

Coretta Scott King Young Women's Leadership Academy
Weekly Lesson Plans
French II and 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 II & III 3B	Date range:	November 10 - 14
	Nov. 10 (B-day)	Nov. 11 (A-day)	Nov. 12 (B-day)	Nov. 13 (A-day)	Nov. 14 (B-day)
Standards https://case.georgiastandards.org/170214d7-fdcb-4886-8b72-4b370b5029b7/ Core Goals for World-readiness Standards for Learning Languages (ACTFL) Communication Cultures Comparisons Connections Communities	The students exchange spoken and written information in the target language, utilizing cultural references where appropriate The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.		The students exchange spoken and written information in the target language, utilizing cultural references where appropriate The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.		The students exchange spoken and written information in the target language, utilizing cultural references where appropriate The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

Learning: Objectives	Each day, students will be able to say, “I can... have conversations French with my peers and teachers French II (Novice- high) French III (Intermediate) -Discuss differences and similarities of francophone cultures with my own -Make connections lingually and culturally		Each day, students will be able to say, “I can... have conversations French with my peers and teachers French II (Novice- high) French III (Intermediate) -Discuss differences and similarities of francophone cultures with my own -Make connections lingually and culturally		Each day, students will be able to say, “I can... have conversations French with my peers and teachers French II (Novice- high) French III (Intermediate) -Discuss differences and similarities of francophone cultures with my own -Make connections lingually and culturally
Success Criteria	The success criteria have been met when students can say, “I can teach others about various francophone cultures as well as converse fluently in French about a		The success criteria have been met when students can say, “I can teach others about various francophone cultures as well as converse fluently in French about a		The success criteria have been met when students can say, “I can teach others about various francophone cultures as well as converse fluently in French about a

	variety of topics.”		variety of topics.”		variety of topics.”
Differentiated Instruction	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments; pacing		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments; pacing		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments; pacing
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	In Africa, French is more than a common language Mot du Jour (French words and phrases commonly used in English): au pair In the vocabulary section of your notebook, include the following for each word: definition, synonyms, antonyms, variations (if any), examples, and an		French around the world: Keeping the language alive in Louisiana Mot du Jour (French words and phrases commonly used in English): macabre In the vocabulary section of your notebook, include the following for each word: definition, synonyms, antonyms, variations (if any), examples, and an		Mot du Jour (French words and phrases commonly used in English): gauche In the vocabulary section of your notebook, include the following for each word: definition, synonyms, antonyms, variations (if any), examples, and an original sentence with the word. Conversation/HOT BOX/flashcards

	original sentence with the word. -Listen to a story in French and answer questions		original sentence with the word. Conversation/HOT BOX/flashcards		
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.	(We do) Zone français: French conversation (I do.) Review words and expressions for forming questions (They do) Work on project: schools in French-speaking countries		(We do) Zone français: French conversation (I do.) Review numbers. Introduce expressions for shopping. (They do) Finish projects		(They do) Present projects
Self-Reflect (Closing) Closing (more ideas) 10 min.	Exit Ticket: 3 questions (in French) you would ask a teenager in France		3-2-1 3 expressions for shopping 2 things about exchanging money 1 interesting fact about shopping in France		Academic Reflection Write a paragraph about your experience researching education in another country
Homework	-Research Jacques Cousteau . Make		-Research Jacques Cousteau		Quiz (Kahoot)

	sure you can answer questions about his education, family, achievements, titles of his most famous works, interesting facts, what inspired him to choose his profession, at least two famous quotes, and information about his legacy. (Expect a quiz.) Listen to French: https://www.radio.fr/language/french		Make sure you can answer questions about his education, family, achievements, titles of his most famous works, interesting facts, what inspired him to choose his profession, at least two famous quotes, and information about his legacy. (Expect a quiz.) -Listen to Radio française https://www.radio.fr/language/french		on Jacques Cousteau