## INTRODUCTION

The understanding of a foreign language is critical to the interactions with neighboring countries and the Global World through both verbal and written communication.

The General objectives for Grades 10 - 12 French:

- 1. Appreciate the uniqueness of another language.
- 2. Recognize the value of knowing and speaking another language.

A learner-centered approach is emphasized in this curriculum. This is based on the firm belief that learning becomes more permanent, meaningful and exciting when learners themselves take ownership of the learning process. Instructors are therefore urged to contrive those classroom strategies that engage learners actively in the teaching and learning process.

GRADE: 10 PERIOD: I

**TOPIC: LES VERBES ET NEGATION (VERBS AND NEGATION)** 

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
Learners are able to:  Apply Verbs- Nouns agreement in speaking and writing French  Distinguish and identify verb group in sentences  Translate sentences from French to English or English to French ( oral &   written)	Upon completion of this topic, learners will:  Define verb in French  Identify and discuss verbs in sentences using French Language  Name the verbs (Groups)  Conjugate and construct sentences using the appropriate verb tense in the affirmative and negative forms	<ul> <li>Groups of verbs</li> <li>Conjugation         (er, ir, oire, re)         Verbs (present,         past, future etc)</li> <li>Oral and written         expressions in         French;         Grammar         (sentence         construction- eg:         Mariam +         mange-le riz</li> <li>Negation         (ne +verb + pas or         ne plus/ jamais</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  • Construct sentences using verb tense  • State the importance of different verbs and their usage  • Group discussions  • Identifying verbs in sentences	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers</li> <li>Textbooks (mastery for French)</li> <li>Verbs chart</li> <li>Conjugation chart</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration (conjugation)</li> </ul>

GRADE: 10 PERIOD: II

TOPIC: LES ADJETIFS (ADJECTIVES)

LEARNING	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES
OUTCOMES					ASSESSMENT
Learners are able	Upon completion of	Vocabulary	Inclusive &	• Visual dialogue	<b>Expected</b>
to:	this topic, learners	development (petit,	<b><u>Differentiated</u></b>	(Poster to be shown to the	<u>Competencies</u>
Build and develop	will:	grand, gros,mechant)  • Oral and written	Learning Individual work or	class.	Effective communication skills
vocabulary skills through the	Define adjective in French	expressions in French ;Grammar; describing	mixed group work according to abilities,	• Scissors, Posters sheets, Glue,	Assessment Strategies
effective use of adjectives.	Identify different kinds of adjectives	objects, people and places (physical, size,	gender, learning styles, etc.	Colorful markers, pencils	that will be used to measure competencies
• Develop skills with the	use in sentences to describe persons, places and things	structure, shape and state of being)	• Construct sentences using adjective	• Textbooks (mastery for French, Et Vous?)	• Continuous assessment
appropriate use of adjectives	French	Ex: Être + adjective (masculine &	words	Adjectives chart	Group assignments &
through speaking and writing	Distinguish the masculine and	feminine)- Il est gros/petit, elle est	Write sentences describing and	www.collinsdictionary.com	presentations
Translate	feminine forms of adjectives use to	grosse/petite, il est		www.linguee.com	Oral and written drills
sentences from French to	describe person,	mechant	• Showing possessions of persons	www.youtube.com	• Students'
English or English to	place, or thing (color, size and shape).	Article + adjective (Nationality): un	Group discussions		demonstration(descri be various objects, persons: physical,
French ( oral & written)	snape).	Chinois,un Libérien, une Libérienne etc)	Identifying adjective		structure, state of being and possession)

in sentences	
	• Describe the class in
Oral and written	French
drills	

GRADE: 10 PERIOD: III

TOPIC: LES NOMS ET LES ARTICLES (NOUNS AND ARTICLES)

