

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:	September 1 – 5, 2025
	Sept. 1 (A-day)	Sept. 2 (A-day)	Sept. 3 (B-day)	Sept. 4 (A-day)	Sept. 5 (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	Labor Day Holiday		Communication MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the		Communication MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate. MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the

			target language. <u>MLII.INT1</u> The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. <u>MLII.INT2</u> The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language <u>Cultures</u> <u>MLII.CU1</u> The students understand perspectives, practices, and products of the		target language. <u>MLII.INT1</u> The students understand spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials. <u>MLII.INT2</u> The students interpret verbal and non-verbal cues to understand spoken and written messages in the target language <u>Cultures</u> <u>MLII.CU1</u> The students understand perspectives, practices, and products of the
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			cultures where the target language is spoken and how they are interrelated. Comparisons Connections Community		cultures where the target language is spoken and how they are interrelated. Comparisons Connections Community
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Learning: Objectives			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		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			Converse fluently in French about a variety of topics		Converse fluently in French about a variety of topics
Differentiated Instruction			Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments;		Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments;

			pacing		pacing
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.		-	Mot du Jour (French words and phrases commonly used in English): [REDACTED] -Daily Conversation (Review of Interrogative words and expressions, être, aimer, et le calendrier)		Mot du Jour (French words and phrases commonly used in English): [REDACTED] -Daily Conversation (geography)
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.			(I do.) -Lead pronunciation drill (les accents, silent end consonants) – (Review) Lesson on francophone countries. -Lesson on geography of France (We do) Watch and discuss video KS Bloom x @jonathan.c.gambela - Réponds	.	(I do.) -Lead pronunciation drill (au sound) -- Lesson on faire and idiomatic expressions (We do.) Watch and discuss video French Speaking Countries in Africa - YouTube (They do.) Activity on faire

			par le Feu (clip officiel) Discuss familiar words from the video. (They do.) Geography activity		
Self-Reflect (Closing) Closing (more ideas) 10 min.			3-2-1 3 new words you have learned 2 words or expressions used for questions 1 word you want to say		Exit Ticket Complete the following phrases 1. Je ____ le menage. 2. Il ____ du sports. 3. Qui ____ de la natation? 4. Ils ne ____ pas la lessive.
Homework	Listen to French: https://www.radio.fr/language/french		-Research French author, Alexandre Dumas (Père) . Make sure you can answer questions about his education, family, achievements, titles of his most		-Research French author, Alexandre Dumas (Père) . 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 French: https://www.radio.fr/language/french		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
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