

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 1 - 6 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.

**FRENCH
ELEMENTARY
SEMESTER: ONE**

GRADE: 1

PERIOD: I

TOPIC: SALUTATION (GREETINGS) & ALPHABET SOUNDS IN FRENCH (L'ALPHABET)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENTS
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Initiate the act of speaking &improve social interaction Translate words from French to English or English to French through writing. Master reciting the sound of the alphabet in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Greet each other using French Language ➢ Initiate simple conversation with others ➢ Translate greetings from French to English Recite the alphabet sound in French ➢ Differentiate the vowel from the consonant in French. 	<p>Learning new words and expressions: (vocabulary) (Bonjour, bonsoir, bonne nuit etc.)</p> <p>Expression: Salutation + nom (Bonjour monsieur Dweh)</p> <p>Recite the alphabet and the alphabet sound in French (A- I, B- bay, C-say, D-day etc.).</p> <p>Vowel and consonant (A,E,I,O,U,H) (B,C,D,F,G,J etc)</p>	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc.</p> <p>Dramatize Dialogue</p> <p>Play roles of greetings</p> <p>Singing of the alphabet song in French Recitations</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class) Bonjour Afrique book one Alphabet chart, flash cards with objects and letters Online resources <p>French from-wiki book</p> <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 through dialogue (boys vs girls) Recitation Songs Home work

SEMESTER: ONE

GRADE: 1

PERIOD: II

TOPIC: LES JOURS DE LA SEMAINE (THE DAYS OF THE WEEK)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENTS
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the days of the week in French • Tell how many days a week has in French • Translate the days of the week from French to English or English to French • Spell the days of the week in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Name the days of the week in French ➢ Tell how many days in a week in French Spell the days of the week in French 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (Lundi, Mardi Vendredi etc.) • Using ordinal numbers to identify each day of the week. 	<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"> • Oral and written drills in French • Role play, dramatization in French • Jumping rope naming the days of the week in French • Listening to audio dialogue in French • Songs, poems & recitation 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Days of the week poster • Jumping rope <p><u>French from-wiki book</u></p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation and presentation using the days of the week in French (boys vs girls) • Reciting the days of the week in French • Songs / recitation • Home work • Poems

SEMESTER: ONE

GRADE: 1

PERIOD: III

TOPIC :) LES MOIS DE L'ANNEE (THE MONTHS OF THE YEAR)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the months of the year in French • Develop and build vocabulary skills through effective use of the months of the year in French • Translate the months of the year from French to English or English to French • Build the confidence of pronouncing and identifying the months of the year 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Name the months of the year in French ➢ Tell how many months there are in one year in French Spell the months of the year in French 	<ul style="list-style-type: none"> • Learning new words in French (vocabulary development) (Mars, Juin, Avril etc.) • Using ordinal numbers to identify each month of the year 	<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"> • Oral and written drills in French • Songs/ recitation • Construct Interrogative Sentences using ordinal number (eg: which month is the first, second etc. • Role play, dramatization in French • Listening to audio dialogue in French 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Months of the year poster • Online resources <p>French from-wiki book</p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation and presentation using the months of the year in French (boys vs girls) • Reciting the months of the year in French • Songs / recitation • Home work • Poems

SEMESTER: TWO

GRADE: 1

PERIOD: IV

TOPIC: LES NOMBRES 1 À 10 (NUMBERS FROM 1 TO 10)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & count number names in French from 1 to 10 Translate number names from French to English or English to French through Match numbers to its name in French Spell number names in French from 1 to 10 Use objects to show position 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Count from 1 to 10 in French ➤ Match number names in French to its numeral Naming the kinds of numbers in French 	<ul style="list-style-type: none"> Learning number names (vocabulary) (trois, cinq, dix onze, premier, sixième etc.) Cardinal and ordinal numbers in French from 1 to 10 & 1st to 10th 	<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"> Grouping shapes and counting objects in French Number names in French Sequence grouping (math activities) Recitations & songs 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Counters Numbers chart, flash cards <p>French from-wiki book</p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Class participation and presentation in grouping objects (cardinal and ordinal) (boys vs girls) Illustrating objects by showing their position (students' demonstration) Using students to model ordinal numbers Home work Reciting and spelling numbers competition (boys vs girls)

SEMESTER: TWO

GRADE: 1

PERIOD: V

TOPIC: LES FORMES ET LES COULEURS (SHAPES AND COLORS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Identify shapes, colors, & develop (making) shapes • Translate words from French to English or English to French through writing. • Match colors and shapes 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Describe different colors and shapes in French ➤ Compare different shapes in the school's environment and the community ➤ Spell the names of shapes and colors in French 	<ul style="list-style-type: none"> • Learning new words (vocabulaire-noir, jaune, cercle, carré etc.) • Using colors to blend (Arts) 	<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"> • Shapes and colors recognition in French • Color names and shapes puzzles <p><u>Group Work</u></p> <ul style="list-style-type: none"> • Songs • Dramatize dialogue 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils <p><u>French from-wiki book</u></p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation and presentation in making of shapes (boys vs girls) • Illustrating shapes by using colors (students' demonstration) • Songs • Home work

