dislike.
- Convert sizes from American to European.

***Mastery***

Enduring Understanding

*Students will understand that...*

- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Learning other languages enables an individual to participate in multilingual communities.
- The purpose of language study is to communicate so I can understand others and they can understand me
- Custom and tradition vary within a culture, as well as between cultures
- Global citizenship requires an ability to communicate in more than one language

Essential Questions

- How is shopping in a different country similar and different from our own in the US.
- How does France contribute to our world fashion?

***Acquisition***

*Students will know . . .*

- Key vocabulary pertaining to clothing and accessories such as: une robe, une jupe, un pantalon, un pantacourt, une

*Students will be skilled at . . .*

- At the mall, shopping center or in school

blouse, un débardeur, un short, un manteau, une chemise, un collier, un bracelet, une ceinture, des lunettes de soleil, une écharpe...

- Key vocabulary to ask questions and say simple phrases in French while shopping, such as: excusez-moi madame. Je cherche... Je ne trouve pas la taille... Vous vendez ... où sont les cabines d'essayage?, Beurk je n'aime pas...c'est trop large...je n'aime pas la couleur...je préfère l'autre...c'est un peu cher...c'est bon marché...je l'achète...il y a des soldes?...combien ça coûte?...

- Size (European versus American)

- Review adjectives: agreement and placement (BAGS).

- Verb conjugation of the present and the past indicative, the imperative of: acheter, chercher, trouver, essayer, porter...

Cultural notes related to topic:

- There are many malls in France but a lot less than the United States. However small specialty stores still have a brisk business such as the shoe repair, the tailor, the cleaner, the small cheese stores, the butcher, the baker...

- Most large cities would have malls and department stores like "le Printemps" "Galeries Lafayette" "Samaritaine", the oldest department store "Au Bon Marché" and the smaller towns would have little

students will be able to:

- Review the weather/seasons and the appropriate clothing accordingly.

- Ask and give information about prices, sizes, and colors.

- Give their opinion about garments when shopping such as: it is good, bad, too big/small/tight, expensive, great bargains etc...

- Talk about shopping at the mall and describe their favorite stores and tell why.

- Use the correct forms and position of adjectives (BAGS)..

- Compare and contrast cultural differences on topic.

- Recognize names of most popular big fashion stores in Paris.

family owned boutiques along the “rues piétonnes” (pedestrian streets).

- Large supermarkets and discount stores exist also and offer moderate prices and are called “les grandes surfaces ou les hypermarchés”

- In the small towns stores are closed for 2 hours at noon while in the city they are open all day until 9 or 10 pm in a mall but at 6 or 7pm in little stores.

- Fashion starts in Paris and spreads out. Most famous labels and designers of the Haute Couture are: Cardin, Chanel, Lacroix, Dior, Saint Laurent, Nina Ricci... There are 2 big fashion shows in Paris in the spring and the fall.

- Lively flea Markets are a big tradition and cultural attraction once a week in the smaller towns and every day except for Mondays in the larger cities.

- When clothes are on sale in French shops they are displayed in front of the store on the sidewalk with the sign “Soldes” to attract customers.

- Teenagers in France strive to achieve their individual “Look”. Fashion and clothes are first. Just like American teens, the French ones spend their time and money on clothes. However French teens still wear jeans and casual clothes for school. On weekends and for parties they get to show their own personal style. Some prefer an upscale personal look called BCBG.

<ul style="list-style-type: none"> <li>• Sizes in Europe are labeled differently ex: women dresses in 36 means 8.</li>   <li>• Many English words come from French such as: chic, boutique, beret, jean (gêne) and denim( serge de Nîmes)</li> </ul>	
--	--

**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
Practice	Assessments
<p>To be completed during the school year</p>	<p style="color: red;">Assessment #1</p> <p>Prepare and present a fashion show .</p>
Modifications	
<p>How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a <a href="#">balanced assessment system</a> with Practice and Assessments.</p>	

- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed
- Breaking up matching sections
- Allow extra time on assessments
- Special seating (away from distractions)
- Reduce the number of problems on a page
- Allow for presentational assessments to be given alone with teacher (not in front of class)
- Allow for spelling errors

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

##### Week 1: “Les vêtements” vocabulary on clothing.

- Introduce new vocabulary on clothing and different big French brand names and designers: flashcards, games, worksheets.
- Read short texts from scholastic magazines for enriched vocabulary.
- Teacher created google slides on clothing.
- Student describes what they are wearing each day including colors
- TPR activity

##### Week 2 : Les accessoires

- Introduce new vocabulary on accessories: flashcards, games, worksheets.
- Bingo
- Read short texts from scholastic magazines for enriched vocabulary.
- Engage in mini conversations to describe their favorite clothing and accessories.
- Practice the adjectives: the agreement and the position.
- What makes someone look “chic” by watching a video

##### Week 3:

- Watch video to find out how to use expressions
- Practice orally with classmates
- Cultural information regarding shoe size and pant/dress size
- Fill out online shopping form, check measurements
- Quizlet for practice and review of vocab

##### Week 4: Preparation and completion of assessment: present a fashion show

#### Modifications

#### How are the activities modified/differentiated? (i.e.: abridged text)

- Repeat and rephrase directions

- Verbal cues as reminders to stay on task
- Reduce volume of the assignment
- Keep questions in the order for any reading comprehension activity
- Break material into small parts
- Allow students to work with responsible partner
- For crosswords, provide word banks
- Use a highlighter or marker to identify key words, phrases, or sentences

### **Specific Resources for Unit**

<b>Specific Resources for Unit</b>
<b>Attached Affirmative Action Compliance Checklist</b>

Videos and worksheets.

Newspapers and periodicals.

Maps.

Photos.

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created Google slide

C'est à toi by EMC Paradigm

Chemins

fashion magazines

## Diversity, Equity, & Inclusion

### Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

## Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

Use of technology throughout lessons on a daily basis

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Education

### ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE link above.

Understand simple weather expressions on a daily basis.

