Appendix D: Sample Lessons

LESSON PLAN

Teacher: Jean Holtzclaw, Charlotte/Mecklenburg **Subject: French I**

Lesson Focus/Topic(s): Family, Telling time, aller (to go) and places

Language Objectives: To identify family members, time on the clock; to conjugate aller and combine with vocabulary to form complete sentences.

Learning Context (Relationship to unit, area of study, sequence):
Learning to tell time, relating it to verbs and vocabulary already studied.

	Strategies/Activities	Time	Materials
Introduction/Warm up Family; places	Review family members, places already studied.	5-8 min.	Transparencies or posters
Guided Practice Time: l'heure	Input: in French, tell time, have students listen. Use 5-minute intervals around the clock. Have the students listen again and repeat. Guided: Teacher calls out time; students indicated time on clock (handout). Independent: Handout on clocks: students write the time according to time shown on clocks. Partner activity: Handout on broken clock. One student tells the time, the other adds the missing minute hand on the handout.	25 min.	Transparencies or Board. Clocks numbered at 5 min. intervals. 2 Handouts: What time, Broken clock.
Switching Gears To go: Aller Vocabulary of places	Group of 3: to review aller plus vocabulary of places(musée, banque, église, café, college, lycée, bibliothèque, poste, cinéma) and family. Handout: Using picture or word cues, students combine elements to write sentences using the new and previously studied vocabulary. Those sentences include a person (family member), an action (verb to go) a place (place vocabulary) and a time. Ex. My grandfather goes to the museum at eight thirty.	20-25 min.	Tansparency poster on family. Handout: combine elements to make a sentence.
Assessment Oral/written	Teacher asks oral questions concerning vocabulary, aller, time; calls on the students to orally respond to questions. Teacher collect papers from previous activity to grade or evaluate	8-10 min.	
Closing Exit slips (sortie)	On small slips of paper, students give feedback to teacher on day's lesson.	6-8 min.	Strips of paper or note cards.

LESSON PLAN

Teacher: Jean Holtzclaw, Charlotte/Mecklenburg **Subject: French IV**

Lesson Focus/Topic(s): Romanticism and Prose

Language Objectives: To study the characteristics of Romanticism and to apply them to a prose selection from that period.

Learning Context: (Relationship to unit, area of study, sequence): A part of an overview of poetry or in a chronological study of French history and literature.

	Strategies/Activities	Time	Materials
Introduction/Warm up Vocabulary; setting	Vocabulary from selection, "Les Soirées" on the board. Pronounce, repeat, define.	10-15 min.	Board or transparency; photo
Guided Practice Romanticism	Input: 1)Teacher reviews connection between literature and history; 2) Presents the characteristics of Romanticism; 3) Introduces a reading selection. Guided Practice: Read together, ask key questions. Independent Practice: In pairs, read, and answer questions.	30-40 min.	Handouts: 1) Characteristics of Romanticism 2) "Les Soirées" 3) Questions: Selection
Switching Gears Comprehension of selection Extracting romantic elements	Teacher asks study questions, orally check for comprehension and good pronunciation. Guided Practice: Teacher, with students, finds two examples of Romanticism in selection. Independent Practice: Students find 2 or 3 other examples.	15-20 min.	Same handouts
Assessment Write short paper for homework	Collect work of pairs (answers and example). Give out prose selection by Chateaubriand (it is a psychological study of a complex family relationship; romantic and self emotion.	5 min.	Prompt for writing
Closing Clip from film	Without sound, view clip with family scene (like or unlike the one in Les Soirées).	10 min.	Video: Secret of N.I.M.N.

Sample Lesson Plan for Block Scheduling

High School French - Level 2
Bobby Hobgood - Professeur de français
Northwood High School, Chatham County

Focus:
To begin to learn how to talk about what will happen in the near/immediate future.

Lesson Objectives:

- To practice speaking skills as they pertain to talking about the future.
- To practice listening skills.
- To be able to identify and construct the verb tense *"the immediate future."*

Learner Characteristics:

- Students will be able to speculate about what a person is going to do at a particular place.
- Students will be able to talk about what they are going to do tomorrow.
- Students will be able to identify and understand the immediate future in a reading passage.
- Students will be able to discuss what they are going to do if the weather is bad.