SEMESTER: TWO

GRADE: 1

PERIOD: VI

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

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & describe parts of the body in French Use short conversation in French relate to the body parts Translate words from French to English or English to French Name the parts of the body in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Describe, identify and name the parts of the body in French Develop short conversation in French to tell the function of each body part. Spell each part of the body in French 	<ul style="list-style-type: none"> Learning new words (vocabulary) (le nez, la main, la tête etc.) Using the five senses in French 	<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 five senses and identify which part of the body is use for each sense. <p>Group</p> <ul style="list-style-type: none"> Songs & recitations 	<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 <p>French from-wiki book</p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Class participation and presentation using short conversation French (boys vs girls) Illustrate and label each part of the body in French (students' demonstration) Songs/ recitation Home work

SEMESTER: ONE

GRADE: 2

PERIOD: I

TOPIC: SALUTATION (GREETINGS) I.

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Initiate the act of speaking correctly in French Improve social interaction skills Translate expressions from French to English or English to French (oral & written) Build up intellectualism 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Greet each other using French Language ➢ Initiate simple conversation with others in French ➢ Translate greetings from French to English ➢ Develop the confidence of expressing themselves in French ➢ Build proper intellectual interaction in French 	<ul style="list-style-type: none"> Learning new words (vocabulary) (Bonjour, bonsoir, mon ami, c'est etc.) Making friends using French (je m'applie...) Conjugation (appeller, Être, avoir etc) <p>Expressions: personal pronoun + s'appeler (comment tu t'appelles?)</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"> Dramatize Dialogue Groups Play roles of greetings Songs & recitation 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Bonjour Afrique book one Scissors, Posters sheets, Glue, Colorful markers, pencils Online resource <p>French from-wiki book</p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> Class participation through dialogue (boys vs girls) Recitation Songs Home work Group presentations

SEMESTER: ONE

GRADE: 2

PERIOD: II

TOPIC: LES ANIMAUX (ANIMALS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Compare types of animals in French (domestic & wild) • Translate names of animals and their young from French to English or English to French (oral & written) • Spell the names of animals in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Identify and name animals and their young ones in French ➢ Discuss the usage of animal's materials in French ➢ Distinguish between domestic and wild animals in French ➢ List the habitat (homes) of animals in French 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (lion, chien, cabris etc.) • Using adjectives in French to describe animals (un chien mechant) • Animals' attribute (sound & size) 	<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"> • Dramatize Dialogue • Play roles of animals and their habitat by boys and girls • Community tour • Making images of animals • Songs and recitations 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Animals poster <ul style="list-style-type: none"> • Scissors, Posters sheets, Glue, • Colorful markers, pencils • French from-wiki book • www.collinsdictionary.com • www.linguee.com • www.youtube.com 	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation through dialogue (boys vs girls) • Group work & presentations • Reciting and showing animals movement by boys and girls • Homework

SEMESTER: ONE

GRADE: 2

PERIOD: III

TOPIC: CALENDRIER (CALENDAR)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Translate calendar's month, day and date Organize birthdays celebration in French on the calendar Translate expressions from French to English or English to French (oral & written) Build up intellectualism 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Write full date in French ➤ Tell the months, days, and date in French ➤ Identify their birthday's date, month or day and write it in French ➤ Develop the confidence of interpreting themselves from French to English Build proper intellectual interaction in French 	<ul style="list-style-type: none"> Learning new words (vocabulary) (je suis, lundi etc.) Making friends using oral expression in French (Quand, je suis né le, s'appelle) Graphing birthday (math) Numbers 1-31. The days of the week and the months of the year. 	<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"> • Dramatize Dialogue • Play roles of months, days, and dates 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) • Calendar poster • Scissors, Posters • Sheets, Glue, • Colorful markers, pencils <p>French from-wiki book</p> <p>www.collinsdictionary.com www.linguee.com www.youtube.com</p>	<p><u>Expected Competencies</u></p> <p>Effective communication skills</p> <p>Assessment Strategies that will be used to measure competencies</p> <ul style="list-style-type: none"> • Class participation through dialogue (boys vs girls) • Group assessment & presentations (indicating various National events) • Home work • Recitation

SEMESTER: TWO

GRADE: 2

PERIOD: IV

TOPIC: LE TEMP ET LES SAISON (WEATHER & SEASON)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/ COMPETENCIES
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the seasons in French • Match the weather and seasons of other countries and Liberia • Translate words 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"> ➢ Name the seasons of Liberia in French ➢ Tell how many seasons we have in Liberia ➢ Outline when each season starts and end ➢ Show the difference between weather and seasons in Liberia and other countries 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (parapluie, saison seche etc.) • Oral expression using French (Il fait chaud, il pleut ,) 	<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"> • Dramatize Dialogue • Role play • School environment tour • Songs/ recitations <p><u>French from-wiki book</u></p>	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Weather and season posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Maps <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 Assessment Strategies that will be used to measure competencies • Class participation unscramble words (boys vs girls) • Recitation • Songs • Home work • Group presentations

