

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 10

### CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• Greetings and Farewells</li> <li>• Introduction of oneself, family and friends</li> <li>• The French Phonetic System (<i>French Alphabet</i>)</li> <li>• Francophone Countries, Nationalities</li> </ul>	<ol style="list-style-type: none"> <li>1. Use formal and informal greetings with peers, relatives, adults and strangers</li> <li>2. Express feelings and emotions with the verb <b>ÊTRE</b> (<i>present tense</i>)</li> <li>3. Introduce oneself and others using present tense of <b>S'APPELER</b></li> <li>4. Respond to introductions appropriately; <i>enchanté (de faire votre connaissance), etc.</i></li> <li>5. Apply the French Phonetic system to Spell and pronounce words in French</li> <li>6. Identify and locate French-speaking countries and their capitals around the world</li> <li>7. Exchange information about origin and nationality of oneself and others</li> </ol>	P. 24	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Oral Exercises</li> <li>• Dictations</li> <li>• Dialogue Completion</li> <li>• Open-ended questions</li> </ul>

3 & 4	<p><b>Back to Basics</b></p> <ul style="list-style-type: none"> <li>• <b>The Family</b> - Review Nuclear and Extended Family members, Domestic animals and numbers 0 – 100</li> <li>• <b>Physical descriptions and Personalities</b></li> <li>• <b>Ages</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Describe family relationships using possessive pronouns</li> <li>2. Indicate which pet(s) or domestic animals one has at home</li> <li>3. Use comparatives and superlatives to describe physical features (eyes, hair, height, weight) and personalities of family members</li> <li>4. State one's age and age of others</li> </ol>	P. 24	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Oral Exercises</li> <li>• Create and design a family scrapbook in the target language</li> <li>• Writing paragraphs</li> </ul>
5 & 6	<ul style="list-style-type: none"> <li>• <b>School Life</b> - Review colours, school supplies</li> <li>• modes of transportation</li> <li>• school supplies</li> <li>• school subjects</li> <li>• school facilities &amp; faculty</li> </ul>	<ol style="list-style-type: none"> <li>1. Express how one travels to and from school</li> <li>2. State which supplies one needs for each subject and quantity</li> <li>3. Express preferences regarding school subjects</li> <li>4. Describe school facilities and faculty at school</li> </ol>	P. 25	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral presentations</li> <li>• Reading Comprehension Exercises</li> <li>• Guided compositions</li> <li>• Open-ended questions</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• <b>School Routine</b> - Review numbers, days and months of the year</li> <li>- telling time</li> <li>- school schedule</li> <li>- school clubs and extra curricula activities</li> </ul>	<ol style="list-style-type: none"> <li>1. Exchange information about one's time table using time expressions and frequency adverbs</li> <li>2. Describe clubs and extracurricular activities one is engaged in at school using the <b>present tense of regular and irregular verbs</b></li> </ol>	P. 25	2 weeks	<ul style="list-style-type: none"> <li>• Oral Presentations</li> <li>• Listening Exercises</li> <li>• Reading Comprehension</li> <li>• Guided Writing</li> <li>• Create a schedule of one's activities</li> </ul>

		<ol style="list-style-type: none"> <li>Discuss various activities available at one's school</li> <li>Compare school schedules of Francophone countries and The Bahamas</li> </ol>			
9 & 10	<ul style="list-style-type: none"> <li><b>Pastimes and Hobbies</b></li> <li>- Present tense of <i>Aimer</i></li> <li>- <i>Simple Future tense of ER, verbs</i></li> </ul>	<ol style="list-style-type: none"> <li>Identify and discuss pastimes and hobbies in French that are popular among young people in French-speaking countries and The Bahamas</li> <li>Discuss pastimes one likes/dislikes and give reasons why</li> <li>Explain preferences for types of movies, music genres, etc.</li> <li>Express plans for the weekend/ future event</li> <li>Express apologies and regrets</li> </ol>	P. 28	2 weeks	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Speaking activities</li> <li>Reading Comprehension Exercises</li> <li>Writing Paragraphs</li> <li>Create a blog to talk about popular pastimes and hobbies</li> </ul>
11 & 12	<ul style="list-style-type: none"> <li><b>Sports</b></li> <li>- <i>Review sports vocabulary</i></li> </ul>	<ol style="list-style-type: none"> <li>Use the present and past and future tense of <b>JOUER A, PRACTIQUER, FAIRE DE</b> to talk about sports</li> <li>Explain which equipment is necessary for certain sports</li> <li>Discuss individual and team sports</li> <li>Explain sports preferences</li> <li>Discuss famous athlete/ sports personality</li> </ol>	P. 28	2 weeks	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Speaking activities</li> <li>Reading Comprehension Exercises</li> <li>Writing Exercises</li> <li>Present an oral or written report on famous francophone athlete</li> </ul>
13	<b>Revision and End of Term Assessment</b>				