LEARNING	<b>OBJECTIVES</b>	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES
LEARNING OUTCOMES  Learners are able to:  Build and develop vocabulary skills through the effective use of nouns and articles  Develop skills with the appropriate use of nouns and articles through speaking and writing  Translate sentences from French to English or English or English or English to French ( oral & written)  Identify the gender of nouns articles in sentences	Upon completion of this topic, learners will:  > state the definition of noun and article  > Identify and describe nouns and articles in French  > Explain nouns and articles Construct		Inclusive & Differentiated Learning  Individual work or mixed group work according to abilities, gender, learning styles, etc.  Construct sentences using nouns and articles  Write sentences describing and showing nouns and articles  Group discussions  Identifying nouns and articles in sentences	<ul> <li>Wisual dialogue (Poster to be shown to the class.</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Textbooks (mastery for French, Et Vous?, Easy French step -by- step)</li> <li>Nouns and articles charts <a href="https://www.collinsdictionary.com">www.collinsdictionary.com</a> <a href="https://www.youtube.com">www.youtube.com</a></li> </ul>	• Continuous assessment  • Group assignments & presentations  • Oral and written drills  • Students' demonstration(answer questions on activities related to articles and
	sentences using nouns and articles		<ul> <li>Oral and written drills</li> <li>State the important point to consider as the usage of nouns, articles</li> </ul>		<ul><li>Debate (boys vs girls) on gender of nouns and articles</li></ul>

**GRADE: 10** 

PERIOD: IV TOPIC: PRÉPOSITIONS (PREPOSITIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Learners are able to:         <ul> <li>Build and develop vocabulary skills through the effective use of prepositions</li> <li>Develop skills with the appropriate use of preposition through speaking and writing</li> </ul> </li> <li>Translate sentences from French to English or English to French ( oral &amp; written)</li> </ul>	Upon completion of this topic, learners will:  Identify and describe the use of Prepositions in French Language  Explain the definition of preposition  Construct sentences using prepositions  Differentiate the kinds of prepositions	<ul> <li>Vocabulary development (à, avant, avec, devant, pour, derrière,àcôté de etc )</li> <li>Oral and written expressions in French: Grammar (prepositions of location, time and sequence)</li> <li>Interrogative + preposition (qui est-ce dans la maison?, )</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  Construct sentences using preposition  Write sentences describing and showing different kinds of prepositions  Group discussions  Identifying prepositions in sentences  Oral and written drills  Dramatization	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Colorful markers, pencils</li> <li>Textbooks (mastery for French, Et Vous?</li> <li>prepositions charts</li> <li>Map (world</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	Expected Competencies  • Effective communication skills  Assessment Strategies that will be used to measure competencies  • Continuous assessment  • Group assignments & presentations  • Oral and written drills  • Students' demonstration(use maps to show which county/country each student come from)  • Debate (boys vs girls) on prepositions

GRADE: 10 PERIOD: V

TOPIC: LES PARTIES DU CORPS HUMAIN (PARTS OF THE HUMAN BODY)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Learners are able to:</li> <li>Identify, describe &amp; name parts of the human body in French</li> <li>Use short conversation in French to describe the human body</li> <li>Translate words (body parts) from French to English or English to French (oral &amp; written)</li> <li>Use simple adjectives to describe the parts of the human body.</li> </ul>	Upon completion of this topic, learners will:  Describe, identify and name the different parts of the human body in French  Develop short conversation in French to tell the function of each part of the human body.  List the parts of the human body in French	<ul> <li>Vocabulary development (le nez, la main, la tête, le visage le pied etc.)</li> <li>Grammar: possessive + noun (mon pied, ma tête, la main)</li> <li>Simple conversation (voici ma main, c'est mon pied, ces sont mes veux, voici mon genou)</li> </ul>	Inclusive & Differentiated Learning  Individual work or mixed group work according to abilities, gender, learning styles, etc.  Body parts recognition in French  Role play using short conversation in French to describe the human body parts  Draw and label the basic part of the human body  Oral and written participation	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Parts of the body poster</li> <li>Audio</li> <li>Textbook (easy French step -by- step</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Class participation and presentation using short conversation in French (boys vs girls)</li> <li>Illustrate and label each part of the body in French (students' demonstration)</li> <li>Puzzles</li> <li>Individual and group assignments and presentations</li> </ul>

