



COMMONWEALTH OF THE BAHAMAS

**THE MINISTRY OF EDUCATION
AND TECHNICAL AND VOCATIONAL TRAINING**

CURRICULUM AND INSTRUCTION DIVISION

**FRENCH JUNIOR HIGH
NATIONAL PACING GUIDE**

2024 – 2025

GRADES 7 - 9



**HUMANITIES
SECTION**

NATIONAL PACING GUIDE 2024 – 2025

JUNIOR HIGH FRENCH

GRADE 7

CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1	<ul style="list-style-type: none">• Basic Greetings• The Importance of Learning French	<ol style="list-style-type: none">1. Greet teacher and classmates in French2. List reasons one should learn French	P. 26	1 week	<ul style="list-style-type: none">• Listening Exercises• Oral Exercises• Open-ended questions
2	<input type="checkbox"/> Classroom Commands and Phrases	<ol style="list-style-type: none">1. Give commands, make requests and respond to them	P. 25	1 week	<ul style="list-style-type: none">• Listening Exercises <input type="checkbox"/>• Reading Comprehension Exercises• Oral Exercises

6	<ul style="list-style-type: none"> • French Greetings and Farewells • French Names and Titles 	<ol style="list-style-type: none"> 1. Exchange formal and informal greetings 2. Introduce oneself and others 3. Express French names and titles 	P. 26	1 week	<ul style="list-style-type: none"> • Oral Presentations • Role play • Listening Exercises • Reading Comprehension • Sentence completion
7 & 8	<input type="checkbox"/> The Family Names of Family members Age	<ol style="list-style-type: none"> 1. Recite numbers 0 - 60 2. Identify members of the family 3. Use the possessive adjective to show relationship 4. Ask and state one's age and age of others 	P. 26, 29	1 week	<ul style="list-style-type: none"> • Listening Comprehension Exercises • Open-ended questions • Sentence completion
9 & 10	<input type="checkbox"/> Telling Dates Birthdays Special Days and Festivities	<ol style="list-style-type: none"> 1. Recite days of the week and months of the year 2. Express dates, such as birthdays and other important dates 	P. 29	1 week	<ul style="list-style-type: none"> • Match Hispanic holidays and dates • Create a French Calendar • Oral presentations <input type="checkbox"/> Role play
		<ol style="list-style-type: none"> 3. Describe Francophone holidays, special events and festivities 			<input type="checkbox"/> Create a Greeting card for a special event
11	<input type="checkbox"/> Feelings and Emotions	<ol style="list-style-type: none"> 1. Express feelings and emotions using Verbs AVOIR, ÊTRE in the present tense 2. Describe one's physical condition 	P. 32	1 week	<ul style="list-style-type: none"> • Listening Exercises • Reading Comprehension Exercises • Dialogue completion • Open-ended questions

12	<ul style="list-style-type: none"> • Basic Pets • Colours and Sizes 	<ol style="list-style-type: none"> 1. Identify names of Basic pets/ animals 2. Describe colours and sizes of basic animals 	P. 26	1 week	<ul style="list-style-type: none"> • Listening Exercises • Reading Comprehension Exercises □ Oral Presentations □ Role plays
13	<i>Revision and End of Term Assessment</i>				

NATIONAL PACING GUIDE 2024 – 2025

JUNIOR HIGH FRENCH

GRADE 7

EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> • Numbers • Mathematical signs • Telephone numbers <p><i>- Review numbers 0 – 31, telling age and family members</i></p>	<ol style="list-style-type: none"> 1. Recite and identify numbers in French 0 - 100 2. Express telephone numbers, the French and English/Bahamian way 3. Solve simple mathematical problems 4. Use the verb Avoir to tell one's age and give the age of others 	P. 29	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Reading Comprehension Exercises • Oral Exercises • Dialogue completion • Open-ended questions
3 & 4	<p>☐ The French Calendar</p> <p><i>- Review days of the week, months of the year, giving dates, birthdays</i></p>	<ol style="list-style-type: none"> 1. Discuss festivals, traditions of both Francophone countries and The Bahamas 2. Express dates when festivals and traditions are celebrated 3. Distinguish similarities and differences in celebrations in Francophone and local culture 	P. 29	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • speaking Exercises • Dialogue completion • Open-ended questions • Reading comprehension exercises

