

Fashion Trends

(Sample Unit)*

Proficiency: Intermediate Low

Language: French

Theme: Contemporary Life

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

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Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. Derive meaning from messages and texts using listening, reading and viewing strategies.

- a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- c. Make use of print and digital resources to understand the meaning of new words and expressions.
- d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
- e. Use knowledge of the situation, the purpose of communication or context cues to understand messages.

Interpersonal:

1. Negotiate meaning using requests, clarifications and conversation strategies.

- a. Use a range of common expressions to make requests and seek clarification.
- b. Ask and answer a range of questions to seek or clarify information.

3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.

- a. Express a wider range of feelings and emotions in reaction to an announcement, a surprise or an event.
- b. Ask and answer questions about feelings, emotions and preferences.
- c. Exchange, compare and support preferences and opinions about personal, academic, professional and contemporary or historical topics.

Presentational:

1. Convey meaning using writing processes and presentation strategies.

- a. Plan texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.
- b. Organize thoughts and choose resources.

2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.

- a. Create and present more extensive lists and classifications.
- b. Tell a personal story or anecdote that relates some details.

3. Present a range of literary, creative and artistic endeavors to audiences near or far.

- c. Play music or produce an art/craft of the target culture and share information about it with others.

Cultures:

1. Analyze and describe relationships among products, practices and perspectives and compare them across cultures.

- a. Identify, describe, investigate and demonstrate patterns of behavior.
- b. Examine and demonstrate how people meet their basic needs in different ways.
- c. Identify, examine and compare products, practices and perspectives of the U.S. and target cultures.
- d. Compare and show factors that affect the availability and affordability of products and services across cultures.

2. Experience the target language and culture(s) and share information and personal reactions with others.

- c. Examine, describe, and create replicas of important objects, images and symbols.
- e. Investigate and experience target community organizations and their resources.

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B.

CONTENT ELABORATIONS

Unit Theme: Contemporary Life

Unit Topic(s): Fashion Trends

Essential Question(s): How do I view the clothing industry and its impact?

To what extent does fashion reflect or influence culture?

How am I viewed because of my fashion choices?

Communicative Context: Choosing where to shop and what to wear

Discussing trends and views on fashion

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C.

UNIT SUMMATIVE ASSESSMENT

[Integrated Performance Assessment \(IPA\)](#)

IPA Theme: Choosing the fashion style that best represents me

Authentic Resource: <http://www.modeaparis.com>

Interpretive Task(s): *(Evaluate with an Interpretive performance or proficiency [rubric.](#))*

<http://www.modeaparis.com>

1. Determine relevant information to see a fashion show:
 - Time, date, location, types of clothing, designers, house of fashion, etc.
2. Determine what it takes to work for the fashion brand of choice:
 - Career preparation
 - Fashion schools
 - Fashion trades
 - Fashion show planning and development

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Interpersonal Tasks: *(Evaluate each student with an Interpersonal performance or proficiency [rubric.](#))*

Discuss with a partner and make a choice on which fashion show to see based on each other's taste:

- Topic of fashion
- Designers
- Pros and cons of various fashion shows

Presentational Tasks: *(Evaluate with a Presentational performance or proficiency [rubric.](#))*

1. Students choose the French fashion brand they think most represents them and research the brand to find the information below. They then create a presentation (PowerPoint or other) to demonstrate to others in the class what this brand represents to them.

- Genre: Category of fashion (mod, preppy, classic, grunge, etc.)
- History: Background of the fashion house/important details
- Availability: When and where one could see what the brand has to offer
- Critiques: What others are communicating about this particular brand; what your own personal reviews of the brand are

2. Students will create a video ad or commercial for the fashion brand that is similar in style to the fashion show from their presentation. The ad should try to convince others that the brand could also represent them. By linking the ad to the fashion show, they should be more aware of how fashion is promoted in various styles according to house.

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

I can understand the main idea of short and simple texts when the topic is familiar.

- I can understand the main idea and some details in texts about fashion.

Interpersonal:

I can participate in conversations on a number of familiar topics using simple sentences.

- I can begin and carry on a conversation about fashion.

I can handle short social interactions in everyday situations by asking and answering simple questions.

- I can ask and answer simple questions and exchange information about fashion.

Presentational:

I can write briefly about most familiar topics and present information using a series of simple sentences.

- I can write on fashion.
- I can state my viewpoint and give supporting details.

I can present information on most familiar topics using a series of simple sentences.

- I can provide information on fashion using a series of sentences with some details.

Intercultural:

I can compare and contrast some common products of other cultures and my own.

- I can compare and contrast current fashion trends in the target culture and my own.

I can make some generalizations about a culture.

- I can make generalizations about the fashion of the target culture.
- I can describe the difference between traditional costume and a fashion trend.

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E.

UNIT CONTENT AND AUTHENTIC RESOURCES

Content

Language Functions: Critiquing, comparing, convincing, supporting an opinion

Structures: Past tenses; comparative and superlative; conditional (should, would, could)

Vocabulary: Clothing and fashion terms

Authentic/Other Resources

(Audio, video or text, related to this unit)

<http://www.lamodefrancaise.org/fr/index.html>

This website offers fashion industry information, links to most of the French clothing labels/houses, history of fashion including the history of certain fashion pieces, and jobs in fashion. It is an all-inclusive website on French fashion, including dates and locations of shows.

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F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

Journal With Prompts: Do you like to shop? Where do you typically shop and why? How important do you think fashion is? What resources do you use for fashion advice?

[Instructional Strategies and Formative Assessments](#)

Interpretive Tasks and Strategies:

- Reading comprehension activities based on fashion trend websites and articles
- Watching clips on fashion shows with comprehension and opinion questions to answer
- Identifying main idea, skimming and scanning, self-reflection questions, pre-reading discussion of vocabulary, summarizing in the target language

Interpersonal Tasks and Strategies:

- Guided discussion among students about what they find fashionable
- Peer-sharing, think-pair-share, critiquing clothing on websites

Presentational Tasks and Strategies:

- Write or say short critiques of clothing styles
- Self/peer-assess written critiques with a rubric
- Discussion questions about fashion trends and the influence of fashion on culture, as well as the influence of culture on fashion trends. Students answer individually, then follow up with a whole class discussion.

Diverse Learners:

- Multisensory presentation (visuals and auditory)
- Formulaic responses
- Choice in assessment type for presentations (Prezi, video, Google Drive, PowerPoint)
- Choice of brand for presentation

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G.

CONNECTIONS

21st-Century Skills:

- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas.
- Students use the target language in a real-world scenario.
- Students use math skills, language skills and creativity.
- Students collaborate to create a unique and interesting experience for the whole class. They must persuade others in their group to go along with an idea, yet there are other times when concessions need to be made.

Technology:

- Authentic website viewing and comprehension
- Video or presentation format (e.g., PowerPoint, Prezi) learned to create a commercial on a favorite store or clothing type and a presentation of how that fashion brand represents the student.

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