

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.

SEMESTER: ONE

GRADE: 10

PERIOD: I

TOPIC: LES VERBES ET NEGATION (VERBS AND NEGATION)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • 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) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Define verb in French ➤ Identify and discuss verbs in sentences using French Language ➤ Name the verbs (Groups) <p>Conjugate and construct sentences using the appropriate verb tense in the affirmative and negative forms</p>	<ul style="list-style-type: none"> • Groups of verbs • Conjugation (er, ir, oire, re) Verbs (present, past, future etc) • Oral and written expressions in French ; Grammar (sentence construction- eg: Mariam + mange-le riz • Negation (ne +verb + pas or ne plus/ jamais 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using verb tense • State the importance of different verbs and their usage • Group discussions • Identifying verbs in sentences 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers • Textbooks (mastery for French) • Verbs chart • Conjugation chart <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <p>Continuous assessment</p> <ul style="list-style-type: none"> • Group assignments & presentations • Oral and written drills • Students' demonstration (conjugation)

SEMESTER: ONE

GRADE: 10

PERIOD: II

TOPIC: LES ADJETIFS (ADJECTIVES)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of adjectives. • Develop skills with the appropriate use of adjectives through speaking and writing • Translate sentences from French to English or English to French (oral & written) 	<p>Upon completion of this topic, learners will:</p> <p>Define adjective in French</p> <ul style="list-style-type: none"> ➤ Identify different kinds of adjectives use in sentences to describe persons, places and things French ➤ Distinguish the masculine and feminine forms of adjectives use to describe person, place, or thing (color, size and shape). 	<ul style="list-style-type: none"> • Vocabulary development (petit, grand, gros,mechant) • Oral and written expressions in French ;Grammar; describing objects, people and places (physical, size, structure, shape and state of being) <p>Ex: Être + adjective (masculine & feminine)- Il est gros/petit, elle est grosse/petite, il est mechant</p> <p>Article + adjective (Nationality): un Chinois,un Libérien, une Libérienne etc)</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using adjective words • Write sentences describing and • Showing possessions of persons • Group discussions • Identifying adjective 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class. • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?) • Adjectives chart <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration(describe various objects, persons: physical, structure, state of being and possession)

			in sentences • Oral and written drills		• Describe the class in French
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SEMESTER: ONE

GRADE: 10

PERIOD: III

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • 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 to French (oral & written) • Identify the gender of nouns articles in sentences 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ state the definition of noun and article ➤ Identify and describe nouns and articles in French ➤ Explain nouns and articles Construct sentences using nouns and articles 	<ul style="list-style-type: none"> • Vocabulary development (le niz,) • Oral and written expressions in French: Grammar (gender of nouns) • Articles (definite, indefinite, singular, plural) <p>Ex: Le père d’ali attrappe son cabris.</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using nouns and articles • Write sentences describing and showing nouns and articles • Group discussions • Identifying nouns and articles in sentences • Oral and written drills • State the important point to consider as the usage of nouns, articles 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class. • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?, Easy French step -by- step) • Nouns and articles charts <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration(answer questions on activities related to articles and nouns) • Debate (boys vs girls) on gender of nouns and articles

SEMESTER: TWO

GRADE: 10

PERIOD: IV

TOPIC: PRÉPOSITIONS (PREPOSITIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of prepositions • Develop skills with the appropriate use of preposition through speaking and writing • Translate sentences from French to English or English to French (oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe the use of Prepositions in French Language ➤ Explain the definition of preposition ➤ Construct sentences using prepositions <p>Differentiate the kinds of prepositions</p>	<ul style="list-style-type: none"> • Vocabulary development (à, avant, avec, devant, pour, derrière,àcôté de etc) • Oral and written expressions in French: Grammar (prepositions of location, time and sequence) • Interrogative + preposition (qui est-ce dans la maison?,) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?) • prepositions charts • Map (world) <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • 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