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 10

#### EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> <li>• <b>House &amp; Home</b></li> <li>- <b>Types of Homes</b></li> <li>- <b>Parts of the House</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Describe various types of dwelling</li> <li>2. Explain where one resides, giving one's address</li> <li>3. Give directions using the imperative form of verbs</li> <li>4. Identify and describe exterior and interior parts of house (colours, size, material)</li> <li>5. Compare and contrast housing and accommodations in The Bahamas with those in France and other Francophone countries</li> </ol>	P. 26	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> <li>- Create a 'House For Sale' Poster</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li>• <b>Furniture &amp; Appliances</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and describe furniture and appliances found in each room of the house</li> <li>2. Indicate where furniture and appliances are located</li> <li>3. Illustrate use of furniture and appliances in various rooms in the house</li> </ol>	P. 26	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>

5 & 6	<ul style="list-style-type: none"> <li><b>Household Chores</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Explain household chores one likes/dislikes using <b>Aimer/Ne pas aimer + infinitive</b></li> <li>2. Describe chores done by each member of the family, using various forms of <b>ER, IR and RE verbs</b> in the present and past tenses (passé composé)</li> <li>3. State how often one did chores using the imperfect tense</li> <li>4. Give instructions on what to do around the house using the imperative form of verb</li> </ol>	P. 27	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li><b>Daily Routine</b></li> <li>- Reflexive verbs</li> <li>- review time, frequency adverbs, transition words, re-introduce present, passé composé and simple future,)</li> </ul>	<ol style="list-style-type: none"> <li>1. Say what one does each day using present tense</li> <li>2. Express past and future actions based on one's daily routine using reflexive verbs</li> <li>3. Explain preparations one makes for school/church/ party</li> </ol>	P. 23	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Oral presentation/ Create a Rap about one's daily routine</li> <li>• Writing Paragraphs</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li><b>Food and Mealtimes</b></li> </ul>	<ol style="list-style-type: none"> <li>1. State the time of day one has meals: <i>le matin, l'après-midi, le soir, la nuit</i>)</li> <li>2. Express what one eats during specific meals</li> <li>3. State foods one likes and dislikes</li> <li>4. Compare eating habits of Francophone and Bahamians</li> </ol>	P. 57	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
11 & 12	<b>Revision and End of Term Assessment</b>			2 weeks	

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 10

#### SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> <li>• <b>Seasons &amp; Weather</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Distinguish the seasons of the year</li> <li>2. Recognize weather conditions and comprehend weather forecast in French</li> <li>3. Identify clothing worn during certain seasons/weather conditions</li> <li>4. Talk about sports/activities done in specific seasons/ weather conditions</li> <li>5. Describe weather conditions in the present, past and future tenses</li> <li>6. Discuss a natural disaster</li> <li>7. Describe preparations one makes for a storm/hurricane</li> </ol>	P. 29	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li>• <b>My Island Home</b></li> <li>- <i>Places around town</i></li> <li>- <i>Vacation sites and hotels</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Talk about one's country indicating physical location and features, describing its attributes.</li> <li>2. Identify places in the city and country</li> </ol>	P. 31	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>