SEMESTER: TWO

GRADE: 2

PERIOD: V

TOPIC: LES VÊTEMENT (CLOTHING)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/ COMPETENCIES
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name different clothes in French • Match the weather and seasons with different clothes • Translate words (name of clothes) from French to English or English to French (& written) 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Name the various clothing in French ➤ Explain what clothing we use for each season ➤ Show the difference between clothes in Liberia and other countries ➤ Spell the different clothes we use 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (chemise, chaussures, tricot etc.) • Match clothes with seasons (eg: parapluie-saison pluiveuse) 	<p><u>Inclusive & Differentiated Learning</u></p> <ul style="list-style-type: none"> • Individual work or mixed group work according to abilities, gender, learning styles, etc • Dramatize Dialogue • Role play Oral and written drills • Illustrating images of different clothing • Songs/ recitations 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Clothing posters • Scissors, Posters • Sheets, Glue, • Colorful markers, pencils • Books on different clothing • Text book <p>French from-wiki book</p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<p><u>Excepted Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies • Class participation in making different clothing (boys vs girls) • Recitation • Songs • Home work • Group assignment & presentations

SEMESTER: TWO

GRADE: 2

PERIOD: VI

TOPIC: NOURRITURE (FOOD/ MEAL)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name different kinds of food in French • Compare the different kinds of foods we eat in Liberia to other countries • Translate words (name of foods) 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"> ➢ Name the various kinds of food in French ➢ Explain why food is important to us ➢ Show the difference between the kinds of food in Liberia and other ➢ Countries ➢ Spell the different kinds of food we eat and list places where we can find them 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (le riz, le pain etc.) • Oral expression in French about the food we eat • Conjugation (manger, boire etc) • Balance diet (meals we eat part of the day) (eg: matin, midi, soir) 	<p><u>Inclusive & Differentiated Learning</u></p> <ul style="list-style-type: none"> Individual work or mixed group work according to abilities, gender, learning styles, etc Dramatize Dialogue Role play on different kinds of food (boys vs girls) Oral and written drills Illustrating images of different food and food group Recitations/ songs 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Kinds of food posters • Scissors, Posters sheets, Glue, etc • Colorful markers, pencils • Books on different kinds of food <p><u>Text book: Bon voyage</u></p> <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 Assessment Strategies that will be used to measure competencies • Class participation (drawing/making) different kinds of food (boys vs girls) • Recitation • Songs • Home work • Group assignment & presentations • Illustrate the different kinds of meals(breakfast, lunch & dinner)

SEMESTER: ONE

GRADE: 3

PERIOD: I

TOPIC: NOURRITURE (FOOD/ MEAL)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name different kinds of food in French • Compare the different kinds of foods we eat in Liberia to other countries • Translate words (name of foods) 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"> ➢ Name the various kinds of food in French ➢ Explain why food is important to us ➢ Show the difference between the kinds of food in Liberia ➢ Spell the different kinds of food we eat ➢ List places where we find foods 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (le riz, le pain etc.) • Oral expression in French about the food we eat(eg: je mange le pain, il boit l'eau) • Conjugation (manger, boire etc) (eg: je mange le pain, il boit l'eau) • Balance diet (meals we eat part of the day) 	<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"> • Dramatize Dialogue (boys vs girls) • Role play on different kinds of food (boys vs girls) • Oral and written drills (boys vs girls) • Illustrating images of different food and food group 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Kinds of food posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on different kinds of food <p>Text book: Bon voyage</p> <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 Assessment Strategies that will be used to measure competencies • Class participation (drawing/making) different kinds of food (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different kinds of meals (eg. breakfast, lunch)

SEMESTER: ONE

GRADE: 3

PERIOD: II

TOPIC: MEMBRES DE LA FAMILLE (MEMBERS OF THE FAMILY)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the members of family in French • Compare the different kinds of families in Liberia to other countries • Translate words (name of family) 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"> ➤ Name the family members in French ➤ Explain the role of each family member ➤ Spell the names of each family member 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (père, ma soeur etc.) • Oral expression in French about family (eg: j'aime mon père,) • Conjugation(aimer and avoir). 	<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"> • Dramatize Dialogue • Role play of family members (boys vs girls) • Oral and written drills • Illustrating images of different families (putting up a family tree with the images) • Listening to dialogue 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Family posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on family members <p><u>Text book: Easy French step-by-step</u></p> <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 (drawing/making) different kinds of family (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different kinds of family and name each member

SEMESTER: ONE

GRADE: 3

PERIOD: III

TOPIC: LA MAISON (THE HOUSE OR HOME)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/ COMPETENCIES
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the parts (division) of a house in French • Compare the different kinds of homes in Liberia to other countries • Translate words (parts of a house) 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"> ➢ Name the parts (division) of the house in French ➢ Explain what we do in each part of the house ➢ Spell the names of each part and objects we find in the houses <p>Identify different homes in Liberia and other countries</p>	<ul style="list-style-type: none"> • Learning new words (vocabulary) (une chamber, salon, La chaise etc.) • Conjugation of verbs relating to house (eg: laver, dormir, manger etc) eg: on dort dans la chamber, mama prépare dans la cuisine. 	<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"> • Dramatize Dialogue • Oral and written drills • Illustrating images of objects found in the house • House tour (students to decide where to go) 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Different parts & objects of a house posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on different homes <p><u>Text book: Bon voyage</u></p> <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 Assessment Strategies that will be used to measure competencies • Class participation (drawing/making) different kinds of homes (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different parts of a house and name objects found in it

