

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:	January 6 – 9, 2026
	January 5, 2026 Teacher Workday	Tuesday, Jan. 6 (A-day)	Wednesday, Jan. 7 (B-day)	Thursday, Jan. 8 (A-day)	Friday, Jan. 9 (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			<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</p> <p>French II (Novice-high)</p> <p>French III (Intermediate)</p> <p>-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</p> <p>French II (Novice-high)</p> <p>French III (Intermediate)</p> <p>-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>
<u>Differentiated Instruction</u>			<p>Audio, visual, video, handouts, varied explanations and</p>		<p>Audio, visual, video, handouts, varied explanations and</p>

			answers, flexible grouping, choice board of assignments; pacing		answers, flexible grouping, choice board of assignments; pacing
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.			Activity 1: Goal-setting Activity 2: SEL		SEL:
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.			(We do) Zone français: French conversation (I do.) Anticipatory lesson for Alexandre Dumas and his most famous work, <i>The Count of Monte Cristo</i> (They do) Watch and discuss story		(We do) Zone français: French conversation Discuss characters, setting, and plot of <i>The Count of Monte Cristo</i> (I do.) Review passé composé (They do) Watch and discuss story
Self-Reflect (Closing)			Completion (Description of		Summary of plot in French

<u>Closing (more ideas)</u> 10 min.			the following characters in French) Edmond Dantès, Fernand Mondego, and Mercédès Hererra		
Homework			Listen to French: https://www.radio.fr/language/freng		Listen to French: https://www.radio.fr/language/freng