GRADE: 10 PERIOD: VI

**TOPIC: LES PROFESSIONS (PROFESSIONS)** 

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
Learners are able to:  Identify, describe & list different professions in French  Use short conversation in French to describe each profession and their importance  Translate words (professions) from French to English or English to French (oral & written)	Upon completion of this topic, learners will:  Describe, identify and list the different kinds of professions in French Develop short conversation in French to tell about each professions  Discuss the various kinds of professions in French	<ul> <li>Vocabulary development (musician, chanteuse, médicin etc.)</li> <li>Grammar: noun + Étre + article + indef.+ profession (je suis un médicin, tu es une musicienne)</li> <li>Simple conversation (nous sommes des chanteurs)</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  • Discuss the various professions in French  • Role play using short conversation in French to describe each profession and their importance	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Different professions poster</li> <li>Audio</li> <li>Textbook (Modern French)</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration( model each profession)</li> <li>Debate (boys vs girls) on the importance of each profession</li> <li>Individual and group assignments and presentations</li> </ul>
			• Oral and written participation		

GRADE: 11 PERIOD: I

TOPIC: LES VERBES AND NEGATION (VERBS AND NEGATION)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Apply Verbs-Nouns agreement in speaking and writing French</li> <li>Distinguish and identify verb group in sentences</li> <li>Translate sentences from French to English or English to French ( oral &amp; written)</li> </ul>	Upon completion of this topic, learners will:  Identify and describe the verbs in sentences using French Language Name the verbs (Groups)  Conjugate and construct sentences using the appropriate verb tense in the affirmative and negative forms	<ul> <li>Conjugation (er, ir, oire, re) Verbs (present, past, imperfect &amp; future etc)</li> <li>Oral and written expressions in French; Grammar (sentence construction &amp; essay writing (subject and verb) - eg: Mariam + mange-le riz, Réné regarde la telé</li> <li>Negation (ne +verb + pas or ne plus/ jamais</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  • Construct sentences using verb tense  • State the importance of different verbs and their usage  • Group discussions  • Identifying verbs in sentences	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers</li> <li>Textbooks (mastery for French)</li> <li>Verbs chart</li> <li>Conjugation chart <a href="https://www.collinsdictionary.com">www.collinsdictionary.com</a> <a href="https://www.youtube.com">www.youtube.com</a></li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration (conjugation)</li> </ul>

GRADE: 11 PERIOD: II

TOPIC: LES ADJETIFS COMPARATIFS ET SUPERLATIFS (COMPARATIVE AND SUPERLATIVE DEGREE OF

**ADJECTIVES**)

ADJECTIVES)					
LEARNING	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES
OUTCOMES					ASSESSMENT
Learners are able to:	Upon completion of	<ul> <li>Vocabulary</li> </ul>	<b>Inclusive &amp; Differentiated</b>	Visual dialogue	Expected
	this topic, learners	development	Learning	(Poster to be shown to	Competencies
<ul> <li>Build and develop</li> </ul>	will:	(plus, moin, aussi)		the class.)	T-00
skills through the			Individual work or mixed	,	• Effective
effective use of	➤ Identify , describe	<ul> <li>Oral and written</li> </ul>	group work according to	Scissors, Posters	communication skills
comparatives	and distinguish the	expressions in	abilities, gender, learning	sheets, Glue,	SKIIIS
according to their	comparative and	French Grammar:	styles, etc.	silectis, Glac,	Assessment
gender and number.	superlative degree	Comparative and		Colorful markers,	Strategies that will be
a Davidon alvilla viith tha	of adjective	superlative degree	<ul> <li>Construct sentences using</li> </ul>	pencils	used to measure
• Develop skills with the	according to	of adjective (	comparative degree	1	
appropriate use of comparatives and	gender & number	plusquemoin.	according to their gender	Textbooks (mastery for	competencies
superlative through	in French	queautant,q	and number.	French, Et Vous?)	• Continuous
speaking and writing	Language	ue) le plus, la plus, les plus			assessment
speaking and writing	Compare Nouns,	pius, ies pius	Write sentences comparing	Adjectives chart	
• Translate sentences	Adjective and	Ex: Sylvie a plus	nouns, adjectives and verbs		<ul> <li>Group assignments</li> </ul>
from French to	Adverb using the	de frères que toi.	; adjective and adverbs	www.collinsdictionary.com	& presentations
English or English to	comparative	1		www.linguee.com	
French ( oral &	degree in French	Daniel est plus	Group discussions	www.iiiiguee.com	<ul> <li>Oral and written</li> </ul>
written)		grand que vous.		www.youtube.com	drills
,	Compare Adjective	Marie est la plus	• Identifying comparative and		
	and Adverb using	grande fille	superlative adjectives in		• Students'
	the superlative		sentences		demonstration()
	_		- 0-1 - 4		• Describe the class
	degree in French		• Oral and written drills		in french