SEMESTER: TWO

GRADE: 10

PERIOD: V

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Identify, describe & name parts of the human body in French • Use short conversation in French to describe the human body • Translate words (body parts) from French to English or English to French (oral & written) • Use simple adjectives to describe the parts of the human body. 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ 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 style="list-style-type: none"> • Vocabulary development (le nez, la main, la tête, le visage le pied etc.) • Grammar: possessive + noun (mon pied, ma tête, la main) • Simple conversation (voici ma main, c'est mon pied, ces sont mes yeux, voici mon genou) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Parts of the body poster • Audio • Textbook (easy French step –by- step <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation and presentation using short conversation in French (boys vs girls) • Illustrate and label each part of the body in French (students' demonstration) • Puzzles • Individual and group assignments and presentations

SEMESTER: TWO

GRADE: 10

PERIOD: VI

TOPIC: LES PROFESSIONS (PROFESSIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • 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) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Describe, identify and list the different kinds of professions in French ➢ Develop short conversation in French to tell about each professions <p>Discuss the various kinds of professions in French</p>	<ul style="list-style-type: none"> • Vocabulary development (musician, chanteuse, médecin etc.) • Grammar: noun + Être + article + indef.+ profession (je suis un médecin, tu es une musicienne) • Simple conversation (nous sommes des chanteurs) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Different professions poster • Audio • Textbook (Modern French) <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students' demonstration(model each profession) • Debate (boys vs girls) on the importance of each profession • Individual and group assignments and presentations

SEMESTER: ONE

GRADE: 11

PERIOD: I

TOPIC: LES VERBES AND NEGATION (VERBS AND NEGATION)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • 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) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe the verbs in sentences using French Language ➤ Name the verbs (Groups) <p>Conjugate and construct sentences using the appropriate verb tense in the affirmative and negative forms</p>	<ul style="list-style-type: none"> • Conjugation (er, ir, oire, re) Verbs (present, past, imperfect & future etc) • Oral and written expressions in French ; Grammar (sentence construction & essay writing (subject and verb) - eg: Mariam + mange-le riz , René regarde la télé • Negation (ne +verb + pas or ne plus/ jamais 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using verb tense • State the importance of different verbs and their usage • Group discussions • Identifying verbs in sentences 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers • Textbooks (mastery for French) • Verbs chart • Conjugation chart <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration (conjugation)

SEMESTER: ONE

GRADE: 11

PERIOD: II

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop skills through the effective use of comparatives according to their gender and number. • Develop skills with the appropriate use of comparatives and superlative through speaking and writing • Translate sentences from French to English or English to French (oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify , describe and distinguish the comparative and superlative degree of adjective according to gender & number in French Language ➤ Compare Nouns, Adjective and Adverb using the comparative degree in French <p>Compare Adjective and Adverb using the superlative degree in French</p>	<ul style="list-style-type: none"> • Vocabulary development (plus, moins, aussi) • Oral and written expressions in French Grammar: Comparative and superlative degree of adjective (plus...que...moins. que...autant...que...le plus, la plus, les plus <p>Ex: Sylvie a plus de frères que toi. Daniel est plus grand que vous. Marie est la plus grande fille</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using comparative degree according to their gender and number. • Write sentences comparing nouns, adjectives and verbs ; adjective and adverbs • Group discussions • Identifying comparative and superlative adjectives in sentences • Oral and written drills 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?) • Adjectives chart <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p>Expected Competencies</p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students' demonstration() • Describe the class in french

SEMESTER: ONE

GRADE: 11

PERIOD: III

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of nouns and articles • Develop skills with the appropriate use of nouns and articles according to their gender & number through speaking and writing • Translate sentences from French to English or English to French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe nouns and articles in French Language ➤ Explain nouns and articles and state the definition of each ➤ Construct sentences using nouns and articles <p>Grouping nouns according to categories (identifying nouns and articles in sentences)</p>	<ul style="list-style-type: none"> • Vocabulary development (le riz, un, une banane) • Oral and written expressions in French: Grammar (gender of nouns) un garçon, une fille, des garçons, des filles, un cahier, une chaise (le cahier est sur la table) • Articles (definite, indefinite, singular, plural) <p>Ex: Le père d’ali attrape son cabris</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using nouns and articles • Write sentences describing and showing nouns and articles • Group discussions • Identifying nouns and articles in sentences(genders of nouns) • Oral and written drills • State the important point to consider as the usage of nouns, articles 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?, Easy French step -by- step) • Nouns and articles charts <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration(answer questions on