5 & 6	<p>□ Address: Stating where one lives</p> <p>- introduce basic colours, present tense of verb 'habiter'</p>	<ol style="list-style-type: none"> 1. Use the verb habiter to state where one and others live, e.g. I live on Carmichael Road, she lives in South Beach, my grandmother lives in Exuma 2. Express where one lives giving street address and 3. house number 4. Give directions- East, North, South, West Use Basic colors to describe house (<i>ma maison est verte et blanche</i>) 5. State with whom one lives 		2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises • Dialogue completion • Reading comprehension exercises • Open-ended questions
7	<p>□ Modes of Transportation</p>	<ol style="list-style-type: none"> 1. Identify the means of transportation State 2. how one comes/goes to school State who carries them to school Use the present tense 4. forms of the verbs Venir, Aller 	P. 34	1 week	<ul style="list-style-type: none"> • Listening Exercises • Reading Comprehension Exercises • Oral Presentations - Role play/ Dialogue • Guided compositions

8	<p>☐ School Supplies</p> <p>- <i>Classroom Objects</i></p>	<ol style="list-style-type: none"> 1. Identify and name supplies one needs for school 2. Describe objects in the classroom and state where they are located 	P. 34	1 week	
		<ol style="list-style-type: none"> 3. Express the quantity of objects (<i>revisit numbers 0 – 100</i>) 4. State the cost of school supplies 			
9 & 10	<ul style="list-style-type: none"> • School Facilities (<i>sections of the School</i>) • School Personnel 	<ol style="list-style-type: none"> 1. Identify buildings and places around the school 2. Identify persons around the school 3. Describe physical characteristics and personality of school personnel Describe the whereabouts of people and places in the school 4. Describe the whereabouts of people and places in the school 	P. 35	2 weeks	<ul style="list-style-type: none"> • Oral presentations • Reading Comprehension Exercises • Guided compositions • Open-ended questions
11 & 12	<p>☐ School Subjects</p> <p>- <i>Opinions and Preferences</i></p>	<ol style="list-style-type: none"> 1. List school subjects one studies 2. Express likes, dislikes and preferences 3. Describe classes State one's favourite class 	P. 34	2 weeks	<ul style="list-style-type: none"> • Design school timetable • Listening Exercises • Guided Writing • Open-ended questions • Oral presentation

13	<i>Revision and End of Term Assessment</i>				
----	--	--	--	--	--

NATIONAL PACING GUIDE 2024 – 2025
JUNIOR HIGH FRENCH
GRADE 7
SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p>□ Time and School Schedule</p> <p><i>-Introduce adverbs of time (souvent, jamais)</i> <i>-time expressions (aujourd’hui, demain)</i> <i>-Use present, simple future</i></p>	<ol style="list-style-type: none"> 1. State and express time in French by the hour, with minutes past the hour and minutes to the hour 2. Design and describe school timetable 3. Express time for classes 	P. 35	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Reading Comprehension Exercises • Oral presentations • Guided compositions

3 & 4	<ul style="list-style-type: none"> • School Clubs and Activities • School Sports 	<ol style="list-style-type: none"> 1. Express likes and dislikes 2. Identify different sports and activities one participates in at school and state reasons why one may like or dislike them 3. State day and time one has a club or activity 4. State what one does in the club, using regular ER. IR and RE verbs 	P. 36	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Reading Comprehension Exercises • Oral presentations • Guided compositions
5 & 6	<p>□ Daily Routine</p> <p><i>-introduce body parts(les cheveux, les dents)</i></p>	<ol style="list-style-type: none"> 1. State one's daily routine using the present tense of common reflexive verbs <i>se lever, se brosser, s'habiller, etc.</i> 2. Identify subject and object pronouns 	P. 36	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Oral Presentations • Guided compositions • Open-ended questions
7	Revision and End of Year Assessment				