SEMESTER: TWO

GRADE: 3

PERIOD: IV

TOPIC: L'ECOLE (THE SCHOOL)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the parts (division) of a school in French • Compare the different classrooms in the school (larger, smaller) • Translate words (parts of a school) from French to English or English to French (oral & written) • Tell the location of the school in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Name the parts (division) of the school in French ➢ Write the name of their school ➢ Tell how many classrooms are in (his/her) school ➢ Identify the location of the school List the components that make-up his/her school including the administration. 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (sale de classe, directeur, librairie etc.) • Oral expression/ discussion in French about the school (eg: naming objects) (eg: avoir + obj.) 	<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"> • Dramatize Dialogue • Oral and written drills • Illustrating images of objects found in the school. • School tour (students list components that make-up the school) 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Different parts & objects of a school poster • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Photos of the school <p><u>Text book: Easy French step by step</u></p> <p>www.collinsdictionary.com www.linguee.com www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies • Class participation (drawing/making) different objects found in the school (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different parts of a school and name the objects that is found in it • Recitation

SEMESTER: TWO

GRADE: 3

PERIOD: V

TOPIC:LES OBJETS DE LA CLASSE (CLASSROOM OBJECTS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name objects found in the class in French • Tell what we use each object for in the classroom • Translate words (objects found in the classroom) 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"> ➢ Name objects in the classroom in French ➢ Explain what we do with each object in the classroom ➢ Spell the names of each object found in the classroom <p>Identify different objects use in the classroom</p>	<ul style="list-style-type: none"> • Learning new words (vocabulary) (une cahier, le stylo etc.) • Oral expression in French about objects in the classroom (eg: Qu'est-ce que c'est? C'est un tableau, c'est une chaise) 	<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"> • Dramatize Dialogue • Oral and written drills • Illustrating images of objects found in the classroom • Classroom tour to identify objects (students to decide which class to visit) 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Posters on different objects found in the classroom • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on objects found in the classroom <p>Text book: Easy French step by step</p> <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 Assessment Strategies that will be used to measure competencies • Class participation (drawing/making) different objects in the classroom (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different objects in the classroom, label and tell what each is use for

SEMESTER: TWO

GRADE: 3

PERIOD: VI

TOPIC: LES NOMBRES DE 1 À 30 (NUMBERS FROM 1 TO 30)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & Count number names in French from 1 to 30 Translate number words from French to English or English to French through writing (1-30) Match numbers to its name in French Spelling number names in French from 1 to 30 Use objects to show position 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Count from 1 to 30 in French ➤ Match number names in French to its numeral ➤ Name the kinds of numbers in French 	<ul style="list-style-type: none"> Learning number names (vocabulary) (trois, cinq, dix onze, premier, sixième, trente, vingt et un etc.) Cardinal and ordinal numbers in French from 1 to 30 & 1st to 20th 	<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"> Grouping shapes and counting objects in French Number names in French Sequence grouping(math activities) Recitation/ songs <p><u>Text book: French from wiki book.</u></p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Counters Numbers chart, flash cards 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills Assessment Strategies that will be used to measure competencies Class participation and presentation in grouping objects (cardinal and ordinal) (boys vs girls) Illustrating objects by showing their position (students' demonstration) Using students to model ordinal numbers Home work Reciting and spelling numbers competition (boys vs girls)

SEMESTER: ONE

GRADE: 4

PERIOD: I

TOPIC: LES OBJECTS DE LA CLASSE (CLASSROOM OBJECTS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify major objects in the class in French Use various classroom objects Select classroom objects from other objects Translate words (objects found in the classroom) 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 major objects in the classroom in French List and discuss the usage of object in the classroom Spell the names of each object found in the classroom 	<ul style="list-style-type: none"> Learning new words (vocabulary & expression) (une cahier, le stylo, le tableau, la règle etc.) Oral expression in French about objects in the classroom (eg: Qu'est-ce que c'est? C'est un tableau, voici un stylo, c'est un tableau, voilà une règle, etc) 	<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"> Dramatize Dialogue, group discussion Oral and written drill Illustrating images of objects found in the classroom Classroom tour to identify objects (students to decide which class to visit) 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Posters on different objects found in the classroom Scissors, Posters sheets, Glue, Colorful markers, pencils Books on objects found in the classroom <p><u>Text book: Easy French step by step</u></p> <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 Assessment Strategies that will be used to measure competencies Class participation (drawing/making) different objects in the classroom (boys vs girls) Home work Group assignment & presentations Illustrate the different objects in the classroom, label and tell their usage