					<p>activities related you articles and nouns)</p> <ul style="list-style-type: none">• Debate (boys vs girls) on gender of nouns and articles
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SEMESTER: TWO

GRADE: 11
PERIOD: IV
TOPIC: LES PRÉPOSITIONS (PREPOSITIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of prepositions • Develop skills with the appropriate use of preposition through speaking and writing • Translate sentences from French to English or English to French (oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe the use of Prepositions in French Language ➤ Explain the definition of preposition ➤ Construct sentences using prepositions <p>Differentiate the kinds of prepositions</p>	<ul style="list-style-type: none"> • Vocabulary development (qui, quoi) • Oral and written expressions in French: Grammar (prepositions of location, time and sequence) • Interrogative + preposition (qui and quoi) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Textbooks (mastery for French, Et Vous?, Easy French step -by- step) • Prepositions charts • Map (world) <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • 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

SEMESTER: TWO

GRADE: 11

PERIOD: V

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Identify, describe & naming parts of the human body in French • Use short conversation in French to describe the human body • Translate words (body parts) from French to English or English to French (oral & written) • Use simple adjectives to describe the parts of the human body. 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ 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. <p>List the parts of the human body in French</p>	<ul style="list-style-type: none"> • Vocabulary development (le nez, la main, la tête, lae visage le pied etc.) • Grammar: possessive + noun (mon pied, ma tête, la main) • Simple conversation (voici ma main, c'est mon pied, ces sont mes veux, voici mon genou) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Parts of the body poster • Audio • Textbook (easy French step –by- step <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation and presentation using short conversation in French (boys vs girls) • Illustrate and label each part of the body in French (students' demonstration) • Puzzles • Individual and group assignments and presentations

SEMESTER: TWO

GRADE: 11

PERIOD: VI

TOPIC: LES PROFESSIONS (PROFESSIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • 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) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Describe, identify and list the different kinds of professions in French ➤ Develop short conversation in French to tell about each professions <p>Discuss the various kinds of professions in French</p>	<ul style="list-style-type: none"> • Vocabulary development (musician, chanteuse, médecin etc.) • Grammar: noun + Être + article + profession (je suis un médecin, tu es une musicienne) • Simple conversation (nous sommes des chanteurs) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Different professions poster • Audio • Textbook (Modern French) <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students' demonstration (model each profession) • Debate (boys vs girls) on the importance of each profession • Individual and group assignments and presentations

SEMESTER: ONE

GRADE: 12

PERIOD: I

TOPIC: LES VERBES AND NEGATION (VERBS AND NEGATION)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • 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) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe the verbs in sentences using French Language ➤ Name the verbs (Groups) <p>Conjugate and construct sentences using the appropriate verb tense in the affirmative and negative forms</p>	<ul style="list-style-type: none"> • Conjugation (er, ir, oire, re) Verbs (present, past, imperfect & future etc) • Oral and written expressions in French ; Grammar (sentence construction & essay writing(subject and verb) - eg: Mariam + mange-le riz , René regardle télé • Negation (ne +verb + pas or ne plus/ jamais 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using verb tense • State the importance of different verbs and their usage • Group discussions • Identifying verbs in sentences 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers • Textbooks (mastery for French) • Verbs chart • Conjugation chart <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration(conjugation)