GRADE: 11 PERIOD: III

TOPIC: LES NOMS ET LES ARTICLES (NOUNS AND ARTICLES)

LEARNING	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES
OUTCOMES					ASSESSMENT
Learners are able	Upon completion of	<ul> <li>Vocabulary</li> </ul>	<b>Inclusive &amp; Differentiated</b>	Visual dialogue	<b>Expected</b>
to:	this topic, learners	development (le	<u>Learning</u>	(Poster to be shown to	<u>Competencies</u>
D '11 11 1	will:	riz, un, une	Individual work or mixed	the class.)	Tice
• Build and develop vocabulary skills	\ Idamtify and	banane)	group work according to		• Effective communication
through the	Identify and describe nouns	Oral and written	abilities, gender, learning	• Scissors, Posters sheets,	skills
effective use of	and articles in	expressions in	styles, etc.	Glue,	SKIIIS
nouns and articles	French Language	French: Grammar	<ul> <li>Construct sentences using</li> </ul>		Assessment
		(gender of nouns)	nouns and articles	• Colorful markers, pencils	Strategies that will be
<ul> <li>Develop skills</li> </ul>	Explain nouns	un garçon, une		Textbooks (mastery for	used to measure
with the	and articles and	fille, des garçons,	• Write sentences describing	French, Et Vous?, Easy	competencies
appropriate use of nouns and articles	state the definition of each	des filles, un cahier, une chaise	and showing nouns and	French step -by- step)	
according to their	definition of each	(le cahier est sur	articles		• Continuous
gender & number	> Construct	la table)	<ul> <li>Group discussions</li> </ul>	Nouns and articles charts	assessment
through speaking	sentences using	,	Group discussions	111	• Group assignments
and writing	nouns and articles	• Articles (definite,	<ul> <li>Identifying nouns and</li> </ul>	www.collinsdictionary.com	& presentations
		indefinite,	articles in	www.linguee.com	
• Translate	Grouping nouns	singular, plural)	sentences(genders of nouns)	www.youtube.com	• Oral and written
sentences from French to English	according to	Ex: Le père d'ali	0 1 1 1/4 1/11		drills
or English to	categories	1	• Oral and written drills		G. 1
French	(identifying nouns	attrappe son cabris	• State the important point to consider as the usage of		• Students' demonstration(answ
	and articles in	Caults	nouns, articles		er questions on
	sentences)		noons, articles		or questions on

		activities related you articles and nouns)
		• Debate (boys vs girls) on gender of nouns and articles