SEMESTER: ONE

GRADE: 4

PERIOD: II

TOPIC: LES NOMBRES DE 1 À 40 (NUMBERS FROM 1 TO 40)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & Count number names in French from 1 to 40 Translate number words from French to English or English to French through writing (1-40) Match numbers to its name in French Spelling number names in French from 1 to 40 Use simple expression through numbers 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Count from 1 to 40 correctly in French ➢ Match number names in French to its numeral <p>Naming the kinds of numbers in French</p>	<ul style="list-style-type: none"> Learning number names (vocabulary) (trois, cinq, dix onze, premier, sixième, trente, vingt et un etc.) Cardinal and ordinal numbers in French from 1 to 40 & 1st to 20th Simple expression (voici deux élèves, c'est un sac, j'ai trois crayons) 	<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"> Grouping shapes and counting objects in French Number names in French Sequence grouping (math activities) Numbering and counting different objects <p>Text book: French from: wiki book.</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Counters Numbers chart, flash cards <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 in grouping objects (cardinal and ordinal) Illustrating objects by showing their position (students' demonstration) Using students to model ordinal numbers Home work Reciting and spelling numbers competition (boys vs girls)

SEMESTER: ONE

GRADE: 4

PERIOD: III

TOPIC: L'HEURE (TELLING TIME)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/ COMPETENCIES
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Discuss the time in the class & community by students (in group, pair) Translate time from French to English or English to French (oral & written) Spell number names in French Use simple expression in French to tell the time 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Tell time correctly in French ➤ Show the difference between English & French time ➤ Discuss the appropriate use of subject pronoun and helping verb use in telling time 	<ul style="list-style-type: none"> Learning new words (vocabulary & expression) (trois, cinq, dix, deux, onze, etc) Simple expression (une heure, deux heures, trois heures, quatre heures) Subject pronoun + Être (eg: Il est une heure, Il est deux heures, Il est trois heures, etc) 	<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"> Group discussion Drawing individual clock as relates to various time 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 Clock Numbers chart, flash cards <p><u>Text book: French from wiki book</u></p> <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 Assessment Strategies that will be used to measure competencies Class participation and presentation in telling time (boys vs girls) Illustrating clocks and show the different time in French & English (students' demonstration; oral and written) Project Reciting and telling time competition (boys vs girls)

SEMESTER: TWO

GRADE: 4

PERIOD: IV

TOPIC: LES COULEURS (THE COLORS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/ COMPETENCIES
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & spell colors in the class, school environment, home & community Translate words (colors) from French to English or English to French (oral & written) Match colors to its appropriate object Use simple expression to describe colors 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Identify the eight basic colors and name correctly in French Discuss the basic colors List the primary colors and describe how to form other colors 	<ul style="list-style-type: none"> Learning new words(vocabulary) (blanc, noir, rouge, marron etc.) Simple expression : Article(s) + Noun + Adjective (une chemise bleu, un bic rouge, un sac rose etc) 	<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"> Dramatize Dialogue, group discussion (describing objects in the class) Oral and written drills School environment tour to identify colors seen and list each in French 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Color chart Flash cards with colors and object <p><u>Text book: Easy French step by step</u></p> <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 Assessment Strategies that will be used to measure competencies Class participation and presentation in mixing the primary colors to form another (boys vs girls) Illustrating objects with different colors (students' demonstration) Home work Reciting and spelling colors competition (boys vs girls) Project

SEMESTER: TWO

GRADE: 4

PERIOD: V

TOPIC: LES PARTIES DU CORPS-INTRODUCTION (PARTS OF THE 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 body in French Use short conversation in French to describe the body parts Translate words (body parts) from French to English or English to French (oral & written) Spell the parts of the body. 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Describe, identify and name the parts of the body in French Develop short conversation in French to tell the function of each body part. Spell each part of the body in French 	<ul style="list-style-type: none"> Learning new words (vocabulary) (le nez, la main, la tête, le visage, le pied etc.) Using the five senses in French to describe the parts of the body Simple conversation (voici ma main, c'est mon pied, ces sont mes yeux) 	<p>Inclusive & Differentiated Learning</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 five senses and identify which part of the body is use for each sense Draw and label the basic part of the body Song/recitation Oral and written participation <p>Text book: Easy French step by step</p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<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 	<p>Expected Competencies</p> <ul style="list-style-type: none"> Effective communication skills Assessment Strategies that will be used to measure competencies Class participation and presentation using short conversation in French Illustrate and label each part of the body in French (students' demonstration) Songs/ recitation Home work Poems in French puzzles

SEMESTER: TWO

GRADE: 4

PERIOD: VI

TOPIC: VOYAGE (TRAVEL)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify, describe & name objects use to travel in French Translate words (travelling objects) (body parts) from French to English or English to French (oral & written) Spell basic travelling objects and places we use them in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Describe, identify and name some basic objects used for travelling in French Develop short conversation in French to tell how people travel from place to place <p>Use the French demonstrative and possessive adjectives in simple conversation</p>	<ul style="list-style-type: none"> Learning new words (vocabulary) (voiture, camion, moto, vélo, en vacances, à la plage etc.) Simple conversation Dem. adj.+posses. Adj.+noun (c'est mon vélo, voici ton camion, c'est la jolie voiture de papa) 	<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"> Travelling objects recognition in French Group discussion on the way we travel Draw and name travelling objects and where to use teach Oral and written drills participation Poems <p><u>Text book: Easy French step by step</u></p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Travelling objects poster 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills Assessment Strategies that will be used to measure competencies Class participation and presentation using short conversation in French describing the way we travel (dialogue) Illustrate and name travelling objects in French (students' demonstration) Songs/ recitation Home work Poems in French Puzzles (games)

