

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:	December 1 – 5, 2025
	December 1 (B-day)	December 2 (A-day)	December 3 (B-day)	December 4 (A-day)	December 5 (B-day)
<b>Standards</b> <a href="https://case.georgiastandards.org/170214d7-fdcb-4886-8b72-4b370b5029b7/">https://case.georgiastandards.org/170214d7-fdcb-4886-8b72-4b370b5029b7/</a>  <b>Core Goals for World-readiness Standards for Learning Languages (ACTFL)</b> <b>Communication</b> <b>Cultures</b> <b>Comparisons</b> <b>Connections</b> <b>Communities</b>	<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	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		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		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
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 variety of topics.”		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.”		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.”
<a href="#">Differentiated Instruction</a>	Audio, visual, video, handouts, varied explanations and		Audio, visual, video, handouts, varied explanations and		Audio, visual, video, handouts, varied explanations and

	answers, flexible grouping, choice board of assignments; pacing		answers, flexible grouping, choice board of assignments; pacing		answers, flexible grouping, choice board of assignments; pacing
<b>Engage</b> (Opening) <a href="#">BellRinger/Warm-Up/Sponge (more ideas)</a> <a href="#">Opening (more ideas)</a> <b>15 min.</b>	Bingo (Regular -ir verbs)		Bingo (Regular -re verbs)		Bingo (Commonly used irregular verbs)
<b>Explicit Instruction and Apply &amp; Assess</b> (Work Session) Gradual Release <a href="#">Instructional Strategies</a> <b>63 min.</b>	<b>(We do) Zone français:</b> French conversation <b>(I do.)</b> Lesson on the passé composé (the past tense) <b>(They do)</b> Practice activities		<b>(We do) Zone français:</b> French conversation <b>(I do.)</b> continue lesson on the passe compose (the past tense) <b>(They do)</b> Practice activities		<b>(We do) Zone français:</b> French conversation <b>(I do.)</b> Negatives and the passé composé  <b>(They do)</b> Practice activities
<b>Self-Reflect</b> (Closing) <a href="#">Closing (more ideas)</a> <b>10 min.</b>	<b>Exit Ticket:</b> Translate 4 sentences au passé composé		<b>Completion</b> Complete the sentences using the passé composé. (verbs with être)		<b>3-2-1</b> 3 negative expressions in French 2 sentences with the passé composé and a

					ne...pas and ne...jamais. 1 Original response to question in passé composé
<b>Homework</b>	Finish classwork. Do homework on passé composé Listen to French: <a href="https://www.radio.fr/language/french">https://www.radio .fr/language/frenc h</a>		Listen to French: <a href="https://www.radio.fr/language/french">https://www.radio .fr/language/frenc h</a>		Listen to French: <a href="https://www.radio.fr/language/french">https://www.radio .fr/language/frenc h</a>