GRADE: 11 PERIOD: IV

TOPIC: LES PRÉPOSITIONS (PREPOSITIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Learners are able to:</li> <li>Build and develop vocabulary skills through the effective use of prepositions</li> <li>Develop skills with the appropriate use of preposition through speaking and writing</li> <li>Translate sentences from French to English or English to French ( oral &amp; written)</li> </ul>	Upon completion of this topic, learners will:  > Identify and describe the use of Prepositions in French Language  > Explain the definition of preposition  > Construct sentences using prepositions  Differentiate the kinds of prepositions	<ul> <li>Vocabulary development (qui, quoi )</li> <li>Oral and written expressions in French: Grammar (prepositions of location, time and sequence)</li> <li>Interrogative + preposition (qui and quoi)</li> </ul>	Inclusive & Differentiated Learning  Individual work or mixed group work according to abilities, gender, learning styles, etc.  Construct sentences using preposition  Write sentences describing and showing different kinds of prepositions Group discussions  Identifying prepositions in sentences  Oral and written drills  Dramatization	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Textbooks (mastery for French, Et Vous?, Easy French step -by- step)</li> <li>Prepositions charts</li> <li>Map (world www.collinsdictionary.com www.linguee.com www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration(use maps to show which county/country each student come from)</li> <li>Debate (boys vs girls) on prepositions</li> </ul>

GRADE: 11 PERIOD: V

TOPIC: LES PARTIES DU CORPS HUMAIN (PARTS OF THE HUMAN BODY)

	LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
•	Identify, describe & naming parts of the human body in French  Use short conversation in French to describe the human body	Upon completion of this topic, learners will:  Describe, identify and name the different parts of the human body in French  Develop short conversation in French to tell the function of each part of the human body.	<ul> <li>Vocabulary development (le nez, la main, la tête, lae visage le pied etc.)</li> <li>Grammar: possessive + noun (mon pied, ma tête, la main)</li> <li>Simple conversation (voici ma main, c'est mon pied, ces sont mes veux, voici mon genou)</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  Body parts recognition in French Role play using short conversation in French to describe the human body parts  Draw and label the basic part of the human body	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Parts of the body poster</li> <li>Audio</li> <li>Textbook (easy French step -by- step</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Class participation and presentation using short conversation in French (boys vs girls)</li> <li>Illustrate and label each part of the body in French (students' demonstration)</li> <li>Puzzles</li> </ul>
•	Use simple adjectives to describe the parts of the human body.	List the parts of the human body in French		Oral and written participation	www.youtube.com	<ul> <li>Individual and group assignments and presentations</li> </ul>

GRADE: 11 PERIOD: VI

TOPIC: LES PROFESSIONS (PROFESSIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Learners are able to:         <ul> <li>Identify, describe &amp; list different professions in French</li> </ul> </li> <li>Use short conversation in French to describe each profession and their importance</li> <li>Translate words (professions) from French to English or English to French (oral &amp; written)</li> </ul>	Upon completion of this topic, learners will:  Describe, identify and list the different kinds of professions in French  Develop short conversation in French to tell about each professions  Discuss the various kinds of professions in French	<ul> <li>Vocabulary development (musician, chanteuse, médicin etc.)</li> <li>Grammar: noun + Être + article + profession (je suis un médicin, tu es une musicienne)</li> <li>Simple conversation (nous sommes des chanteurs)</li> </ul>	Inclusive & Differentiated Learning  Individual work or mixed group work according to abilities, gender, learning styles, etc.  • Discuss the various professions in French  • Role play using short conversation in French to describe each profession and their importance  • Oral and written participation	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Different professions poster</li> <li>Audio</li> <li>Textbook (Modern French)</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration (model each profession)</li> <li>Debate (boys vs girls) on the importance of each profession</li> <li>Individual and group assignments and presentations</li> </ul>

GRADE: 12 PERIOD: I

TOPIC: LES VERBES AND NEGATION (VERBS AND NEGATION)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Apply Verbs-Nouns agreement in speaking and writing French</li> <li>Distinguish and identify verb group in sentences</li> <li>Translate sentences from French to English or English to French ( oral &amp; written)</li> </ul>	Upon completion of this topic, learners will:  Identify and describe the verbs in sentences using French Language  Name the verbs (Groups)  Conjugate and construct sentences using the appropriate verb tense in the affirmative and negative forms	<ul> <li>Conjugation (er, ir, oire, re)         Verbs (present, past, imperfect &amp; future etc)</li> <li>Oral and written expressions in French;         Grammar (sentence construction &amp; essay writing(subject and verb) - eg:         Mariam + mange-le riz,         Réné regardle telé</li> <li>Negation (ne +verb + pas or ne plus/jamais</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  • Construct sentences using verb tense  • State the importance of different verbs and their usage  • Group discussions  • Identifying verbs in sentences	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers</li> <li>Textbooks (mastery for French)</li> <li>Verbs chart</li> <li>Conjugation chart</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration(conjugation)</li> </ul>

