

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Unit 6 Les Vêtements (leçon 17,18,19,20)

Unit Designers: Judy Roy

Level(s): French I Time Span: 6 weeks

Content Area:

- | | | | |
|--|--------------------------------------|---|--|
| <input type="checkbox"/> Career Prep | <input type="checkbox"/> Health/PE | <input checked="" type="checkbox"/> M&C Languages | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input type="checkbox"/> Visual & Perf. Arts |

Summary of Unit: How does French fashion affect the world clothing market? Shopping habits and etiquette in the United States are different than those in France. In this unit, students learn how to use question words learned in prior units to find, buy, and sell clothing. Students will be introduced to extensive vocabulary about clothing and accessories, different types of stores, how to get help from a sales person, and how to discuss clothing with a friend.

Students will also be introduced to the verbs porter , coûter , mettre , chercher, penser penser que, and trouver. They will also learn the differences between the verbs apporter and amener.

In addition, students will learn several verbs that take regular endings but have stem changes according to the pronoun used (acheter, préférer etc.). Students will also learn demonstrative and interrogative adjectives meaning this and that, and which and what. They will learn about the irregular adjectives beau, nouveau, and vieux and will learn when to use the pronoun on.

This unit also introduces regular ir verbs including choisir, finir, grossir. maigrir. réussir, and réussir à . They will also learn how comparisons are expressed in French.

Finally, this unit deals with money and the verbs dépenser, gagner, and payer, and the re verbs attendre, entendre, perdre, répondre à, and vendre. It also talks about the verbs visiter, rendre visite à, and mettre .

In culture, students will learn about different types of stores in France, how French teenagers view clothing purchases, fashion in France, and how fashion differs from the United States. They will also understand how French teens earn and spend money.

Content Standards/Performance Indicators:

A-1 Interpersonal

Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non-manual markers* (ASL), which would be comprehensible to a *native speaker* accustomed to interacting with language learners.

Modern only

- a. (formal) Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.
- b.(formal)Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.
- c.(formal)Describe and explain *states of being*, orally or in sign language, and in writing.
- d.(formal) Express agreement and disagreement, orally or in sign language, and in writing, supporting opinions with simple reasoning.

A-2 - Interpretative

Students comprehend conversations, *narratives*, and recorded material in *familiar contexts* that are longer and/or more complex than those in the 6-8 grade span.

Modern and Classical

- a.(formal) Identify main ideas, topics and specific information in a variety of *authentic* written/signed *materials*.

Modern only

- c.(formal) Identify main ideas, topics, and specific information in a variety of *authentic* oral/signed *materials*.

A-3 - Presentational

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by *native speakers* accustomed to interacting with language learners.

Modern and Classical

- a. (formal)Read *authentic passages* aloud with appropriate pronunciation, phrasing, and *intonation*.
- d. (formal)Write/sign brief narrative compositions and expository/informational compositions.

A-4 - Language Comparisons

Students use their understanding of the *nature of language* to enhance their communication in the *target language*.

Modern and Classical

- a.(informal)Compare a variety of grammatical structures and *syntax* between languages.
- b.(informal)Identify examples of vocabulary, in both languages, that do not translate

directly from one language to another.

c.(informal)Use *idiomatic expressions* and/or proverbs in the *target language*.

d.(informal)Identify examples of vocabulary (in English and the *target language*) that convey different meanings in different *contexts*.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken. Students identify and explain how *perspectives of a culture(s)* are related to cultural *practices of a culture(s)* in which the *target language* is spoken.

B-1 - Practices and Perspectives

Modern and Classical

a. (formal)Identify and explain the reason behind significant *practices of a culture(s)* in which the *target language* is spoken.

B-3 Comparisons with Own Culture

Students explain how *products, practices, and perspectives* of a culture(s) in which the *target language* is spoken contribute to the culture in which the student lives.

Modern and Classical

b. (formal)Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the *target language is spoken*.

c. (informal)Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C2 Distinctive Viewpoints

(informal)Students locate *authentic* resources and describe ideas about the *target language* and associated culture(s) that are available only through sources in the *target language*.

Key Pre-Requisites:

(Before beginning this unit, students should know/understand/be able to...)

Knowledge:

Students will :

- have knowledge of sentence and paragraph structure.
- understand French verb conjugation.
- understand fashion in the United States.

Skills:

Students know how to:

- conjugate verbs in French.
- write basic sentences and paragraphs in French.

Enduring Understandings:

- French fashion is in the forefront of fashion around the world.

- There are many similarities and differences between French and American teenagers and their shopping needs and wants.
- Communicating effectively is important when shopping for clothing.

Essential Questions that Guide and Focus This Unit:

- How does French fashion affect the world clothing market?
- How does one communicate needs when buying clothing?

Key Knowledge and Skills students will acquire as a result of this unit:

Knowledge: Students will:

- be able to remember and use vocabulary on clothing.
- be able to ask and answer questions about buying clothing.
- be able to use various verbs to ask and answer questions about buying clothing.
- be able to communicate effectively about buying clothing.
- describe clothing and accessories.
- Be able to use question words effectively.
- understand the similarities and differences between French and American fashion.

Skills:

Students will improve:

- sentence and paragraph writing.
- the use demonstrative and interrogative adjectives to say this or that, and what or which.
- use of er, ir, re and irregular verbs

How will students provide evidence of their understandings? (Be specific)

Students will provide evidence of their understandings through:

- vocabulary assessments
- quizzes
- tests
- French fashion research and essay
- verbal reading prompts
- unit test

Teaching and Learning experiences used to help students understand:

- Study guides
- Pair/share activities
- Discussion circles
- Question and answer sharing
- Worksheets
- Grammar exercises in the text
- Role play, question and answer etc.

Provisions for Extending Learning:

- Students will research additional fashion houses in France and compare them to popular fashion houses in the United States.
- Students will write and speak more complex sentences and conversations.

How will technology be used to increase student achievement? (*Be specific*)

- *Internet for research*

Instructional Resources:

- Text
- Study guides
- Audio/video accompanying the text
- Geobeats (online website)
- Teacher portaportal
- Internet

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

(Name of Assessment listed here)

Unit 6 test - A-1 b,c,d, A-2 a,c, A3 a,d,

Conversation Performance Test – A-1 a, c, d, A-3 b

Writing Performance Test - A3d

Listening Performance Test – A-2 a,c

Fashion essay and rubric – B 1a, B3 b,