

# 11\_Driving

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

After a brief review of previously acquired skills and knowledge at the middle-school level, French 2 Honors aims to develop students' listening, speaking, reading and writing skills. New grammar and vocabulary are introduced and reinforced in oral and written exercise in a close to total immersion environment. Listening and speaking are continued in classroom situations, conversations, original presentations, and the use of authentic recorded materials. The French language is used extensively in all activities and students in French 2 Honors are expected to be able to communicate and interact in the target language during class time.

The goal of this class is not only to improve students' communications skills in the French language but also to instate in students respect and understanding of other cultures as well as an interest in exploring their world. Students are expected to be able to compare and contrast elements of Francophone cultures to their own. Students are introduced to French songs, movies and literature selections throughout the year. Students are exposed to Francophone cultures through reading and authentic digital resources.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

*Students will understand that:*

- personal modes of transportation are common in most cultures.
- driving is a rite of passage.
- grammar is essential to proper communication.

*Essential Questions:*

- What modes are transportation are important in the French culture?
- Why is driving important?

### **Diversity and Inclusion**

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in

the content area.

- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

## Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

## CONTENT AREA STANDARDS

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WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

WRK.K-12.P.4	Demonstrate creativity and innovation.
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.

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- personal modes of transportation are common in most cultures.
- driving is a rite of passage.
- grammar is essential to proper communication.

### **Procedural Knowledge**

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Students will be able to:

- identify major parts of a car.
- conjugate Conduire in the present tense.
- conjugate regular verbs in the future tense.
- conjugate “etre, avoir, aller and faire” in the future tense.
- converse about different ways to get a driving license in France and in the US.
- identify major French car manufacturers.
- recognize French cars.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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Educational Assessments

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **Formative Assessments**

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1. Grammar Quiz: conjugate verbs in the simple future tense.
2. Vocabulary Quiz: Identify and label parts of a car
3. Online project: students explore two French car manufacturer websites, choose a car and express what they will do with the car using the Futur Simple
4. Class discussions: how to get a driving license

## **Summative Assessments**

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None for the last unit

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Smart Notebook presentation
- <https://www.peugeot.fr/accueil.html>
- <https://www.citroen.fr/accueil.html>
- Instruction includes all kind of material/resources for various types of learners
- Students are grouped together (same or mixed ability/ies) for specific activities
- Extra hand-outs and digital resources are provided on individual basis as needed
- Assessments are modified according to 504s and IEPs

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Information Writing, Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