Instructional Strategies: *Où Est-Ce Qu'on Va?* (20-25minutes)
Class begins with the following column headings written on the board:

Le magasin *Pourquoi*

To review the names of stores, visuals of common stores are one by one presented with their names solicited by the teacher. Using poster putty, they are attached to the board under the *Today* column. Following, the teacher writes a different subject under each and asks where each is going:

Picture of pharmacy/André --> *Where is André going today?*
He is going to the pharmacy.

Using a different color chalk or marker, ask a student to write the forms of the verb *aller* corresponding to the different subjects. Students have already learned this verb.

Already written to the side of the board is a list of activities using the infinitive form, for example:

to buy some medicine (acheter des médicaments)

The teacher solicits the following for André and the pharmacy:

Is André going to watch a movie at the pharmacy?

When the students identify the appropriate activity for each store, ask a student to write the activity in its infinitive form underneath the second column heading and adjacent to the words André is going... in the first column so that the complete sentence can be seen in the immediate future. As each sentence is completed, have students copy them into their notes.

Guided Practice - Et Vous? (35-40 Minutes)
Each student draws a card on which is written an activity such as *to take a walk*. They are told that this is an activity that they will do tomorrow. Begin modeling the question *What are you going to do tomorrow?* and then rely on students to ask another. This is done as a large group. After a few students have answered, intervene and ask *What is _____ going to do tomorrow?* or *What are _____ and _____ going to do tomorrow?*

Distribute a short reading passage which contains many examples of immediate future. Ask students to read silently and using a highlighter pen, to mark examples of this tense. Discuss the reading, then ask students to write on the board the examples they highlighted.

Modèle: Vous allez participer...

Follow this activity with a written activity in which you list on the board a place not used during the teacher input segment. Use a plural subject like the one below and have students write a short paragraph in which they explain what the subjects are going to do together and what they are going to do individually tonight.

Modèle: Le stade/ Farouk et Antoine
Farouk and Antoine are going to the stadium tonight. They are going to watch a soccer match. Because it is winter, they are going to wear their coats. Farouk likes to eat, so he is going to buy a lot of hot dogs and Cokes. Antoine does not like junk food, so he is not going to eat.

Review this activity by having students read their stories out loud and/or write their responses on the board.

Independent Practice - S'il Pleut? (20 Minutes)
Have students conduct a survey in which they must circulate around the room asking each student what they are going to do this weekend if it rains. They must write the person's name and their activity on a sheet of paper in two separate columns.

Modèle: *Qu'est-ce que vas faire ce weekend s'il pleut? --> Je vais laver ma voiture.*
(What are you going to do this weekend if it rains? I am going to wash my car.)

Closure (5 - 10 Minutes)
This lesson culminates with a group question and answer session of what everyone is going to do if it rains from the survey above. A homework assignment is given in which students must write a short paragraph which explains what various people are going to do in preparation for the class party this weekend. They should involve at least five people and should tell what individuals as well as collaboratives are going to do.

Modèle: Jacques and Isabelle are going to buy the drinks.
Monique is going to choose the music.
Jean-Marie is going to invite guests.

Sample Lesson Plan

Teacher: Becky Lee, Chatham County **Class:** Spanish II

Block: 1 and 4 **Date:** September 1

Goals and Objectives	Activities	Materials	Time
•Speaking about individual preferences using like/dislike and other expressions •Review food vocabulary	•Teacher questions the students orally about their preferences. •Students work in pairs on a textbook activity related to food and likes and dislikes	Textbook	30 min.
•Change negative statements to positive statements •Write statements about personal likes and dislikes	•Students correct statements in the book to make them all true. •Students play a fact and fiction game. Each student writes then reads a true and a false statement about themselves, trying to fool the class	Textbook Slips of papers for each student (red= false, blue=true)	30 min.
•Ask questions •Make personal statements orally •Review regular verbs orally and in writing	•Students work in pairs to interview each other using the model provided in the textbook. •Students report the information to the rest of the class •Students make a list of the regular verbs they used during the interview. •Students complete an exercise from the textbook reviewing regular verbs	Textbook Board	30 min.

