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| Teacher: | Course: French II | Period(s): | Week of: / Dates: |
| Unit Title: | |  |  |
| State Standards: | |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | . |  | |  | |  | |  | |  |  |  |
| **Tuesday** |  |  | |  | |  | |  | |  |  | none |
| **Wednesday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | *Teach and question students regarding course syllabus, behavioral rules and consequences, classroom routines, and required materials for class & review verbs from French I & explain comparative superlative*  *Closure – Students state the person who dances, swims and sings better than all the rest.* | | Model classroom routines and expectations, oral questions and answers using present tense verbs. Students pose questions about various artists and NBA, and NFL stars in photos. | | **HW**: Have letter of expectation and signed by parents  *Assess oral responses*  Write exercise 1 | | Individual heterogeneous | Usual materials | none |
| **Thursday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | *Teach and question students regarding course syllabus, behavioral rules and consequences, classroom routines, and required materials for class & review verbs from French I & explain comparative superlative*  *Closure – Students state the best car, cell phone & teacher* | | Model classroom routines and expectations, oral questions and answers using present tense verbs. Students pose questions about various artists and NBA, and NFL stars in photos. | | **Test on rules and procedures**  *Assess oral responses*  Write exercise 2 | | Individual heterogeneous | Usual materials | none |
| **Friday** | **NH.PS.1**  I can present information about my life using simple sentences. | The student will understand all learning and achievement expectations of the course and be able to form the 3 types of regular verbs in the present tense and form  comparative superlative sentences. | | *Teach and question students regarding course syllabus, behavioral rules and consequences, classroom routines, and required materials for class & review verbs from French I & explain comparative superlative*  *Closure – students tell who is the coolest person that they know.* | | Model classroom routines and expectations, oral questions and answers using present tense verbs. Students pose questions about various artists and NBA, and NFL stars in photos. | | Students pose oral questions to other students about celebrities and fellow students respond.  Write exercise 3 | | Individual heterogeneous | Usual materials | none |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.