

Unit 05: Chic Without Borders: Francophone Fashion Across Continents

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

Unit 5

| | |
|----------------------------|--|
| Unit Title: | Chic Without Borders: Francophone fashion across continents |
| Suggested Duration: | 3 weeks |

Summary

This unit explores clothing and fashion across different Francophone cultures while reinforcing clothing-related vocabulary, expressions, and communication skills. Through visual, hands-on, and performance-based activities, students engage with traditional attire, modern fashion, personal style, and cultural perspectives on clothing. Students will explore traditional attire from regions like Morocco, Senegal, Haiti, France, Québec, and Madagascar through a gallery walk and hands-on experiences. They learn and practice clothing vocabulary through movement games, stories, and visuals. Cultural comparisons and style discussions deepen their understanding of identity, climate, and fashion trends in Francophone communities. The unit also integrates listening and speaking activities like role-plays and runway fashion shows, as well as reading and writing tasks including guided worksheets, idiom decoding, and style surveys. By the end, students apply their learning by designing and describing an outfit with accessories, showing comprehension of both functional vocabulary and cultural nuance.

Interdisciplinary Connections

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

Language Arts: Compare and contrast clothing styles from different cultures using a Venn diagram, Read and

understand short texts and stories related to clothing and fashion (e.g., *Troto s'habille, Mon Pull*), Complete a guided worksheet while watching a video on Parisian fashion and the concept of *être chic.*, Decode and explain common French clothing-related idioms, Complete a style preference survey and reflect on personal fashion choices in French, Write a clothing “order” or description of an outfit including accessories.

Mathematics: Students will learn size comparisons using the metric system

Theater/Drama role-plays purchasing items

Social Studies: Students will Identify and describe traditional attire from a variety of Francophone regions.

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): 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.

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: http://www.estudiodefrances.com/?page_id=9
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.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.françaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_
8. <https://www.françaisavec 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
 - a. <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 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=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises
<https://français.lingolia.com/fr/grammaire/les-temps/l'imparfait/exercices>
26. <https://fr.islcollective.com/> (printables)

New Jersey Student Learning Standards – World Languages

| | |
|----------------------|--|
| WL.NM.7.1.NM.IPERS.1 | Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. |
| WL.NM.7.1.NM.IPERS.2 | Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| WL.NM.7.1.NM.IPERS.3 | Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| WL.NM.7.1.NM.IPERS.4 | Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. |
| WL.NM.7.1.NM.IPERS.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| WL.NM.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. |
| WL.NM.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. |
| WL.NM.7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| WL.NM.7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| WL.NM.7.1.NM.PRSNT.1 | Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. |
| WL.NM.7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| WL.NM.7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.NM.7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.NM.7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |

STAGE I Desired Results

| STAGE I Desired Results |
|---|
| <i>Objective (Transfer)</i> |
| <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe a style/ look in french • identify traditional clothing items • describe what others are wearing • Identify key traditional garments in Francophone regions (e.g., Senegalese boubou, Moroccan caftan, French haute couture). |

- Analyze how traditional dress communicates cultural identity.
- Discuss colonial influences on fashion in Francophone countries.
- Identify key Francophone designers and their global impact.
- Analyze media representation of Francophone fashion.
- Learn and use vocabulary for clothing items, accessories, colors, and weather/seasonal clothing.
- Match vocabulary to images and use it in both oral and written contexts.
- Apply vocabulary in games (e.g., clothing race) and real-life scenarios (e.g., packing for vacation).
- Identify and describe traditional attire from a variety of Francophone regions.
- Compare and contrast clothing styles from different cultures using a Venn diagram.
- Learn about notable Francophone fashion icons and their influence on style.
- Discuss how climate, occasion, and cultural norms influence clothing choices.
- Role-play shopping for clothing, asking for and describing items.
- Perform a short dialogue involving clothing preferences or needs (e.g., for weather or events).
- Recognize and interpret spoken French related to fashion, including in videos and fashion shows.

Mastery

Big Ideas/Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing

Essential Questions

- How do we define "Chic" according to the Parisians
- What are different styles of dress in other parts of the French speaking world?
- Who is a well known in the fashion industry in the francophone world?
- How does fashion reflect the identity, values, and history of Francophone cultures?
- How does clothing reflect culture, identity, and environment?
- How do Francophone communities express style through traditional and modern fashion?
- How can I talk about clothing, describe outfits, and express personal preferences in French?

| | |
|---|--|
| <p>the world.</p> <ul style="list-style-type: none"> • Language students have the ability to participate in multilingual communities. | |
| Acquisition | |
| <p>Students will know . . .</p> <ul style="list-style-type: none"> • Fashion styles • Idioms used with clothing (to be dressed to the nines, etc) • specific types of traditional clothing • clothing vocab including material and colors • popular clothing stores according to age brackets • sizes for shoes and clothing • expressing likes and dislikes with clothing • types of clothing stores (boutiques, department stores, commercial ones like Decathlon) | <p>Students will be skilled at . . .</p> <ul style="list-style-type: none"> • Use vocabulary on clothing, fabrics, and colors. • Recognize certain clothing items and accessories (le kepu, la voile) and their symbolism • Discuss what items are fashionable according to us and others • Mention which clothing items belong to certain clothing styles and looks • Popular clothing stores in different francophone countries • mention famous fashion houses • asking for something with sizes of shoes/clothing • putting on a traditional clothing item • comparing similarities and differences with outfits in Francophone cultures |

