

Coretta Scott King Young Women's Leadership Academy
Weekly Lesson Plans
French III

Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.

| Teacher Name | Corendis C. Hardy | Subject/ Grade | French III 3B | Date range: | August 4 - 15 |
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| | Tues., August 5 | Thurs., August 7 | Mon., August 11 | Weds., August 13 | Fri., August 15 |
| Standards https://case.georgiastandards.org/170214d7-fdcb-4886-8b72-4b370b5029b7/ Core Goals for World-readiness Standards for Learning Languages (ACTFL) Communication Cultures Comparisons Comparisons Communities | -Welcome -Introductions -General course requirements and academic expectations -Standards -Class rules and procedures -The importance and purpose of world language study | -Grading policy -useful websites for French study -Writing diagnostic -Reading diagnostic -Listening comprehension diagnostics -Speaking diagnostic | Communication 1.1 1.2 2.1 Cultural practices and perspectives 3.2 Acquiring information and diverse perspectives 4.2 Cultural Comparisons | 1.1 Interpersonal communication 1.2 interpretive communication | 1.2 Interpretive communication 2.1 Cultural practices and perspectives 3.2 Acquiring information and diverse perspectives |

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| Learning: Objectives | I can... -Explain academic and behavioral expectations for the class. -articulate the importance and purpose of world language study | I can... *Articulate grades are earned for the course. *locate useful websites for French study * Demonstrate level of writing and reading proficiency in French | I can... -Discuss francophone countries around the world -compare and contrast French schools and American schools -Discuss special, international events in France | I can... -introduce myself and others in French -talk about myself in French | I can... -Engage in conversations in French with peers |
| Success Criteria | Answer questions about course requirements, expectations, and class rules and procedures | *Answer questions about grading policy *Write an argumentative essay *Complete reading comprehension diagnostic | -Using a world map, locate francophone countries around the world -Communicate special international events in France -Differentiate schools in France and America | Converse in French | Converse in French |
| Differentiated Instruction | Audio; visual; handouts; varied explanations | Audio; visual; handouts; varied explanations | Audio; visual; handouts; varied explanations; pairs/groups | Audio; visual; handouts; varied explanations; pacing; | Audio; visual; handouts; varied explanations; pacing; groups |
| Lesson Structure | | | | | |

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| Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min. | Welcome Introductions (Name origins) | 3-2-1 3- things you know about French culture 2- of the most interesting things you've learned thus far 1-thing you are curious about | Hangman: francophone What does it take to be fluent in a second language? | Tic-Tac-Toe: Facts about the French-speaking world Conversation in French (teacher and peers) | Dialogue (en français) |
| Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min. | (I do.) Discuss general course requirements, academic and behavioral expectations; class rules and procedures. Explain the purpose and importance of world language study (We do.) Q/A (They do.) Complete learning goals form. | (I do.) -Discuss grades and grading policy (We do.) Q/A (They do.) – Take diagnostic exams. | (I do.) Discuss where French is spoken about the world. (We do.) KWL French Schools -Q/A (They do.) Small groups. Investigation of international events in France. Share out as whole class at the end of session. | (I do.) Model introductions in the French language. (We do.) General conversations (They do.) Write out their introduction in French. Share at the end of class. | (I do.) Introduction to Unit 1 (We do.) Review vocabulary. -Q/A (They do.) Practice activities in textbook. |
| Self-Reflect (Closing) | 3-2-1 3 requirements | 411: Give summary of | Letter: Tell a friend about what | Quick Write: Based on what | Exit Ticket: Write a short biography |

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| <p><u>Closing (more ideas)</u> 10 min.</p> | <p>2 classroom rules 1 question you still have</p> | <p>grading policy and how final grade is determined.</p> | <p>you've learned about francophone countries</p> | <p>you have learned about international events in France, which would you like to participate in.</p> | <p>of one of your peers in French.</p> |
| <p>Homework</p> | <p>Acrostic poem of name</p> | <p>Complete acrostic poem of name</p> | <p>Listen to French: https://www.radio.fr/language/french</p> | <p>Listen to French: https://www.radio.fr/language/french</p> | <p>Listen to French: https://www.radio.fr/language/french</p> |