

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

Teacher's Name: Pascal NATIEZ Course: French 1 Dates:03/23-03/27

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
<p>Novice Low Interpretive Informational Text (NL.I-IT) I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. <i>*End of Year Target - Novice Mid</i></p> <p>Novice Intercultural Investigate Products (N.IC.IV-PRO) In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>Novice Mid Presentational Informative (NM.P-I) I can present on very familiar and everyday topics using a mixture of words, phrases and simple sentences.</p>	<p>INTERPERSONAL - I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. <i>*End of Year Target - Novice Mid</i></p> <p>Novice Intercultural Investigate Products (N.IC.IV-PRO) In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>Novice Mid Presentational Informative (NM.P-I) I can present on very familiar and everyday topics using a mixture of words, phrases and simple sentences.</p>	<p>Novice Intercultural Investigate Products (N.IC.IV-PRO) In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>Novice Mid Presentational Informative (NM.P-I) I can present on very familiar and everyday topics using a mixture of words, phrases and simple sentences.</p>	<p>INTERPERSONAL - I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. <i>*End of Year Target - Novice Mid</i></p> <p>Novice Intercultural Investigate Products (N.IC.IV-PRO) In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>Novice Mid Presentational Informative (NM.P-I) I can present on very familiar and everyday topics using a mixture of words, phrases and simple sentences.</p>	<p>INTERPERSONAL - I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. <i>*End of Year Target - Novice Mid</i></p> <p>Novice Intercultural Investigate Products (N.IC.IV-PRO) In my own and other cultures I can identify some typical products related to familiar everyday life.</p> <p>Novice Mid Presentational Informative (NM.P-I) I can present on very familiar and everyday topics using a mixture of words, phrases and simple sentences.</p>

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LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
<p>I can compare family food traditions in the USA with the target culture</p>	<p>I can compare family food traditions in the USA with the target culture (part 2)</p> <p style="text-align: center;"><i>(time permitting)</i></p> <p>Beginning of Unit 4 : Home Sweet home</p> <p>I can familiarize myself with the vocabulary related to parts of a home.</p>	<p>I can complete the IPA for Unit 3 Let's Eat</p>	<p>Beginning of Unit 4 : Home Sweet home</p> <p>I can familiarize myself with the vocabulary for this unit by completing a worksheet.</p>	<p>I can name the different furniture in a home and describe a simple floor plan and name the different furniture in a home.</p>
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
<p>Recall of vocabulary related to the taste of food +.Bell ringer : le gout. 5 minutes</p>	<p>Vocabulary practice with portable erase board. 15 minutes</p>	<p>The teacher will present the Assessment content.</p>	<p>The teacher will show pictures of home and an apartment</p>	<p>Recall the previous day vocabulary on room names. Short video : ma maison</p>
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
<p>End of Google slide reading on food conversation.</p> <p>Food comparison 15 minutes vocabulary review 10 minutes Application exercise 15 minutes Food culture article questions 20 minutes</p> <p>Venn Diagram work. Remaining time</p>	<p>Continuation of the Wenn diagram work from the previous lesson .</p> <p>Interpretive reading : Work on the text : food culture in France. 25 minutes</p> <p>Mc Donalds webquest work : comparing Mc Donalds in France and in the US. Remaining time</p>	<p style="text-align: center;">IPA Unit 3</p> <p>Integrated Performance Assessment based on the district model with Venn Diagram and pictures descriptions about food. The students will sort and add some cultural differences. They will write a letter to a friend explaining their family food traditions and compare it with the target culture.</p>	<p>Introduction of the vocabulary using picture and a word list with short sentences creations</p> <p>Short conversation : ou-est-ce que tu habites ?</p> <p>The student will work on a simple worksheet using the room's names vocabulary.</p> <p>The students will tell on a simple alternate worksheet what a family (of mice) is</p>	<p>Worksheet with reference vocabulary and location of furniture : continuation of the previous day worksheet : la maison de Suzon</p> <p>Floorplan of a home with rooms to name (work on paper)</p> <p>Culture : comparing housing in France and in the USA video with questions</p>

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	<p>(Introduction of the vocabulary related to home and room names.</p> <p>The student will work on a simple worksheet using the room's names vocabulary.</p> <p>The students will tell on a simple alternate worksheet what a family (of mice) is doing in the home and in which room.)</p>		<p>doing in the home and in which room.</p> <p>Short conversation : where do I live ? What type of room do you have in your home ?</p>	
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
The teacher will verify notes taken on the Venn Diagram.	Check for completion of Webquest	Completion of Assessment.	Quick recall of key expressions.	Name a few pieces of furniture in a picture.
Important Due Dates: IPA Unit 3 Wednesday, March 25th				

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
<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"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates	<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"/> 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

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<input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:
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Instructional Materials: <ul style="list-style-type: none">•
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*All adjustments to the teacher's lesson plans will be communicated to the students.