GRADE: 12 PERIOD: II

TOPIC: LES ADJETIFS (ADJECTIVES)

GRADE: 12 PERIOD: III

TOPIC: LES NOMS ET LES ARTICLES (NOUNS AND ARTICLES)

LEARNING	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES
OUTCOMES					ASSESSMENT
Learners are able	Upon completion of	Vocabulary	Inclusive &	• Visual dialogue	<b>Expected Competencies</b>
<ul> <li>Build and develop vocabulary skills through the effective use of nouns and articles</li> <li>Develop skills with the appropriate use of nouns and articles according to their gender &amp; number through</li> </ul>	this topic, learners will:  > Identify and describe nouns and articles in French Language  > Explain nouns and articles and state the definition of each  > Construct sentences using nouns and	development (le nez, un cahier, une fille)  • Oral and written expressions in French:  • Grammar (gender of nouns singular and plural) un garçon, une fille, des garçons, des filles, un cahier,	Inclusive &  Differentiated Learning  Individual work or mixed group work according to abilities, gender, learning styles, etc.  Construct sentences using nouns and articles  Write sentences describing and showing nouns and articles  Group discussions	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Textbooks (mastery for French, Et Vous?, Easy French step -by- step)</li> <li>Nouns and articles charts</li> </ul>	<ul> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> </ul>
<ul> <li>speaking and writing</li> <li>Translate sentences from French to English or English to French</li> </ul>	articles  Grouping nouns according to categories (identifying nouns and articles in sentences)	une chaise (un cahier est sur la table)  • Articles (definite, indefinite, singular, plural)  Ex: Le père d'ali attrappe son cabris	<ul> <li>Identifying nouns and articles in sentences(genders of nouns)</li> <li>Oral and written drills</li> <li>State the important point to consider as the usage of nouns, articles</li> </ul>	www.collinsdictionary.com www.linguee.com www.youtube.com	<ul> <li>Students' demonstration(answer questions on activities related yo articles and nouns)</li> <li>Debate (boys vs girls) on gender of nouns and articles</li> </ul>

**GRADE: 12** 

PERIOD: IV TOPIC: LES PRÉPOSITIONS (PREPOSITIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<ul> <li>Build and develop vocabulary skills through the effective use of prepositions</li> <li>Translate sentences from French to English or English to French ( oral &amp; written)</li> <li>Differentiate the kinds of preposition</li> </ul>	Upon completion of this topic, learners will:  > Give the definition of preposition  > Identify and describe the use of Prepositions in French  > Construct sentences using prepositions  Differentiate the kinds of prepositions	<ul> <li>Vocabulary development (devant, avant, pour, derrière, a côté de etc )</li> <li>Oral and written expressions in French:</li> <li>Grammar (prepositions of location, time and sequence)</li> <li>Interrogative + preposition (qui and quoi)</li> </ul>	Inclusive & Differentiated Learning  Individual work or mixed group work according to abilities, gender, learning styles, etc.  Construct sentences using preposition  Write sentences describing and showing different kinds of prepositions  Group discussions  Identifying prepositions in sentences  Oral and written drills  Dramatization	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue</li> <li>Textbooks (mastery for French, Et Vous?, Easy French step -by- step)</li> <li>Prepositions charts</li> <li>Map (world www.collinsdictionary.com www.linguee.com www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration(use maps to show which county/country each student come from)</li> <li>Debate (boys vs girls) on prepositions</li> </ul>