Sample Lesson Plan

Teacher: Becky Lee, Chatham County **Class:** Spanish III

Block: 2nd Block **Date:** First day

Goals and Objective	Activities	Materials	Time
•Obtain information requested by attendance office •Explain class rules, procedures and goals for the class	•Students fill out information and attendance cards •Give students classroom rules and course syllabus	Attendance cards Handout with syllabus and rules	20 min.
•Make personalized statements introducing themselves and telling about hobbies and favorite pastimes •Express preferences •Ask questions •Obtain information orally •Write simple statements	•Students form 2 parallel lines and rotate, introducing themselves to each other giving information outlined by the teacher •Students circulate in the room, ask for information and write the information on an info. grid •Students play a fact or fiction game	Handout (information grid) Blue and red cards for the fact and fiction game Index cards Handout with useful expressions Me encanta, detesto, etc.	40 min.
• Review school subjects and time •Describe people, places •Obtain information through reading	•Whole class, small group or pair discussion of schedules, classes, teachers. •Students write their own schedule on index cards, circulate and read other students' cards and have a reading comprehension check on the information read	Class schedules Index cards	30 min.

Sample Lesson Integrating ELP (Economic, Legal, and Political Systems in Action) and Second Languages

Language: All **Level:** Levels III and up **Lesson Title:** Immigration

I. Learning Context:

This lesson is an introduction to the topic of immigration. Upcoming lessons will examine who immigrates to the target country, why, when, and where. Effects of immigration will be analyzed along with the immigrant's insertion (or lack of) into the target culture.

II. Lesson Objective(s):

Students will develop an understanding of the issue of immigration by discussing positive traits, and by devising and discussing an immigration policy to be presented to the entire class. Students will continue to develop their language skills as listed below.

III. Correlation to the Standard Course of Study

Second Languages

Culture 7.4:	Demonstrate understanding of contemporary people and lifestyles.
Listening 3.7:	Demonstrate understanding of point of view or purpose.
Speaking 3.7:	Express personal point of view and support it.
Reading 3.1:	Obtain information by reading.
Writing 3.4:	Develop an organized report or article of more than one paragraph.

ELP

1.0	The learner will investigate issues and problems confronting the American economic, legal, and political system.
2.0	The learner will explain rights and analyze the obligations of responsible citizenship.
9.0	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.
10.0	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal and political systems.

IV. Activities:

1. In groups, students brainstorm the characteristics that will make immigrants good citizens. (10 min.)
2. Each group reports to the entire class and students are asked to compile the overall information on a chart. (15 min.)
3. Students are given a list of people who want to immigrate to their country i.e., a famous German physician who has just completed major research in the field of genetics, an unskilled laborer from Peru with a wife and a family of five children, a single male English teacher from Ireland, an older Russian woman with no work experience, a rich Swiss woman whose husband has just died, a skilled factory worker from Canada with a wife and a family of four young children, a young married couple from Estonia who has just graduated from college, a sickly middle aged Korean man with expertise in electronics, etc...
   In groups, students decide who to admit, why to admit them and report their decision to the entire class. (15 min.)
4. Back in groups, students draft a written policy governing immigration. (20 min.)
5. Class develops criteria for judging policy. (10 min.)
6. Each group presents its policy to the entire class. Class reaches consensus on the best policy according to the criteria developed by the whole class. (15 min.)
7. Closure: Teacher debriefs and mentions the next day's focus of immigration in the target country. (5 min.)

Lesson Plan Using 4-Mat

Topic: Stereotyping **Level:** Level III and up

Goals of the Lesson: To examine the kinds of stereotyping associated with the target country and to see whether they are shared by native speakers of that language. To reflect on our own stereotyping. To continue the development of the language skills (see correlation to SCOS below).

Correlation to Standard Course of Study:

Culture 7.4 :	Demonstrate understanding of contemporary people and lifestyles
Listening 2.4:	Extract the main idea from material heard
Speaking 2.7:	Express emotion
Reading 2.3:	Identify supporting details from authentic materials
Writing 2.7:	Write one sentence that judges

Quadrant 1 Right: Students view or witness a scene where one person is a victim of stereotyping. (5 min.)

Quadrant 1 Left: Students discuss and analyze what they witnessed.They state how they felt when they were victims of stereotyping. (10 min.)

Quadrant 2 Right: In groups, students brainstorm all the possible stereotyping associated with the studied target country (10 min.)

Quadrant 2 Left: Students listen to an authentic song about the target country (Mon Pays: Canada, Charme français: Jerome, L'Hexagone: Renaud, Ma France: Ferrat, J'habite en France: Sardou, etc.) and give the main idea. (10 min.)