		<ol style="list-style-type: none"> <li>3. Discuss lodgings during vacation (<i>hotels/ guest houses, etc.</i>)</li> <li>4. Talk about Places of interest</li> </ol>			
5 & 6	<ul style="list-style-type: none"> <li>• <b>Essential Services</b></li> <li>- <i>Educational facilities</i></li> <li>- <i>Places of business/work</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and describe educational facilities and Places of business</li> <li>2. Use the present, recent past and simple future to express what one does at these places of work</li> <li>3. Compare types of shops/businesses in France and The Bahamas (opening &amp; closing times)</li> </ol>	P. 31, 51	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
7 & 8	<i>Revision and End of Year Assessment</i>				

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE II

### CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• <b>Greetings</b></li> <li>• <b>Personal Information</b></li> <li>- <i>Introductions, birthdays, age</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Exchange greetings in French</li> <li>2. Introduce oneself and others</li> <li>3. Express pleasure in meeting people</li> <li>4. Exchange information about one's name, age, and origin (Give place and date of birth)</li> <li>5. State one's home address</li> </ol>	P. 40	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Role plays/Dialogues</li> <li>• Reading Comprehension Exercises</li> <li>• Open-ended questions</li> <li>• Letter writing</li> </ul>
3 & 4	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• <b>Countries and Nationalities</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Use the present tense of the verb <i>Être</i> to state where one and others are from</li> <li>2. Locate cities and towns in Francophone countries</li> <li>3. State the nationalities of countries around the world in French</li> <li>4. Exchange information about the distance and amount of time it takes to travel from The Bahamas to a</li> </ol>	P. 40	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>- Interviews</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Sentences</li> </ul>



		francophone country and vice versa			
5 & 6	<ul style="list-style-type: none"> <li>• <b>Family</b></li> <li>- <i>Review nuclear and extended family members, numbers, physical descriptions and personality traits</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Give information about one's family members (<i>name, age, birthday, etc.</i>)</li> <li>2. Describe the physical appearance and personalities of family members</li> <li>3. Use comparatives and superlatives to compare members of the family and pets</li> </ol>	P. 40	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Sentences/ Paragraphs</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• <b>Occupation</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify professions and occupations found in The Bahamas and Francophone countries</li> <li>2. Identify and describe places of work</li> <li>3. Use present and passé composé of verb <b>ÊTRE</b>, <b>TRAVAILLER</b> to state present and past jobs</li> </ol>	P. 38	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities – Oral presentations</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li>• <b>Daily Routines</b></li> <li>- <i>Reflexive verbs in present tense and simple future</i></li> <li>- <i>Adverbs of frequency</i></li> </ul>	<ol style="list-style-type: none"> <li>5. Say what one does each day</li> <li>6. State what one does on particular days</li> <li>7. State the time of day one does Each activity</li> <li>8. Discuss daily routine for the upcoming week</li> <li>9. State how often one does certain activities</li> </ol>	P. 43	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> <li>• Create a schedule for the month</li> </ul>

11 & 12	<ul style="list-style-type: none"> <li>• <b>Pastimes and Hobbies</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify places people like to go</li> <li>2. State when and how often they go there</li> <li>3. Accept and refuse invitations to go places</li> <li>4. Express likes, dislikes and preferences about leisure activities (cinema, music, etc.)</li> <li>5. Use the verbs <b>AIMER</b>, <b>DETESTER</b>, <b>PRÉFÉRER</b> in the passé composé and imparfait to talk about past events</li> <li>6. Talk about famous actors/entertainers from French-speaking countries</li> </ol>	P. 52	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises – Create an invitation to a party</li> <li>• Narrate the main features of a film or play you enjoyed</li> </ul>
13	<i>Revision and End of Term Assessment</i>				

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 11

#### EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> <li>• <b>Clothing and Weather</b></li> <li>- Review Seasons and Weather</li> <li>- Review numbers 0 - 100</li> <li>- clothing (fit, comparisons, description, materials)</li> <li>- stores, clothes shopping</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe clothing worn during particular seasons/weather conditions</li> <li>2. Identify and describe various items of clothing and accessories (colours, fit, material/fabric)</li> <li>3. Talk about shopping and types of clothing stores and what is sold in particular stores (shoes, jewelry, etc.)</li> <li>4. State preferences and give opinions on items purchased</li> <li>5. Compare school uniforms</li> <li>6. Use various forms of the conditional tense</li> </ol>	P. 36, 37	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li>• <b>Food</b></li> <li>- Shopping at the market</li> <li>- units of measurement</li> <li>- types of restaurants</li> </ul>	<ol style="list-style-type: none"> <li>1. Talk about shopping for food - boulangerie, patisserie, marché, etc.</li> <li>2. Discuss units of measurements</li> <li>3. Compare shopping for food in France to shopping for food in The Bahamas</li> </ol>	p. 57	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>

