

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 15 - 19, 2025
	Sept. 15 (B-day)	Sept. 16 (A-day)	Sept. 17 (B-day)	Sept. 18 (A-day)	Sept. 19 (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		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		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.		interrelated.		interrelated.
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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		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	I have met the success criteria when I can converse fluently in French about a variety of topics.		I have met the success criteria when I can converse fluently in French about a variety of topics.		I have met the success criteria when I can converse fluently in French about a variety of topics.
Differentiated Instruction	Audio, visual, video, handouts, varied explanations and answers, flexible		Audio, visual, video, handouts, varied explanations and answers, flexible		Audio, visual, video, handouts, varied explanations and answers, flexible

	grouping, choice board of assignments; pacing		grouping, choice board of assignments; pacing		grouping, choice board of assignments; pacing
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	Mot du Jour (French words and phrases commonly used in English): vis-a-vis -Daily Conversation/HOT BOX/flashcards		Mot du Jour (French words and phrases commonly used in English): debut -Daily Conversation/HOT BOX/flashcards		Picture cards and stories
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.	(I do.) -Lead pronunciation drill and lesson on 4 irregular verbs; Introduce person of the week: Djimon Hounsou (We do) Watch and discuss video: 20 Ways to Use the Verb "Faire" (in Slow French) Super Easy French 176 - YouTube Discuss familiar words from the video.		(I do.) -Lead pronunciation drill and lesson on (review) forming questions; responding to questions; and expressions for clarification (We do) Conversation question words and phrases Watch and discuss video: French Job Interview Super Easy French 86 (They do)		(I do.) -Lead pronunciation drill and lesson on the verbs pouvoir et vouloir (We do) Conversation question words and phrases (They do) Activities on pouvoir et vouloir

	(They do.) Practice activity faire et aller		Quiz on Alexandre Dumas (Buzzers)		
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 Translate the following: 1. Tu as un chien? 2. Tu fais du vélo? 3. Tu vas à l'église? 4. Tu es sportif/spor tive?		411 Give four expressions people should use when getting clarification in French.
Homework	-Research French author, Alexandre Dumas (Père) and Djimon Hounsou. 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		-Research Hounsou 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		-Research Hounsou 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

	profession, at least two famous quotes, and information about his legacy. (Expect a quiz.) Listen to French: https://www.radio.fr/language/french		quotes, and information about his legacy. (Expect a quiz.) -Listen to Radio française https://www.radio.fr/language/french		quotes, and information about his legacy. (Expect a quiz.) -Listen to Radio française https://www.radio.fr/language/french