SEMESTER: ONE

GRADE: 12

PERIOD: II

TOPIC: LES ADJETIFS (ADJECTIVES)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of descriptive words. • Develop skills with the appropriate use of adjectives through speaking and writing • Translate sentences from French to English or English to French (oral & written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and discuss the different kinds of adjectives to describe persons, places and things French Language ➤ Distinguish the masculine and feminine forms of adjectives to Modify a person, place, or thing using possessive words 	<ul style="list-style-type: none"> • Vocabulary development (petit, grand, gros,mechant) • Oral and written expressions in French ;Grammar; describing objects, people and places (physical, size, structure, shape and state of being) <p>Ex: Être + adjective (masculine & feminine)- Il est gros/petit, elle esr grosse/petite, il est mechant</p> <ul style="list-style-type: none"> • Presentative: kinds of adjectives(demonstrative, possessive, descriptive, indefinite,interrogative,(agree ment and position). 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using adjective words • Write sentences describing and showing possessions of persons • Group discussions • Identifying adjective in sentences • Oral and written drills 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?) • Adjectives chart <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration(describe various objects, persons: physical, structure, state of being, possession, gender, abilities and learning styles) • Describe the class in French

SEMESTER: ONE

GRADE: 12

PERIOD: III

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of nouns and articles • Develop skills with the appropriate use of nouns and articles according to their gender & number through speaking and writing • Translate sentences from French to English or English to French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe nouns and articles in French Language ➤ Explain nouns and articles and state the definition of each ➤ Construct sentences using nouns and articles <p>Grouping nouns according to categories (identifying nouns and articles in sentences)</p>	<ul style="list-style-type: none"> • Vocabulary 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, une chaise (un cahier est sur la table) • Articles (definite, indefinite, singular, plural) <p>Ex: Le père d’ali attrappe son cabris</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • Construct sentences using nouns and articles • Write sentences describing and showing nouns and articles • Group discussions • Identifying nouns and articles in sentences(genders of nouns) • Oral and written drills • State the important point to consider as the usage of nouns, articles 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?, Easy French step -by- step) • Nouns and articles charts <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students’ demonstration(answer questions on activities related yo articles and nouns) • Debate (boys vs girls) on gender of nouns and articles

SEMESTER: TWO

GRADE: 12

PERIOD: IV

TOPIC: LES PRÉPOSITIONS (PREPOSITIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Build and develop vocabulary skills through the effective use of prepositions • Translate sentences from French to English or English to French (oral & written) • Differentiate the kinds of preposition 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Give the definition of preposition ➤ Identify and describe the use of Prepositions in French ➤ Construct sentences using prepositions <p>Differentiate the kinds of prepositions</p>	<ul style="list-style-type: none"> • Vocabulary development (devant, avant, pour, derrière,a côté de etc) • Oral and written expressions in French: • Grammar (prepositions of location, time and sequence) • Interrogative + preposition (qui and quoi) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue • Textbooks (mastery for French, Et Vous?, Easy French step -by- step) • Prepositions charts • Map (world) <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • 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

SEMESTER: TWO

GRADE: 12

PERIOD: V

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • Identify, describe & name parts of the human body in French • Use short conversation in French to describe the human body • Translate words (body parts) from French to English or English to French (oral & written) • Use simple adjectives to describe the parts of the human body. 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ 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 style="list-style-type: none"> • Vocabulary development (le nez, la main, la tête, lae visage le pied etc.) • Grammar: possessive + noun (mon pied, ma tête, la main) • Simple conversation (voici ma main, c'est mon pied, ces sont mes yeux, voici mon genou) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Parts of the body poster • Audio • Textbook (easy French step –by- step <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective Communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation and presentation using short conversation in French (boys vs girls) • Illustrate and label each part of the body in French (students' demonstration) • Puzzles • Individual and group • Assignments and presentations

SEMESTER: TWO

GRADE: 12

PERIOD: VI

TOPIC: LES PROFESSIONS (PROFESSIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p>Learners are able to:</p> <ul style="list-style-type: none"> • 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) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Describe, identify and list the different kinds of professions in French ➤ Develop short conversation in French to tell about each professions <p>Discuss the various kinds of professions in French</p>	<ul style="list-style-type: none"> • Vocabulary development (musician, chanteuse, médecin etc.) • Grammar: noun + Être + article + profession (je suis un médecin, tu es une musicienne) • Simple conversation (nous sommes des chanteurs) 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Different professions poster • Audio • Textbook (Modern French) <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Continuous assessment • Group assignments & presentations • Oral and written drills • Students' demonstration(model each profession) • Debate (boys vs girls) on the importance of each profession • Individual and group assignments and presentations