SEMESTER: ONE

GRADE: 5

PERIOD: I

TOPIC: MEMBRES DE LA FAMILLE (MEMBERS OF THE FAMILY)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name & discuss the role of each members of family in French • Compare the different kinds of families in Liberia to other countries • Translate words (name of family) 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"> ➢ Name the family members in French ➢ Discuss the role of each family member ➢ Spell the names of each family member <p>Use the French possessive adjective to describe the family members</p>	<ul style="list-style-type: none"> • Learning new words (vocabulary) (La père, ma soeur, la fille, le garçon etc.) • Oral expression in French about family (eg: j'aime mon père,) • Les adjectifs possessifs (voici mon père, ma mère arrive, c'est mon frère 	<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"> • Dramatize Dialogue • Role play of family members • Oral and written drills • Illustrating images of different families (putting up a family tree with the images) <p>Listening to dialogue</p>	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Family posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on family members <p><u>Text book: Easy French step by step</u></p> <p>www.collinsdictionary.com www.linguee.com 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 (drawing/making) different kinds of family (boys vs girls) • Group assignment & presentations • Illustrate& discuss the different kinds of family and name each member

SEMESTER: ONE

GRADE: 5

PERIOD: II

TOPIC: LES PROFESSIONS (THE PROFESSIONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name & discuss some professions in French • Compare the different kinds of professions • Translate words (professions) from French to English or English to French (oral & written) • Develop skills in the appropriate use of demonstrative words (adjective) in speaking & writing 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Identify some professions and name it in French ➢ Make use of demonstrative adjectives to relate to professions I French ➢ Use the French helping verb Être (to be) 	<ul style="list-style-type: none"> • Learning new words (vocabulary) un médicin, une matresse, etc.) • Oral expression in French about different professions: Être + adjective (c'est un professeur, Il est un chanteur, elle est une musicienne) • Describes different professions 	<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"> • Dramatize Dialogue • Roleplay of different professions • Oral and written drills • Illustrating images of different professions • Listening to dialogue • Identification of demonstrative adjectives in sentences 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Posters with different professions • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on different professions <p><u>Text book: je me débrouille en français</u></p> <p>www.collinsdictionary.com www.linguee.com 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 (drawing) different professions (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different kinds of professions and name each. • Discuss the different professions through dialogue

SEMESTER: ONE

GRADE: 5

PERIOD: III

TOPIC: LES TEMPS ET VÊTEMENTS (WEATHERS & CLOTHINGS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the seasons and weather in French • Match the weather and seasons of other countries and Liberia • Translate words from French to English or English to French (oral & written) • Match proper clothing suitable for different weather or seasons 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Name the seasons and weather in French ➢ Tell how many seasons we have in Liberia ➢ Outline when each season starts and ends ➢ Differentiate between weather and season ➢ List the different clothing suitable for different weather <p>Tell the names of different clothing</p>	<ul style="list-style-type: none"> • Learning new words (vocabulary) (parapluie, saison seche, le soleil, le ciel le pantalon, la pluie etc.) • Oral expression in French (Il fait chaud, il pleut , je porte une robe, Il fait beau) 	<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"> • Dramatize Dialogue • Role play • School environment tour observing the weather • Songs/ recitations • Discussing different clothing that goes with the suitable weather • Puzzles/games 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Weather and season posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Maps • Different clothing poster <p>Text book: Bon voyage www.collinsdictionary.com www.linguee.com www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies <ul style="list-style-type: none"> • Class participation unscramble words (boys vs girls) • Recitation • Songs • Group assignments & presentations • Matching clothing to the correct season • Illustrate different clothing to go with suitable weather and seasons

SEMESTER: TWO

GRADE: 5

PERIOD: IV

TOPIC: LES PARTIES DU CORPS ET LES SPORTS (PARTS OF THE BODY & SPORTS)

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 body that is associated with sports in French Use simple adjectives and verbs in French to describe the body parts Translate words (body parts) 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 name the parts of the body in French Develop short conversation in French to tell the function of each body part. Spell each part of the body in French <p>Discuss the part of the body that is associated with sports</p>	<ul style="list-style-type: none"> Learning new words (vocabulary) (le nez, la main, la tête, le visage, le pied etc.) Using the five senses in French to describe the parts of the body Simple adjectives and verbs expressions (voici ma main, c'est mon pied, ces sont mes yeux, je joue avec mes pieds) 	<p>Inclusive & Differentiated Learning</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 and which part is associated with sports in French Role play using short conversation in French to describe the five senses and identify which part of the body is used for each sense 	<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 Different sports poster <p>Text book: Easy French step by step</p> <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 Assessment Strategies that will be used to measure competencies Class participation and presentation using short conversation in French discussing the body parts that is associated with sports (boys vs girls) Illustrate and label each part of the body in French (students' demonstration) Home work Puzzles/games

