

SEMESTER: ONE

GRADE: 10

PERIOD: I

TOPIC: LES VERBES (VERBS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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"> ➤ Identify and describe the verbs in sentences using French Language ➤ Name the verbs (Groups) <ul style="list-style-type: none"> Conjugate and construct sentences using the appropriate verb tense 	<ul style="list-style-type: none"> • Conjugation (er, ir, oire, re) Verbs (present, past, future etc) • Oral and written expressions in French ; Grammar (sentence construction- eg: Mariam + mange-le riz 	<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><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)

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SEMESTER: ONE

GRADE:10

PERIOD: II

TOPIC: LES ADJETIFS (ADJECTIVES)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe different words to describe persons, places and things French Language ➤ Distinguish and identify the masculine and feminine forms of descriptive work <p>Modify a person, place,</p>	<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) Ex: Être + adjective (masculine & feminine)- Il est gros/petit, elle esr grosse/petite, il est mechant <ul style="list-style-type: none"> • Presentative: 	<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 	<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?) 	<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

French (oral & written)	or thing using possessive words	Article + adjective + noun (Nationality: Chinois, Libérien)	showing possessions of persons <ul style="list-style-type: none"> • Group discussions • Identifying adjective in sentences • Oral and written drills 	• Adjectives chart	<ul style="list-style-type: none"> • Students' demonstration(desc ribe various objects, persons: physical, structure, state of being and possession) • 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	Evaluations/Competencies
<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 	<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 	<ul style="list-style-type: none"> • Vocabulary development (le niz,) • Oral and written expressions in French: Grammar (gender of nouns) • Articles (definite, indefinite, 	<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 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks 	<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>from French to English or English to French (oral & written)</p> <ul style="list-style-type: none"> Identify the gender of nouns articles in sentences 	<p>each</p> <p>Construct sentences using nouns and articles</p>	<p>singular, plural)</p> <p>Ex: Le père d’ali attrappe son cabris.</p>	<ul style="list-style-type: none"> 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 	<p>(mastery for French, Et Vous?, Easy French step - by- step)</p> <ul style="list-style-type: none"> Nouns and articles charts 	<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
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SEMESTER: TWO

GRADE: 10

PERIOD: IV

TOPIC: PRÉPOSITIONS (PREPOSITIONS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Build and 	<p>Upon completion of this topic, learners will:</p>	<ul style="list-style-type: none"> Vocabulary development (qui, quoi) Oral and 	<p><u>Inclusive & Differentiated Learning</u></p>	<ul style="list-style-type: none"> Visual dialogue (Poster 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective

<p>develop vocabulary skills through the effective use of prepositions</p> <ul style="list-style-type: none"> • Develop skills with the appropriate use of preposition through speaking and writing • Translate sentences from French to English or English to French (oral & written) 	<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>	<p>written expressions in French: Grammar (prepositions of location, time and sequence)</p> <ul style="list-style-type: none"> • Interrogative + preposition (qui and quoi) 	<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 	<p>to be shown to the class.)</p> <ul style="list-style-type: none"> • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?) • prepositions charts • Map (world 	<p>communication skills</p> <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
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SEMESTER: TWO

GRADE: 10
PERIOD: V

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

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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><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	Evaluations/Competencies
<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 <ul style="list-style-type: none"> Discuss the various kinds of professions in French 	<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 	<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><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

			their importance <ul style="list-style-type: none"> • Oral and written participation 		presentations
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SEMESTER: ONE

GRADE: 11

PERIOD: I

TOPIC: LES VERBES (VERBS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
Learners are able to: <ul style="list-style-type: none"> • Apply Verbs- Nouns agreement in speaking and writing French • Distinguish and identify verb group in sentences 	Upon completion of this topic, learners will: <ul style="list-style-type: none"> ➤ Identify and describe the verbs in sentences using French Language ➤ Name the verbs (Groups) Conjugate and 	<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 	<u>Inclusive & Differentiated Learning</u> Individual work or mixed group work according to abilities, gender, learning styles, etc.	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers 	<u>Expected Competencies</u> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none"> • Continuous assessment • Group assignments &