STAGE II Assessment Evidence

| STAGE II Assessment Evidence | |
|---|---|
| Assessments (Linked weekly below) | Practices (Linked weekly below) |
| <ul style="list-style-type: none"> • Design an outfit and label the clothing items and describe the style represented • Fashion show: students add a slide showing off someone wearing an outfit. Students must describe what they are wearing including any relevant details | <ul style="list-style-type: none"> • Do a gallery Walk with images of traditional attire from Morocco, Senegal, Haiti, France, Quebec, and Madagascar. • clothing race to practice vocabulary • fill in of what one should pack for vacation weather or in different seasons • role play asking for a certain clothing item |

like colors, material, and clothing items and specific styles (can be any style like skater, punk, tomboy, professional, etc)

- putting on a traditional clothing item
- video on Parisian styles-what it means to be Chic with guided question worksheet
- watch a runway fashion show
- introduce fashion icons and what they are known for
- Create a clothing order for one outfit with accessories
- Reading on different Fashion styles
- Guess the Idioms with clothing (to be dressed to the nines, etc)
- Survey on your style of fashion: what you like to wear
- introduction to clothing vocabulary with Troto s'habille and book Mon Pull
- size conversions activity
- compare and contrast styles and clothing with Venn Diagram
- read personal blogs on fashionable and dress

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences
- Shorter sections
- Larger print
- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)
- Provide multiple choice answers or Word banks





- Repeat or rephrase instructions if needed

STAGE III Learning Plan







STAGE III Learning Plan

Organize plan by weeks






Week 13: Clothing vocab and traditional attire

- Learn basic clothing vocabulary with GSlides and  Read-aloud: *Troto s'habille* or *Mon Pull* (introduce clothing in context).
- Recognize traditional attire from Francophone regions with Gallery Walk of Traditional clothing from Morocco, Senegal, Haiti, Québec, France, Madagascar (images + simple captions)
- Begin describing clothing in context (weather, occasion).
- Practice clothing vocab with  Clothing Race Game. Students race to find or match items from vocabulary list.
-  Packing Activity: What to pack for a trip in different seasons/climates (group activity).
- Practice Vocabulary matching and labeling liveworksheet.
- Oral mini-dialogue using key phrases (e.g., “Je cherche une jupe bleue.”)
-  Practice role-play: Asking for a clothing item in a store setting.

Week 14: Fashion, style and personal expression

-  **Video + Worksheet:** “What does it mean to be *chic* in Paris?” (guided questions). Discussion following what clothing items were seen and thoughts.
-  **Watch a runway fashion show** (Paris Fashion Week) and notate what was seen as popular, trendy, off the wall, etc
-  **Role-play:** Putting on traditional or fashionable clothing (scarf, kepu)
- Use clothing vocabulary to describe style and personal preferences. by doing a short writing: Describe an outfit you chose or designed.
-  **Create an outfit:** Choose clothing and accessories from a catalog or worksheet and write a short outfit “order” or description.
-  **Reading:** Brief texts on fashion styles or trends in Francophone countries.
-  **Fashion Icon Spotlight:** Introduce 2–3 icons (e.g., Coco Chanel, Aïssa Maïga) and what they’re known for.

Week 15: Comparisons, idioms and Style Reflection

- -  **Video + Worksheet:** “What does it mean to be *chic* in Paris?” (guided questions).
 - worksheet on size conversions
 -  **Role-play:** Putting on traditional or fashionable clothing and describing it.
 -  **Create an outfit:** Choose clothing and accessories from a catalog or worksheet and write a short outfit “order” or description.
 -  **Reading:** Brief texts on fashion styles or trends in Francophone countries.
 -  **Fashion Icon Spotlight:** Introduce 2–3 icons (e.g., Coco Chanel, Aïssa Maïga) and what they’re known for.

Modifications

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

- Tiered activities
- Student Choice
- Flexible Grouping
- Incorporating tech tools to aid
- Adapting learning styles
- Added visuals to support discussion. Give printed photos or slides showing uniforms or meals.
- Provide sentence starters
- Create a Gallery Walk Worksheet to guide them
- Provide a brochure template with areas clearly labeled

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Magazines or digital tools for collage

clothing around the world

https://docs.google.com/document/d/1hVPsq43j9xbZi__qT9xqOEgu6cLIS8cQXDhMbeE_iT0/edit?tab=t.0

Video Troto s'habille <https://www.youtube.com/watch?v=rRktBHVtZI>

<https://www.pinterest.com/rblouwoff/mon-look-et-mon-argent-de-poche/>

Histoire: Mon pull <https://www.youtube.com/watch?v=1bBUHGVISE4>

Read on top five dresses everyone should have <https://www.chicstylecollective.com/summer-dress/>

Magazine for fashion and beauty <https://www.marieclaire.fr/>

Dressing story by Cache Cache <https://www.youtube.com/watch?v=0QOZWJ16Thg>

How to wear a scarf <https://www.youtube.com/watch?v=Jy8GE6gVxa4>

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.

Accommodations and Modifications (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

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

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above. | |