Quadrant 3 Left: Students read the words of the song they have just heard and in pairs, they make a T chart listing all the positive characteristics mentioned in the song on one side of the T chart and all the negative characteristics on the other. (20 min.)

Quadrant 3 Right: Students interview a foreign student who has been invited to class or a guest speaker and ask them about the positive and negative characteristics.(15 min.)

Quadrant 4 Left: In pairs, students compare their T chart with the responses of the guest speaker. (10 min.)

Quadrant 4 Right: Students write then share orally (if time permits) the one stereotyping that they do not hold any longer about the target culture. (10 min.)

Foreign Language and Technology
Sample Unit

Unit: You and Your Community **Level:** Levels II and Up

Language: All

Unit Objective(s): In addressing the topic of community, students will provide and obtain information, understand spoken and written language, present information to their classmates, pen and e-mail pals using a variety of technology.

Correlation to the Standard Course of Study:

Foreign Languages

Speaking 2.4:	Describe in phrases and sentences people, places, things, activities and events.
Reading 2.2:	Obtain information through reading.
Reading 2.3:	Identify the main idea and supporting details from single paragraphs and longer narrative and descriptive passages, including authentic materials.
Writing 2.3:	Compose a series of original statements and/or questions related to personal experience.
Writing 2.5: or	Compose a series of related sentences that describe, compare contrast people, places, things and/or activities.
Culture 7.2:	Participate in activities and experience customs and traditions which are characteristic of the culture where the language is spoken.
Culture 7.5:	Identify major geographical features, cities, and regions of the countries where the language is spoken and show their relationship to the culture.

Information Skills:

Goal 1: The learner will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

- 1.1 The learner will explore reading, listening, viewing, sources and formats.
- 1.2 The learner will identify criteria for excellence in design, content, and presentation of information and formats.
- 1.3 The learner will critique information sources and formats.
- 1.4 The learner will relate ideas and information to life experiences.
- 1.5 The learner will communicate reading, listening, and viewing experiences.

Goal 2: The learner will identify and apply strategies to access, evaluate, use, and communicate information for learning, decision-making, and problem-solving.

2.1 The learner will explore research processes that meet information needs.

2.2 The learner will engage in a research process to meet information needs.

Computer Skills:

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer technology.

1.1 Societal Use... identify examples and analyze societal impact of advanced and emerging technologies.

Goal 3: The learner will use a variety of computer technology to access, analyze, interpret, synthesize, apply and communicate information.

3.1: Curriculum Software Use...Identify and independently use computer hardware and software for class and personal use.

Suggested activities:

- Since this is a unit on community, have students brainstorm a list of questions pertaining to the community they would like to ask of their counterparts in another town, state, or country.
  Include the question "What do you want to know about our community?"
- E-mail the questions or send through regular mail. You may choose to send those questions to students in one town or you may want to venture and send them to people in different locations in the target country or to different countries. Sending the questions to countries where the language is spoken is optimum. However, if this is not an option, you can pair up with a school in an other area where the foreign language is taught as long as the communication takes place in the target language.
- Students collect the responses to their question, "What do you want to know about our community?", they read and share them with the rest of the class and begin to organize the questions into topics.
- In groups, students select a special topic related to their own community as suggested by the key pals or pen pals i.e., location and climate, history, tourist attractions, foods and animals indigenous to the area, etc. for the purpose of conveying this information back to their e-mail pal or pen pals.
- Students begin researching and collecting information on their selected topic using on-line searches, CD-Rom resources, and World Wide Webs.
- Students can videotape special features of their local community, they can record some oral history from grandparents or older people in the community, they can take snapshots of buildings, foods, etc. using digital cameras.

- Students organize their research and develop a presentation to be made to their classmates prior to sending it to their e-mail pals or pen pals. In developing their presentation. Students can use the following:
    - Graphic software to make charts and graphs
    - Word Processor to make their presentation
    - Hyperstudio to present travelogue
    - Pagemaker to do desktop publishing
- Students prepare a package of items indigenous to their own area and mail it to their counterparts along with a brief explanation about each item and a request for comments.
- Students collect and organize the responses to their questions about the communities of their key and/or pen pals. According to the number of responses received, they may want to develop a data base to collect and organize this data.
- Students share their newfound knowledge about other communities with other classes in their schools, in feeder schools, in their communities, and in a variety of programs (PTA or PTO, International Festivals, School Boards, TV shows, etc.)