

J. L. Mann High School Weekly Lesson Plans 2025-2026

Teacher's Name: P.Natiez Course: French 1 Dates: January 6th-January 9th

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
	<p>South Carolina Standard: SOUTH CAROLINA ACADEMIC STANDARD FOR WORLD LANGUAGE PROFICIENCY STANDARD Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. ACTFL standards 1.1, 1.2, 2.1, 2.2, 4.1</p>	<p>South Carolina Standard: SOUTH CAROLINA ACADEMIC STANDARD FOR WORLD LANGUAGE PROFICIENCY STANDARD Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. ACTFL standards 1.1, 1.2, 2.1, 2.2, 4.1</p>	<p>South Carolina Standard: SOUTH CAROLINA ACADEMIC STANDARD FOR WORLD LANGUAGE PROFICIENCY STANDARD Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. ACTFL standards 1.1, 1.2, 2.1, 2.2, 4.1</p>	<p>South Carolina Standard: SOUTH CAROLINA ACADEMIC STANDARD FOR WORLD LANGUAGE PROFICIENCY STANDARD Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, they will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own. ACTFL standards 1.1, 1.2, 2.1, 2.2, 4.1</p>

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LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
	<p>I can understand the rules and expectations of the French class.</p> <p>I can introduce myself in the target language.</p>	<p>I can use greetings and understand the differences between the French alphabet and the English alphabet.</p>	<p>I can introduce myself , count to 10 in French, write the date and state my nationality.</p>	<p>I can introduce myself , count to 10 in French, write the date and state my nationality and create a mock French National ID</p>
LESSON ACTIVITIES	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
	<p>First day : Attendance /announcements Mr Natiez, greets class, models a conversation of saying hello in the target language.</p>	<p>Bell ringer #1 Basic greetings</p>	<p>Bell ringer # 2 Greetings : connect the dots</p>	<p>Bell ringer # 3 : Numbers from 1 to 10</p>
CLOSURE	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
	<p>What are the rules and expectations for the “salle de français” de Mr Natiez.</p>	<p>Qui suis-je? (Who Am I?) How do I introduce myself? Greetings Powerpoint</p> <p>What are the rules and expectations for the “salle de français” de Mr Natiez. (repeat)</p>	<p>The teacher will jot down the date with the students on their notebook.</p> <p>What do students already know, or think they know, about France?</p>	<p>Qui suis-je? (Who Am I?) How do I introduce myself? How do I count from 1-20 ? What do I know about France and Francophone(French-speaking countries) ? What is the French alphabet?</p>

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	<p>Qui suis-je? (Who Am I?) :The teacher will present himself quickly.</p> <p>Say Hello : the teacher in the target language only will use first expressions such as saying hello and how are you?</p> <p>Students will repeat together and with a partner.</p> <p>How do I introduce myself? : The students will fill a bilingual document with information about themselves.</p> <p>What do students already know, or think they know, about France?</p> <p>Powerpoint with basic information about France.</p>	<p>What do I know about France and Francophone(French-speaking countries) ? Recap of previous day.</p> <p>The teacher will explain what proficiency levels are and show some examples of requirements for French 1.</p> <p>The teacher will explain briefly the different types of assessments done in class.</p> <p>What is the French alphabet? The teacher will read the alphabet. The students will repeat. By pair alternating the students will take turns reading a letter.</p> <p>Oral practice using teacher-led repetition a you tube link providing audio of pronunciation of the alphabet .</p>	<p>Powerpoint with basic information about France.</p> <p>Introduction to nationalities : American/French and other potential nationalities.I am....</p> <p>By pair, students will tell their name and nationality.</p> <p>Identity worksheet</p> <p>Introduction to numbers (part 1)</p>	<p>What are some common greetings? What is a cultural register? What is the difference between “tu” and “vous”?</p> <p>Mock quiz on alphabet</p> <p>Creation of a French National Identity card on an index card .</p>
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		<p>Dictation by teacher with students writing the letters that they hear.</p> <p>(time permitting)</p> <p>Introduction to France</p> <p>Map of France to fill : with a few cities . mountains and rivers.</p>
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Important Due Dates:

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
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<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other:	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:
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*All adjustments to the teacher's lesson plans will be communicated to the students.