		4. Identify various types of restaurants/ places where food and drinks are served			
5 & 6	<ul style="list-style-type: none"> <li><b>Mealtimes</b></li> <li>- <i>Eating habits</i></li> <li>- <i>The menu</i></li> <li>- <i>Cultural / Traditional meals</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Talk about and name the meals of the day</li> <li>2. Express your likes, dislikes and preferences of foods and drinks</li> <li>3. Order and pay for a meal using a menu in French</li> <li>4. Discuss eating habits in Francophone countries and The Bahamas</li> <li>5. Describe traditional meals in Francophone countries and The Bahamas</li> </ol>	P. 43, 57	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
7, 8 & 9	<ul style="list-style-type: none"> <li><b>Health &amp; Fitness</b></li> <li>- <i>Body parts</i></li> <li>- <i>Aches &amp; Pains</i></li> <li>- <i>At the Doc's office</i></li> <li>- <i>At the pharmacy</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify parts of the body; systems and organs</li> <li>2. Express aches, pains and illnesses</li> <li>3. Discuss workers in the healthcare profession</li> <li>4. Using passé composé/ imparfait recount an accident/illness and a visit to the doctor</li> <li>5. Give diagnosis and advice, indicate dosage of medication using the imperative to give affirmative and negative commands</li> </ol>	p. 56	3 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
10 & 11	<ul style="list-style-type: none"> <li><b>Wellbeing</b></li> <li>- <i>Healthy lifestyles, Giving advice</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Talk about health related situations and problems in French</li> </ol>	P. 56	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> </ul>

	- <i>Sporting (healthy) role models.</i>	<ol style="list-style-type: none"> <li>2. Discuss ailments, illness, accidents and ways of prevention.</li> <li>3. Explore healthy lifestyle choices</li> <li>4. Compare and contrast natural remedies used in Francophone countries and The Bahamas</li> </ol>			<ul style="list-style-type: none"> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
12	<b><i>Revision and End of Term Assessment</i></b>				

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 11

### SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<b>My Island Home</b> (review) <i>Parts of the city, Geographical features, island descriptions</i>	<ol style="list-style-type: none"> <li>Identify places in town</li> <li>Describe where places are located using prepositional and directional phrases</li> <li>Describe islands of The Bahamas in French, include flora and fauna</li> <li>Compare and contrast life in the city with life in the country (living in Nassau vs living in the family islands – traffic, congestion, crime, pollution).</li> <li>Discuss manmade landscapes in France and other Francophone countries (le château, le monument, L’Eurotunnel)</li> </ol>	P. 41	2 weeks	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Speaking Exercises</li> <li>Reading Comprehension Exercises</li> <li>Writing Exercises</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li><b>Travel</b></li> </ul> - <i>At the Hotel, Vacation</i> - <i>Activities, Tourism and popular destinations, mode of transportation,</i>	<ol style="list-style-type: none"> <li>Describe what to expect while travelling through an airport</li> <li>Explain in French how to travel by bus, take a taxi; locate road signs and interpret them</li> </ol>	P. 54	2 weeks	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Speaking Exercises</li> <li>Reading Comprehension Exercises</li> <li>Writing Exercises</li> </ul>

	- Review weather / seasons (passe compose tense).	<ol style="list-style-type: none"> <li>3. Relate an experience while staying at a hotel using preterite tense</li> <li>4. Express in past tense where you went and how it was on vacation, give details of activities participated in</li> <li>5. Give a detailed tour of a tourist attraction in The Bahamas in French</li> </ol>			
5 & 6	<ul style="list-style-type: none"> <li>• <b>Holidays and Festivals</b></li> </ul> <p>-Review telling the date, birthdays and holidays</p>	<ol style="list-style-type: none"> <li>1. Identify and discuss major festivals, celebrations and cultural practices in Francophone countries (Mardi Gras) and The Bahamas (Junkanoo)</li> <li>2. Describe a local festival or celebration in French using the <i>imparfait and passé composé</i></li> <li>3. Compare customs in Francophone countries with those in The Bahamas</li> </ol>		2 weeks	
7 & 8	<b>Revision and End of Year Assessment</b>				

