

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

Teacher's Name: P.Natiez Course: French 1 Dates: 08/18th-08/22nd

Monday-Lundi	Tuesday- Mardi	Wednesday-Mercredi	Thursday-Jeudi	Friday-Vendredi
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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 basic elements of French 1 related to numbers/the alphabet and spelling/ saying how you feel.</p>	<p>Beginning of <u>Unit 1 : My Friends and I.</u></p> <p>Qui suis-je? (Who Am I?) How do I introduce myself? How do I count from 1-30? Review of the alphabet.</p> <p>What are some common nationalities in French?</p>	<p>How do I introduce myself? (formal/informal expressions)</p> <p>How do I count from 1-50?</p> <p>I can talk about the weather. (simple expressions).</p>	<p>I can talk about the weather. (simple expressions).</p>	<p>I can : talk about the weather and introduce and inquire about friends and family members.</p>
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
<p>Recall of greetings and departing with the portable erase board.</p> <p>I do: Mr Natiez greets class, models a conversation about name and feeling.</p> <p>Students write the date in French in their notebook.</p>	<p>Bell ringer on nationalities worksheet. (extension of previous week)</p> <p>Mr Natiez , greets class, engages students with a conversation about name, whether a students is doing well or badly (all in French)</p> <p>Students write the date in French in their notebook.</p>	<p>Bell ringer : images with numbers to spell.</p> <p>Mr Natiez greets class, engages students with a conversation about name, nationality, whether a students is doing well or badly, asks students to spell common words (all in French)</p> <p>Students write the date in French in their notebook.</p>	<p>Bell ringer : prepare questions to ask your classmate in the target language.</p> <p>Students will : 1.Greet your neighbor. 2. Ask how they are/Tell how you are. 3. Ask their name/Tell your name. 4. Tell them you are pleased to meet them. 15 minutes</p>	<p>Bell ringer : #5 (weather related expressions)</p> <p>Mr Natiez knock greets class, engages students with a conversation about name, nationality, whether a student is doing well or badly.Short description of the weather.</p>

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LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
<p>Video from “T’es Branche” Salut. p.6 with collective answers.</p> <p>The students will read the conversation (3 small groups).</p> <p>Introduction/expansion of saying how you are doing Reading of the main expressions and alternate expressions. Writing of the key vocabulary.</p> <p>Using the portable erase board the students will tell how they are doing. (Check for understanding)</p> <p>I do : Teacher reads the alphabet with phonetics, insisting on the differences with English.</p> <p>We do: Students repeat You do : the Students will spell their first name . Short dictation of letters by the teacher. Students jot down letter on portable erase board.</p>	<p>You do : Practice greeting one another in pairs</p> <p>We do : Numbers from 20 to 50 The students will take notes of the new numbers.</p> <p>Present/practice</p> <p>Le verbe être : I do : the teacher shows the conjugation and has the students repeat.</p> <p>Use of Je suis instead of je m’appelle : students will write sentences (name, boy/girl,nationality) on a portable erase board.</p> <p>Recapitulative worksheets on Greetings and introductions</p> <p>Culture : Francophones in North America (graded work) : Worksheets with questions adapted from digital manual.</p>	<p>The students will create a French National Id with information about themselves in the target language.</p> <p>Formal /informal /neutral Venn Diagram activity based on digital books.</p> <p>Review of main expressions : by pair the students will translate a list.</p> <p>Using the portable erase boards, students will answer simple questions such as : What is your name, how old are you ? Where do you live ?</p>	<p>Short Quiz on alphabet and numbers 1-20.20 minutes</p> <p>Students will fill a presentation sheet (1st period)</p> <p>The students will create a French National Id with information about themselves in the target language.(1st period only)</p> <p>Weather description vocabulary : basic words</p> <p>Using “il fait”</p> <p>I do : The teacher will present a powerpoint about the main weather description expression.</p> <p>Practice with images of weather. Ask your classmate : “how is the weather”?</p> <p>Describe a specific weather.</p>	<p>Review of weather expressions from the previous day. 10 minutes</p> <p>Introduction of family members with a small genealogy tree. 20 minutes</p> <p>Grammar : mon/ma/mes mon ami(e) ma copine mon copain</p> <p>mon/ton/son frère ma/ta/sa soeur ma/ta/sa mère mon/ton/son père (translation activity in Google Classroom).</p> <p>The students will create their own small Genealogy tree with grand-parents/parents/brother/sister adding first names. (20 minutes) on paper.</p>

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<p>We do : Short video on numbers.</p> <p>You do : Short dictation by the teacher</p> <p>Writing numbers and saying it (up to 20)</p> <p>Loto with numbers</p>	<p>I can count up to 100. (time permitting)</p>			<p>Culture :Map of France with rivers, mountains and cities.</p>
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
<p>Exit ticket : Numbers reading</p>	<p>How do you conjugate ? : I am</p>	<p>Quick survey on letters</p>	<p>Exit ticket : write a sentence about today's weather.</p>	<p>Exit ticket : My father/guardians' first name is-My mother's/guardian first name is. I have.....brother/sister.</p>
<p>Important Due Dates: Quiz on Alphabet and numbers on Thursday, August 21st</p>				

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

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REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<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:

*All adjustments to the teacher's lesson plans will be communicated to the students. ***This week will be delayed one day for first period***