<ul style="list-style-type: none"> Translate sentences from French to English or English to French (oral & written) 	<p>construct sentences using the appropriate verb tense</p>	<p>writing(subject and verb) - eg: Mariam + mange-le riz , René regarde la télé</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"> Textbooks (mastery for French) Verbs chart Conjugation chart 	<p>presentations</p> <ul style="list-style-type: none"> Oral and written drills Students' demonstration(conjugation)
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SEMESTER: ONE

GRADE: 11

PERIOD: II

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

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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 	<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 	<ul style="list-style-type: none"> Vocabulary development (plus, moin, aussi) Oral and written expressions in French Grammar: Comparative and superlative degree of adjective (plus...que...moin 	<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 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills <p>AssessmentStrategies that will be used to</p>

<p>appropriate use of comparatives and superlative through speaking and writing</p> <ul style="list-style-type: none"> Translate sentences from French to English or English to French (oral & written) 	<p>➤ Compare Nouns, Adjective and Adverb using the comparative degree in French</p> <p>Compare Adjective and Adverb using the superlative degree in French</p>	<p>. que...autant...q ue..) le plus, la plus, les plus</p> <p>Ex: Sylvie a plus de frères que toi.</p> <p>Daniel est plus grand que vous.</p> <p>Marie est la plus grande fille</p>	<p>using comparative degree according to their gender and number.</p> <ul style="list-style-type: none"> Write sentences comparing nouns, adjectives and verbs ; adjective and adverbs Group discussions Identifying comparative and superlative adjectives in sentences Oral and written drills 	<p>Glue,</p> <ul style="list-style-type: none"> Colorful markers, pencils Textbooks (mastery for French, Et Vous?) Adjectives chart 	<p>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
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SEMESTER: ONE

GRADE: 11

PERIOD: III

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

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Build and develop vocabulary skills through 	<p>Upon completion of this topic, learners will:</p> <p>➤ Identify and describe nouns and</p>	<ul style="list-style-type: none"> Vocabulary development (le riz, un, une banane) Oral and written expressions in French: Grammar 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills

<p>the effective use of nouns and articles</p> <ul style="list-style-type: none"> • 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>articles in French Language</p> <ul style="list-style-type: none"> ➤ 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>	<p>(gender of nouns) un garçon, une fille, des garçons, des filles, un cahier, une chaise (le cahier est sur la table)</p> <ul style="list-style-type: none"> • Articles (definite, indefinite, singular, plural) Ex: Le père d’ali attrape son cabris 	<p>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 	<p>sheets, Glue,</p> <ul style="list-style-type: none"> • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?, Easy French step - by- step) • Nouns and articles charts 	<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
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SEMESTER: TWO

GRADE: 11

PERIOD: IV

TOPIC: LES PRÉPOSITIONS (PREPOSITIONS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
Learners are able	Upon completion of this topic, learners	<ul style="list-style-type: none"> • Vocabulary development 	<u>Inclusive & Differentiated</u>	<ul style="list-style-type: none"> • Visual dialogue 	<u>Expected Competencies</u>

<p>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>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 Differentiate the kinds of prepositions 	<p>(qui, quoi)</p> <ul style="list-style-type: none"> • Oral and written expressions in French: Grammar (prepositions of location, time and sequence) • Interrogative + preposition (qui and quoi) 	<p><u>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 	<p>(Poster to be shown to the class.)</p> <ul style="list-style-type: none"> • Textbooks (mastery for French, Et Vous?, Easy French step - by- step) • prepositions charts • Map (world 	<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
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SEMESTER: TWO

PERIOD: V

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

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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. 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><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	Evaluations/Competencies
<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 <ul style="list-style-type: none"> Discuss the various kinds of professions in French 	<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 	<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><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

			importance <ul style="list-style-type: none"> • Oral and written participation 		assignments and presentations
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SEMESTER: ONE

GRADE: 12

PERIOD: I

TOPIC: LES VERBES (VERBS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
Learners are able to: <ul style="list-style-type: none"> • Apply Verbs-Nouns agreement in speaking and writing French • Distinguish and identify verb group in sentences 	Upon completion of this topic, learners will: <ul style="list-style-type: none"> ➤ Identify and describe the verbs in sentences using French Language ➤ Name the verbs (Groups) Conjugate and 	<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 	<u>Inclusive & Differentiated Learning</u> Individual work or mixed group work according to abilities, gender, learning styles, etc. <ul style="list-style-type: none"> • Construct sentences using 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers 	<u>Expected Competencies</u> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none"> • Continuous assessment