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 12

#### CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• <b>Giving Personal Information</b></li> <li>• <b>Introductions</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Exchange formal and informal greetings in French</li> <li>2. Introduce oneself and others</li> <li>3. Express pleasure in meeting people</li> <li>4. Express regret</li> <li>5. Exchange information about one's name, age, address and origin; as well as information about one's immediate family</li> <li>6. State with whom you live</li> </ol>	P. 40	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Role play</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises – Filling forms</li> </ul>
3 & 4	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• <b>Daily Routine</b></li> <li>- <i>Reflexive verbs in the Past, Present and Future Tenses</i></li> <li>- <i>Review telling time</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Explain one's daily routine</li> <li>2. Discuss one's routine for the past week</li> <li>3. Ask and Respond to questions about what one did to prepare for school</li> <li>4. Use past tense of Reflexive verbs</li> </ol>	P. 43	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>



					<ul style="list-style-type: none"> <li>• Create a schedule of one's daily routine</li> </ul>
5 & 6	<ul style="list-style-type: none"> <li>• <b>Sports</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Compare and contrast sports played by young people in francophone countries with those in The Bahamas</li> <li>2. Use <b>ALLER + FAIRE DE, PRACTIQUER, JOUER Á</b> to indicate which sport one is going to participate in (the simple future)</li> <li>3. Discuss which sports one likes/dislikes and give reasons why</li> <li>4. List the equipment one needs for popular sports</li> </ol>	P. 28, 52	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> <li>• Give a report on sporting event that took place during the last month/ season</li> </ul>
7	<ul style="list-style-type: none"> <li>• <b>School Life:</b></li> <li>- <i>Comparing Timetables</i></li> <li>- <i>Extracurricular activities</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Compare school schedules with those of students in Hispanic countries</li> <li>2. Describe one's classes and state whether one likes/dislikes them</li> <li>3. Express how one feels about certain classes/teachers and give reasons why</li> <li>4. Discuss one's extracurricular activities in the present and past and describe one's feelings about these activities</li> </ol>	P. 44	1 week	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> <li>• Create a schedule to show one's classes and extracurricular activities</li> </ul>
8	<ul style="list-style-type: none"> <li>• <b>School Life:</b></li> <li>- <i>School of the future</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Compare colleges/ universities in Francophone countries with those in The Bahamas</li> </ol>		1 week	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Use of Technology in Schools</i></li> </ul>	<ol style="list-style-type: none"> <li>2. Compare how schools are changing around the world</li> <li>3. Discuss a technological advancement in which one has a particular interest</li> <li>4. Discuss the use of technology in francophone countries and in The Bahamas</li> </ol>			<ul style="list-style-type: none"> <li>• Reading Comprehension Exercises</li> </ul>
9 & 10	<b>Future Career Plans:</b> <ul style="list-style-type: none"> <li>- <i>Occupations</i></li> <li>- <i>Past Job Experiences</i></li> <li>- <i>Job Seeking</i></li> <li>- <i>Job Interview</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Express job possibilities for persons who speak French</li> <li>2. Identify different professions and careers and state what each job requires one to do</li> <li>3. Describe a job one did in the past</li> <li>4. Discuss employment and unemployment in one's country in French</li> <li>5. Request a job/ an interview in French</li> </ol>	P. 50	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> <li>- Fill out application forms</li> <li>- Write résumé/ curriculum vitae in French</li> </ul>
11 & 12	<b>Future Career Plans:</b> <ul style="list-style-type: none"> <li>- <i>Career choice</i></li> <li>- <i>Salaries</i></li> <li>- <i>Future Goals</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Express which career possibilities one wish to pursue</li> <li>2. Discuss places of work at home and abroad</li> <li>3. Use the Subjunctive to state possible future actions</li> <li>4. Use French to apply for a job</li> <li>5. Describe one's future plans</li> </ol>	P. 50	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking activities</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> <li>• Create a Vision Board</li> </ul>
13	<b><i>Revision and End of Term Assessment</i></b>				