GRADE: 12 PERIOD: V

TOPIC: LES PARTIES DU CORPS HUMAIN (PARTS OF THE HUMAN BODY)

	TOPIC: LES PARTIES DU CORPS HUMAIN (PARTS OF THE HUMAN BODY)							
	LEARNING	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES		
	OUTCOMES					ASSESSMENT		
Ī	Learners are able	Upon completion	<ul> <li>Vocabulary</li> </ul>	<b>Inclusive &amp;</b>	Visual dialogue	<b>Expected Competencies</b>		
	<ul><li>to:</li><li>Identify, describe &amp;</li></ul>	of this topic, learners will:	development (le nez, la main, la tête,	Differentiated Learning	(Poster to be shown to the class.)	Effective     Communication skills		
	name parts of the human body in French	Describe, identify and name the	lae visage le pied etc.)	Individual work or mixed group work according to abilities,	• Scissors, Posters sheets, Glue,	Assessment Strategies that will be used to		
	• Use short conversation in French to	different parts of the human body in French	• Grammar: possessive +	gender, learning styles, etc.	Colorful markers, pencils	<ul><li>measure competencies</li><li>Class participation</li></ul>		
	describe the human body	> Develop short conversation in	noun (mon pied, ma tệte, la main)	Body parts     recognition in     French	<ul><li>Parts of the body poster</li><li>Audio</li></ul>	and presentation using short conversation in French (boys vs girls)		
	• Translate words (body parts) from French to English or English to	French to tell the function of each part of the human body.	Simple conversation (voici ma main, c'est mon pied cost)	• Role play using short conversation in French to describe the human body	Textbook (easy French step –by- step  www.collinsdictionary.com	Illustrate and label each part of the body in French (students' demonstration)		
	French (oral & written)	List the parts of the human body in French	mon pied, ces sont mes veux, voici	<ul> <li>Draw and label the</li> </ul>	www.linguee.com www.youtube.com	Puzzles      Individual and aroung		
	<ul> <li>Use simple adjectives to describe the parts of the human body.</li> </ul>		mon genou)	<ul><li>basic part of the human body</li><li>Oral and written participation</li></ul>	, 500000000000000000000000000000000	<ul><li>Individual and group</li><li>Assignments and presentations</li></ul>		

GRADE: 12 PERIOD: VI

TOPIC: LES PROFESSIONS (PROFESSIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
Learners are able to:  • Identify, describe & list different professions in French  • Use short conversation in French to describe each profession and their importance  • Translate words (professions) from French to English or English to French (oral & written)	Upon completion of this topic, learners will:  Describe, identify and list the different kinds of professions in French  Develop short conversation in French to tell about each professions  Discuss the various kinds of professions in French	<ul> <li>Vocabulary development (musician, chanteuse, médicin etc.)</li> <li>Grammar: noun + Étre + article + profession (je suis un médicin, tu es une musicienne)</li> <li>Simple conversation (nous sommes des chamteurs)</li> </ul>	Inclusive & Differentiated Learning Individual work or mixed group work according to abilities, gender, learning styles, etc.  • Discuss the various professions in French  • Role play using short conversation in French to describe each profession and their importance  • Oral and written participation	<ul> <li>Visual dialogue (Poster to be shown to the class.)</li> <li>Scissors, Posters sheets, Glue,</li> <li>Colorful markers, pencils</li> <li>Different professions poster</li> <li>Audio</li> <li>Textbook (Modern French)</li> <li>www.collinsdictionary.com</li> <li>www.linguee.com</li> <li>www.youtube.com</li> </ul>	<ul> <li>Expected Competencies</li> <li>Effective communication skills</li> <li>Assessment Strategies that will be used to measure competencies</li> <li>Continuous assessment</li> <li>Group assignments &amp; presentations</li> <li>Oral and written drills</li> <li>Students' demonstration(model each profession)</li> <li>Debate (boys vs girls) on the importance of each profession</li> <li>Individual and group assignments and presentations</li> </ul>