Unit 6: Cars & Driving

Content Area: **World Languages**
Course(s): **French 3 CP, French 3 Honors**
Time Period: **May**
Length: **15 blocks**
Status: **Published**

Enduring Understandings

Learning the French language will give one confidence to travel in a francophone country by car because an individual will be able to ask for and follow directions as well as request basic service at a gas station

Reading a road map and understanding basic vocabulary for directions is essential in order to travel from one place to another by car in a French speaking country.

Essential Questions

How is getting a driver's license in France different from the US?

What kind of cars do French people drive?

How do French cars differ from American cars?

Are the speed limits the same in France and the US?

How is an auto race in France different that in America?

Content

Les verbes CONDUIRE et SUIVRE

La construction: adjective + de + infinitif

La construction: préposition + infinitif

La construction en + participe présent

Le subjonctif: formation régulière

L'usage de subjonctif après il faut que

Le subjonctif: formation irrégulière (être, avoir, aller, faire)

L'usage du subjonctif après vouloir que

Vocabulary: la conduite, à la station-service

Skills

Student will be able to:

Name different types of vehicles

Identify parts of a car

Ask for assistance at a service station

Describe how you feel about certain events

Saying what you and other people have to do

Tell others what you want or expect them to do

Resources

Text book, "Discovering French Rouge" Valette and Valette

-Les verbes CONDUIRE et SUIVRE

-La construction: adjective + de + infinitif

-La construction: préposition + infinitif

-La construction en + participe présent

-Le subjonctif: formation régulière

-L'usage de subjonctif après il faut que

-Le subjonctif: formation irrégulière (être, avoir, aller, faire)

-L'usage du subjonctif après vouloir que

- la conduite, à la station-service

Google Classroom

Google Slides

Google Docs

Chromebooks

Document Camera

YouTube

Maps

Twitter

Student Notebooks

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.

WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.