SEMESTER: TWO

GRADE: 5

PERIOD: V

TOPIC: INTRODUCTION: LES ACCENTS (ACCENT-INTRODUCTION)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & describe the accents (acute and grave) in French Use short conversation with related verbs that reveal the accents in French Translate words from French to English or English to French (oral & written) list the appropriate vowel with which the accents are used 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Describe and identify the acute and grave accent in French Tell which letter (vowels) the accents are used with Spell words correctly that contain the accents 	<ul style="list-style-type: none"> Learning new words (vocabulary) (éléphant, le frère, la mère etc.) Simple conversation using: Noun + Avoir + verb (j'ai mangé, tu as parlé) 	<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"> Group discussions Role play using short conversation in French to describe the accents; acute and grave Dramatizing through dialogue 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 Audio <p>Text book: French from wiki book.</p> <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) Students' demonstration through dialogue Home work

SEMESTER: TWO

GRADE: 5

PERIOD: VI

TOPIC: DES FRUITS ET DES LÉGUMES (FRUITS AND VEGETABLES)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	EVALUATIONS/ COMPETENCIES
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name and discuss different kinds of fruits and vegetable in French • Compare the different kinds of fruits we eat in Liberia to other countries • Translate words (name of fruits) 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"> ➢ Name and discuss various kinds of fruits and legumes in French ➢ Explain how fruits are important to us ➢ Show the difference between the kinds of food in Liberia and other countries ➢ Spell the different kinds of fruits we eat List places where we find fruits. 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (une orange, un citron, du raison, etc.) • Oral expression in French about the fruits we eat (eg: quel est le prix d' un citron?) • Balance diet (meals we eat part of the day) 	<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"> • Dramatize Dialogue • Role play on different kinds of fruits • Oral and written drills (boys vs girls) • Illustrating images of different fruits and food group • Group discussions • Songs/recitations • Fruits tree (draw fruits, write the name and place it on the tree) 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Kinds of fruits posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Books on different kinds of fruits • Audio <p>Text book: bon voyage</p> <p>www.collinsdictionary.com www.linguee.com www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies • Class participation (drawing/making) different kinds of fruits (boys vs girls) • Home work • Group assignment & presentations • Illustrate the different kinds of fruits and name each • Songs/ recitations • Students' demonstration

SEMESTER: ONE

GRADE: 6

PERIOD: I

TOPIC: LES NOMS (NOUNS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Initiate the act of speaking using nouns (Improve social interaction) Translate words (nouns) from French to English or English to French (oral & written) Identify and discuss basic nouns in French Classify nouns according to their groups 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> Describe and identify some basic nouns in French (people, animal & things) Initiate simple conversation with others using Nouns Translate greetings from French to English using Nouns List some nouns according to their group 	<ul style="list-style-type: none"> Learning new words (vocabulary) (une homme, une femme, une vache, un chien, un cahier etc.) Simple expressions using demonstrative adjectives & nouns (c'est un homme, c'est une 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"> Dramatize Dialogue Role play Oral and written participation <p><u>Text book: Easy French step by step</u></p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class) Bonjour Afrique book one Nouns chart Online resources <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 Assessment Strategies that will be used to measure competencies Class participation through dialogue (boys vs girls) Illustrate objects that is a noun and name each Individual & group assignments and presentation

SEMESTER: ONE

GRADE: 6

PERIOD: II

TOPIC: LES ARTICLES (DEFINIS ET INDEFINIS) (DEFINITE AND INDEFINITE ARTICLES)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & describe two major articles in French Classify the articles according to gender & number Translate words 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 and identify two major types of articles in French <p>Discuss and classify articles according to gender and number in French</p>	<ul style="list-style-type: none"> Learning new words (vocabulary) (Le, la, les, un, une, des etc.) Gender & number (masculine & feminine) (eg: le garçon, les garçon, la fille, les fille, l'homme, les hommes, l'amie, les amies 	<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"> Group discussions Role play using short conversation in French to describe the articles Dramatizing through dialogue Oral and written participation puzzles <p><u>Text book: Easy French step by step</u></p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Audio 	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> Effective communication skills Assessment Strategies that will be used to measure competencies Class participation and presentation using short conversation in French Students' demonstration through dialogue Home work Individual / group assignment and presentation

