

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:	February 2 – 6, 2026
	Monday, Feb. 2 (B-day)	Tuesday, Feb. 3 (A-day)	Wednesday, Feb. 4 (B-day)	Thursday, Feb. 5 (A-day)	Friday, Feb. 6 (B-day)
<p>Standards https://case.georgiastandards.org/170214d7-fdcb-4886-8b72-4b370b5029b7/</p> <p>Core Goals for World-readiness Standards for Learning Languages (ACTFL) Communication Cultures Comparisons Connections Communities</p>	<p>The students exchange spoken and written information in the target language, utilizing cultural references where appropriate</p> <p>The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.</p>		<p>The students exchange spoken and written information in the target language, utilizing cultural references where appropriate</p> <p>The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.</p>		<p>The students exchange spoken and written information in the target language, utilizing cultural references where appropriate</p> <p>The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.</p>

Learning: Objectives	<p>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) -Make connections lingually and culturally</p>		<p>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) -Make connections lingually and culturally</p>		<p>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) -Make connections lingually and culturally</p>
Success Criteria	<p>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."</p>		<p>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."</p>		<p>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."</p>

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.	Zone français (conversation) Review of weather and clothing, porter, and mettre (Power Point)		Zone français (conversation) Fashion show		Zone français (conversation) Passé composé
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.	I do.) Review mini-lesson on adjectives and agreement (We do.) Practice activity describing clothing/what people are wearing (speaking) (They do) Written practice activity		I do.) Review mini-lesson on passé composé (We do.) Practice activity using passé composé (relating to the Count of Monte Cristo (speaking) (They do) Written practice activity		I do.) Introduce the imperfect (We do.) Practice activity with the imperfect (speaking) (They do) Written practice activity

<p>Self-Reflect (Closing) <u>Closing (more ideas)</u> 10 min.</p>	<p>3-2-1 3 adjectives that go in front of the noun 2 verbs that go after the noun 1 verb that begins with an "a"</p>		<p>411 Explain the rules for forming the passé composé</p>		<p>Exit Ticket: Complete the phrase with 4 sentences Quand j'étais une petite fille (ou un petit garçon)</p>
<p>Homework</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>	<p>Listen to French: https://www.radio.fr/language/french</p>	<p>Listen to French: https://www.radio.fr/language/french</p>