

**World Languages      Grade 8 French      Modified from Unit #4 - Très à la mode!**

**Targeted Goals from Stage 1: Desired Results**

*How you dress tells a lot about who you are, what you like to do, and where you live. Students will discuss what clothing they wear and why, and what that reflects about them (e.g. Are they athletic? artistic? crafty? etc!). They will compare that to what teens are wearing around the francophone world. As they dig deeper into the purpose/meaning of different articles of clothing, they will explore the cultural differences in how to give and accept compliments. Throughout the unit students will expand their knowledge of verb conjugations both in the past and present and grammatical concepts such as direct object pronouns.*

**Content Knowledge:**

- K2: Present & past tense of clothing verbs: porter (to wear/to carry) & mettre (to put on/to wear/to place)
- K3 :Expression for compliments/criticisms [See Stage 3 for list]
- K4: Direct Object Pronouns: le/la/les

**Vocabulary:** Clothing vocabulary: Basic clothing provided, plus additional items based on student interest

**Skills:**

- S2: Conjugating porter & mettre in present & past tenses.
- S3: Complimenting/Criticising others clothing in a culturally appropriate manner.
- S4: Identifying & using Direct Object Pronouns (DOPs).
- S6: Communicating about clothing.

**Expectation:** Week 3 of Unit 4 will focus on listening comprehension of a story that involves clothing. Students will continue to practice clothing vocabulary.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday:	Memorial Day	NO SCHOOL
Tuesday: <ul style="list-style-type: none"><li>● Engage with story video &amp;</li></ul>	<ul style="list-style-type: none"><li>● Watch Alice Ayel video<ul style="list-style-type: none"><li>○ Le fantôme: Partie A</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Submit answers to Alice Ayel video.</li></ul>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
demonstrate comprehension by answering questions along the way via EdPuzzle.	<ul style="list-style-type: none"> <li>○ Original video</li> <li>○ EdPuzzle link will be posted on Classroom</li> </ul>	
Wednesday: <ul style="list-style-type: none"> <li>● Engage with story video &amp; demonstrate comprehension by answering questions along the way via EdPuzzle.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch Alice Ayel video               <ul style="list-style-type: none"> <li>○ Le fantôme: Partie B</li> <li>○ Original video</li> <li>○ EdPuzzle link will be posted on Classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Submit answers to Alice Ayel video.</li> </ul>
Thursday: <ul style="list-style-type: none"> <li>● Engage with story video &amp; demonstrate comprehension by answering questions along the way via EdPuzzle.</li> </ul>	<ul style="list-style-type: none"> <li>● Watch Alice Ayel video               <ul style="list-style-type: none"> <li>○ Le fantôme: Partie C</li> <li>○ Original video</li> <li>○ EdPuzzle link will be posted on Classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Submit answers to Alice Ayel video.</li> </ul>
Friday: <ul style="list-style-type: none"> <li>● Students will watch and be inspired by the fashion show video “Défilé de mode”</li> <li>● Students will then create their own Défilé de mode.</li> </ul>	<ul style="list-style-type: none"> <li>● Défilé de mode YouTube video: (link posted in Google classroom)</li> </ul>	<ul style="list-style-type: none"> <li>● Submit: Défilé de mode</li> </ul>

**Week criteria for success** (attach student checklists or rubrics):

**Supportive resources and tutorials for the week** (plans for re-teaching):