

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

Teacher's Name: P.Natiez Course: French 1 Dates: January, 20th- January 23th

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
<p><b>MLK Day No School</b></p>	<p><b>PRESENTATIONAL</b> - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.  <i><b>*End of Year Target - Speaking Novice Mid / Writing Novice Mid</b></i></p> <p><b>INTERCULTURAL</b> - In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday context.  <i><b>*End of Year Target - Novice Level</b></i>  <b>Novice Low</b>  <b>Interpersonal</b>  <b>Preferences &amp; Opinions (NL.IP-PO)</b>                      I can express basic preferences or feelings using practiced or memorized words or phrases with the help of gestures or visuals.</p>	<p><b>PRESENTATIONAL</b> - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.  <i><b>*End of Year Target - Speaking Novice Mid / Writing Novice Mid</b></i></p> <p><b>INTERCULTURAL</b> - In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday context.  <i><b>*End of Year Target - Novice Level</b></i>  <b>Novice Low</b>  <b>Interpersonal</b>  <b>Preferences &amp; Opinions (NL.IP-PO)</b>                      I can express basic preferences or feelings using practiced or memorized words or phrases with the help of gestures or visuals.</p>	<p><b>PRESENTATIONAL</b> - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.  <i><b>*End of Year Target - Speaking Novice Mid / Writing Novice Mid</b></i></p> <p><b>INTERCULTURAL</b> - In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday context.  <i><b>*End of Year Target - Novice Level</b></i>  <b>Novice Low</b>  <b>Interpersonal</b>  <b>Preferences &amp; Opinions (NL.IP-PO)</b>                      I can express basic preferences or feelings using practiced or memorized words or phrases with the help of gestures or visuals.</p>	<p><b>PRESENTATIONAL</b> - I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.  <i><b>*End of Year Target - Speaking Novice Mid / Writing Novice Mid</b></i></p> <p><b>INTERCULTURAL</b> - In my own and other cultures I can identify products and practices to help me understand perspectives. I can interact at a survival level in some familiar everyday context.  <i><b>*End of Year Target - Novice Level</b></i>  <b>Novice Low</b>  <b>Interpersonal</b>  <b>Preferences &amp; Opinions (NL.IP-PO)</b>                      I can express basic preferences or feelings using practiced or memorized words or phrases with the help of gestures or visuals.</p>

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LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
	<p>I can use family, friends and free time vocabulary to identify people I know and places we can go using conversation starters.</p>	<p>I can answer simple questions related to age, physical characteristics and personality traits.</p> <p>I can describe myself and someone else.</p>	<p>I can describe myself and others including details about physical characteristics and personality.</p>	<p>I can write about family members : physical characteristics and personality traits.</p>
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
	<p><b>Bell ringer :</b> Conversation activation. Review of family members with a small genealogy tree.</p>	<p><b>Bell ringer :</b> image with short description and question about age.</p>	<p><b>Bell ringer :</b>une famille+description</p>	<p><b>Review of previously learned vocabulary.</b></p>
	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES

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	<p><b>QUIZ on vocabulary from the first two weeks</b> on a Google form.</p> <p><b>Oral recall.</b> Qui suis-je? (Who Am I?) How do I introduce myself? 5 min.</p> <p>Weather related expressions 5min. (using portable erase board)</p> <p>The students will practice with questions asked about family members with a partner : my grand-father's first name is.....</p> <p>Using Google Slide <b>the teacher</b> will introduce vocabulary related to place you can go with your friends</p> <p>Introduction to le verbe aller (to go)</p> <p><b>We do</b> : Worksheets on paper about places I can go with my friends.</p>	<p>Quick review of previous day sentences : accepting and refusing an invitation.</p> <p>Grammar : le verbe avoir Present tense (use to describe physical features)</p> <p><b>The teacher</b> will explain the conjugation of the verb.</p> <p><b>The teacher</b> will also re-explain the use of "etre" verb, present tense.</p> <p><b>We do</b> : introduction to description of people Small-Tall Hair color Eye color With picture of a few famous people</p> <p><b>You do</b> : students will create a slide describing themselves.</p>	<p>Fourth period : reading of Google slides.</p> <p><b>Review of physical description</b></p> <p><b>The teacher will introduce</b> : Elements of description related to moral portrait.</p> <p><b>I do</b> : the teacher will gradually jot down the vocabulary .</p> <p><b>We do</b> : Students will tell their opinion using descriptive vocabulary about famous people shown on slides using portable erase boards.</p> <p>Students will question a classmate: comment est...?</p> <p><b>Understanding questions</b> : description of the French actress Marion Cotillard.</p>	<p><b>Review</b> of verbs être and avoir with index cards and magnets.15 min.</p> <p><b>We do</b> :collective description of several people : drawings and pictures.</p> <p><b>Practice Google doc.</b> Description of family members (drawing) : the students will choose three persons and describe their physical appearance and potential personality traits.</p> <p><b>Worksheet</b> on emotions and personality.</p> <p><b>You do</b> :on the previously created google slide add a sentence about your personality.</p> <p><b>Presentational speaking</b> :</p> <p>Students read their slides.</p> <p><b>Four corners activity</b> : 4 adjectives on each side, students have to come up</p>
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	<b>Sentence creation</b> : “ With my friends I go to”	with two new adjectives and write it on the board. 10 min.		
	<b>CLOSURE</b>	<b>CLOSURE</b>	<b>CLOSURE</b>	<b>CLOSURE</b>
	Exit ticket : <b>Write a minimum of 3 traits in French</b>	<b>Ask a classmate to do a self description</b>	<b>Reuse three words defining personality.</b>	<b>Roxxem song on emotions</b>
<b>Important Due Dates:</b> Vocabulary test (first part of Unit 1) on Tuesday ,January 20th.				

**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"/> 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.