<ul style="list-style-type: none"> Translate sentences from French to English or English to French (oral & written) 	<p>construct sentences using the appropriate verb tenses</p>	<p>writing(subject and verb) - eg: Mariam + mange-le riz , René regardle télé</p> <ul style="list-style-type: none"> 	<p>verb tense</p> <ul style="list-style-type: none"> State the importance of different verbs and their usage Group discussions Identifying verbs in sentences 	<ul style="list-style-type: none"> Textbooks (mastery for French) Verbs chart Conjugation chart 	<ul style="list-style-type: none"> Group assignments & presentations Oral and written drills Students' demonstration(conjugation)
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SEMESTER: ONE

GRADE: 12

PERIOD: II

TOPIC: LES ADJETIFS (ADJECTIVES)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<p>Learners are able to:</p> <ul style="list-style-type: none"> Build and develop vocabulary skills through the effective use of descriptive 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe different descriptive words to 	<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) Ex: Être + adjective 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities,</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills <p>Assessment Strategies that will be used to measure</p>

<p>words.</p> <ul style="list-style-type: none"> 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>describe persons, places and things French Language</p> <p>➤ Distinguish and identify the masculine and feminine forms of descriptive work</p> <p>Modify a person, place, or thing using possessive words</p>	<p>(masculine & feminine)- Il est gros/petit, elle est grosse/petite, il est méchant</p> <ul style="list-style-type: none"> Presentative: Article + adjective + noun (Nationality: Chinois, Libérien) 	<p>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 	<p>sheets, Glue,</p> <ul style="list-style-type: none"> Colorful markers, pencils Textbooks (mastery for French, Et Vous?) Adjectives chart 	<p>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
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SEMESTER: ONE

GRADE: 12

PERIOD: III

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

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations
Learners are able to:	Upon completion of this topic,	<ul style="list-style-type: none"> Vocabulary development (le, nez, un, une) 	<u>Inclusive & Differentiated Learning</u>	<ul style="list-style-type: none"> Visual dialogue (Poster 	<u>Expected Competencies</u>

<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>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 <ul style="list-style-type: none"> Grouping nouns according to categories (identifying nouns and articles in sentences) 	<ul style="list-style-type: none"> • Oral and written expressions in French: Grammar (gender of nouns) un garçon, une fille, des garçons, des filles, un cahier, une chaise (un cahier est sur la table) • Articles (definite, indefinite, singular, plural) Ex: Le père d'ali attrappe son cabris 	<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 	<p>to be shown to the class.)</p> <ul style="list-style-type: none"> • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (mastery for French, Et Vous?, Easy French step-by-step) • Nouns and articles charts 	<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
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SEMESTER: TWO

GRADE: 12

PERIOD: IV

TOPIC: LES PRÉPOSITIONS (PREPOSITIONS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
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<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"> ➤ 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.) • Scissors, Posters sheets, Glue • Textbooks (mastery for French, Et Vous?, Easy French step -by- step) • prepositions charts • Map (world 	<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
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SEMESTER: TWO

GRADE: 12

PERIOD: V

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

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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 	<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><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

			<ul style="list-style-type: none"> • Oral and written participation 		presentations
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SEMESTER: TWO

GRADE: 12

PERIOD: VI

TOPIC: LES PROFESSIONS (PROFESSIONS)

Learning Outcomes	OBJECTIVES	Contents	Activities	Materials	Evaluations/Competencies
<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 	<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 	<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 	<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"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, 	<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>each profession and their importance</p> <ul style="list-style-type: none"> • Translate words (professions) from French to English or English to French (oral & written) 	<p>French to tell about each professions</p> <p>Discuss the various kinds of professions in French</p>	<p>conversation (nous sommes des amateurs)</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"> • Colorful markers, pencils • Different professions poster • Audio • Textbook (Modern French) 	<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
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