SEMESTER: ONE

GRADE: 6

PERIOD: III

TOPIC: LES ADJECTIFS DESCRIPTIFS (DESCRIPTIVE ADJECTIVES)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> Identify & describe some descriptive adjectives in French Use the adjectives into simple sentences Translate words 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 and identify some descriptive adjective in French Discuss the use of basic descriptive adjectives in French 	<ul style="list-style-type: none"> Learning new words (vocabulary) (petit, jolie, grand sale, gros etc.) Simple expressions using the adjectives (eg: Elle est grande, Il est pretit, c'est jolie avoir 	<p><u>Inclusive & Differentiated Learning</u></p> <p>Individual work or mixed group work according to abilities, gender, learning styles, etc</p> <p>Group discussions</p> <ul style="list-style-type: none"> Role play using short conversation in French using the adjectives Dramatizing through dialogue by describing a person, place or thing Oral and written participation Puzzles/games 	<ul style="list-style-type: none"> Visual dialogue (Poster to be shown to the class.) Scissors, Posters sheets, Glue, Colorful markers, pencils Audio <p><u>Text book (bonne route, easy French step by step)</u></p> <p>www.collinsdictionary.com www.linguee.com 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 with the descriptive adjectives in French (boys vs girls) Students' demonstration through dialogue Individual / group assignment and presentation Puzzles/games

SEMESTER: TWO

GRADE: 6

PERIOD: IV

TOPIC: LES SAISONS (THE SEASONS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name the seasons of Liberia • Distinguish the weather and seasons of other countries and Liberia • Translate words from French to English or English to French (oral & written) • Match proper clothing suitable for different weather 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Name the seasons of Liberia in French ➢ Tell how many seasons we have in Liberia ➢ Outline when each season starts and ends ➢ Differentiate between weather and season List the different clothing suitable for different weather and seasons 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (parapluie, saison seche, le soleil, le ciel le pantalon, la pluie, l'automne, le printemps, l'hiver, l'été etc.) • Oral expression in French (Il fait chaud, il pleut , je porte une robe, Il fait beau, mois d'automne, est-ce que c'est le mois de printemps?) 	<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"> • Dramatize Dialogue by describing different seasons • Role play • School environment tour observing the weather and tell the season • Songs/ recitations • Discussing different clothing that goes with the suitable weather/seasons • Puzzles/games 	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Weather and seasons posters • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Maps • Different clothing poster <p>Text book: Easy French step by step</p> <p>www.collinsdictionary.com www.linguee.com www.youtube.com</p>	<p><u>Expected Competencies</u></p> <ul style="list-style-type: none"> • Effective communication skills Assessment Strategies that will be used to measure competencies • Class participation unscramble words (boys vs girls) • Recitation/song • Group assignments & presentations • Matching clothing to the correct season • Illustrate different clothing to go with suitable weather and seasons

SEMESTER: TWO

GRADE: 6

PERIOD: V

TOPIC: INTERROGATIFS (INTERROGATIVE)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name and identify interrogative in French • Distinguish and discuss the use of interrogative • Translate words from French to English or English to French (oral & written) • Using appropriate verbs as relate to interrogative in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➤ Identify and describe interrogatives in French ➤ Discuss how to use interrogatives Outline some interrogative words 	<ul style="list-style-type: none"> • Learning new words (vocabulary) (où, quand, quoi, qui, quell , quelle etc.) • Oral expression in French (Où vas-tu?, qui est-la?, quel est ton nom?, quelle heure es-tu?) 	<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"> • Dramatize Dialogue • Role play • Oral and written participation • Songs/ recitations • Group discussion • Puzzles/games <p><u>Text book: Easy French step by step</u></p> <p>www.collinsdictionary.com</p> <p>www.linguee.com</p> <p>www.youtube.com</p>	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks / online resource • Audio 	<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 unscramble words (interrogative) • Recitation/song • Group assignments & presentations • Oral and written drills

SEMESTER: TWO

GRADE: 6

PERIOD: VI

TOPIC: LES VERBES AUXILIAIRE (AUXILIARY VERBS)

LEARNING OUTCOMES	OBJECTIVES	CONTENTS	ACTIVITIES	MATERIALS	COMPETENCIES ASSESSMENT
<p><u>Learners are able to:</u></p> <ul style="list-style-type: none"> • Name and identify auxiliary verbs in French • Distinguish and discuss the different types of auxiliary verbs • Translate words from French to English or English to French (oral & written) • Use appropriate subject pronoun as relate to the auxiliary verbs in French 	<p>Upon completion of this topic, learners will:</p> <ul style="list-style-type: none"> ➢ Identify and describe the auxiliary verbs in French ➢ Discuss how to use the auxiliary verbs <p>List some auxiliary verbs</p>	<ul style="list-style-type: none"> • Learning new words (vocabulary) (est, es, sommes, êtes, etc.) • Conjugation (present, past, future etc) • Oral expression in French (je suis fatigued, nous sommes au marché, tu es au cinéma) 	<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"> • Dramatize Dialogue (the use of auxiliary verbs) • Role play • Oral and written participation • Songs/ recitations • Group discussion • Puzzles/games <p><u>Text book: Easy French step by step</u></p>	<ul style="list-style-type: none"> • Visual dialogue (Poster to be shown to the class.) • Scissors, Posters sheets, Glue, • Colorful markers, pencils • Textbooks (easy French step-by-step) / online resource • Audio • Verbs chart <p>www.collinsdictionary.com www.linguee.com 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 unscramble words (auxiliary verbs) • Recitation/song • Group assignments & presentations • Oral and written drills