# NATIONAL PACING GUIDE 2022 – 2023

## SENIOR HIGH FRENCH

### GRADE 12

#### EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> <li>• <b>Eating and Drinking</b></li> </ul> <i>- Review food Items, Table setting, Mealtimes, Describing meals</i>	<ol style="list-style-type: none"> <li>1. Discuss likes, dislikes and preferences of food and drinks</li> <li>2.</li> <li>3. Describe quality/taste of food</li> <li>4. Identify and describe utensils used to set table</li> <li>5. Compare mealtimes in France with those in The Bahamas</li> </ol>	P. 57	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li>• <b>At the Restaurant</b></li> </ul> <i>-Describing meals -Following a recipe -Use formal and negative commands</i>	<ol style="list-style-type: none"> <li>1. Make a restaurant reservation</li> <li>2. Order a meal using <b><i>J'aimerais, Je voudrais</i></b></li> <li>3. Make a complaint</li> <li>4. Prepare a recipe using infinitives</li> <li>5. Compare and contrast French and Bahamian dishes</li> </ol>	P. 57	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>

5 & 6	<ul style="list-style-type: none"> <li>• <b>Hometown and Geographical Surroundings</b></li> <li>- Review Weather/ Seasons</li> <li>- Geographical Surroundings</li> <li>- Natural Disasters</li> <li>- Environmental issues and impact (pollution, recycling, poaching, contamination)</li> </ul>	<ol style="list-style-type: none"> <li>1. Recognize and memorize vocabulary for animals and related to nature</li> <li>2. Express opinions about preparing for the hurricane season</li> <li>3. Discuss the role weather plays in an accident</li> <li>4. Describe environmental issues and impact (pollution, recycling, poaching, contamination)</li> <li>5. Use the future tense and present subjunctive, to state what one will do to care for the environment.</li> <li>6. Give opinions using phrases like: Je connais, le pire c'est, Il est important que, C'est essential, A mon avis, Ce qui est bien c'est que, Le mieux c'est que, la mauvaise chose est...</li> </ol>	P. 36, 58	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• <b>Tourism and Travel</b></li> <li>- <i>(Review) Vacation</i></li> <li>- <i>Package advertisements</i></li> <li>- <i>Emergency Situations; Accident, Robbery, Fire, Getting Lost Giving directions, Lost luggage/possessions/ people</i></li> </ul>	<ol style="list-style-type: none"> <li>1. State how one spent summer vacation last year, using the passé composé and imperfect tense</li> <li>2. Report an accident/ robbery using French</li> <li>3. Discuss what one would do in an emergency situation, using the future tense</li> </ol>	P. 54	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Speaking Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Writing Exercises</li> </ul>

		4. Describe a time when one got lost while touring a city on vacation			
9 & 10	<ul style="list-style-type: none"> <li><b>Holidays, Festivals and Special Occasions</b></li> </ul> <p><i>-Revisit French names, Place of birth, nationalities, dates, telling time</i></p>	<ol style="list-style-type: none"> <li>Describe national pastimes during special occasions and holidays</li> <li>Describe what one did on one's last birthday/ last Christmas vacation</li> <li>Describe national costume (color, material, etc.)</li> <li>Discuss important historical events in the Francophone world, using the preterite and imperfect tense</li> </ol>	P. 53	2 weeks	<ul style="list-style-type: none"> <li>Listening Comprehension</li> <li>Speaking Exercises</li> <li>Reading Comprehension Exercises</li> <li>Writing Exercises</li> </ul>
11 & 12	<b>Revision and End of Year Assessment</b>				

**NATIONAL PACING GUIDE 2022 – 2023**

**SENIOR HIGH FRENCH**

**GRADE 12**

**SUMMER TERM**

**TOPIC/CONCEPT**

**PRACTICALS AND PREPARATION FOR BGCSE EXAMS**