2	Back to Basics <input type="checkbox"/> Family Members	<ol style="list-style-type: none"> 1. Identify members of the family (nuclear and extended) Describe 2. family relationships using demonstrative and possessive adjectives Relate personal 3. information about family members; name, age, birthday, marital status 	P. 42	1 week	<ul style="list-style-type: none"> • Oral Presentation • Listening Exercises • Reading Comprehension • Guided Writing • Create a Family Tree/ Scrapbook about family
3 & 4	<input type="checkbox"/> Physical Descriptions and Personality Traits	<ol style="list-style-type: none"> 1. Label the parts of the body 2. Describe family members' Physical appearance and personality 3. Make comparisons using <i>plus... que, moins...que</i> 	P. 42, 46, 58	2 weeks	<ul style="list-style-type: none"> • Speaking Exercises • Listening Exercises • Reading Comprehension • Create a poster describing a missing family member

5 & 6	☐ Professions and Careers	<ol style="list-style-type: none"> 1. Identify various professions 2. State professions of members of one's family 3. Use present tense of ÊTRE, ALLER, FAIRE, TRAVAILLER 4. Describe what people do in various professions; use present tense of regular ER, IR, & RE 	P. 54	2 weeks	<ul style="list-style-type: none"> • Role- play • Listening Comprehension • Reading Comprehension • Writing • Sentences/Paragraphs
7 & 8	☐ Future Careers	<ol style="list-style-type: none"> 1. Tell what type of profession/career one and others would like to pursue and why 2. Express desire using conditional tense of VOULOIR 3. Use <i>Aller + infinitive (immediate future)</i> 	P. 54	2 weeks	<ul style="list-style-type: none"> • Role- play • Listening Comprehension • Reading Comprehension • Writing • Sentences/Paragraphs
9 & 10	☐ Food and Beverages: Identify various foods Specialty Shops	<ol style="list-style-type: none"> 1. Identify foods and drinks in French 2. Express which foods one likes and dislikes 3. Distinguish which specialty shop one would 	P. 49	2 weeks	<ul style="list-style-type: none"> • Role- play • Listening Comprehension • Reading Comprehension • Make a shopping list • Create signs for shops

	<p>- Shopping for Fruits and Vegetables <i>Review numbers</i></p>	<p>4. go to purchase certain foods/drink Request specific fruits/vegetables one wishes to purchase and how many</p>	p. 44		
11 & 12	<p><input type="checkbox"/> Food and Beverages: Mealtimes - Time past the hour <i>(Review telling time)</i></p>	<p>1. Identify mealtimes 2. Indicate where one would have specific meals (<i>À la maison, au café, au restaurant</i>) 3. Express time one would eat certain meals 4. Describe what foods one would normally have for different meal</p>	P. 44, 49	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises <ul style="list-style-type: none"> - Order food at a restaurant <input type="checkbox"/> Reading Comprehension Exercises Guided Writing <input type="checkbox"/>
13	<p>Revision and End of Term Assessment</p>				

NATIONAL PACING GUIDE 2024 – 2025

JUNIOR HIGH FRENCH

GRADE 8

EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	☐ Seasons and Weather Conditions	<ol style="list-style-type: none"> 1. Identify the seasons of the year and weather conditions 2. State which season one likes/dislikes 3. Describe what the weather is like using the present tense 4. State what the weather was like yesterday/last week using past tense 5. (<i>basic imperfect tense</i>) Describe geographical surroundings 6. Compare the weather conditions in The Bahamas to that in various Francophone countries 	P. 33, 47	2 weeks	<ul style="list-style-type: none"> • Oral Presentation • Listening Exercises • Reading Comprehension • Guided Writing
3, 4 & 5	☐ Sports	<ol style="list-style-type: none"> 1. Identify various Indoor/Outdoor Sports 2. Use the verbs Faire and Jouer to talk about sports one plays 	P. 53	3 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing

		<ol style="list-style-type: none"> 3. State which sports one likes, dislikes, hates and loves 4. Describe how often one plays a sport 5. Talk about sports played in different seasons and weather conditions using <i>passé composé</i> 6. Identify Sporting Equipment needed for various sports 			
6 & 7	<input type="checkbox"/> Hobbies and Pastimes	<ol style="list-style-type: none"> 1. Identify Hobbies and Pastimes 2. Revisit Places in Town 3. Discuss what one likes, loves, dislikes, and hates doing 4. State things one does during various seasons 5. Use the <i>Present tense/Passé compose</i> of regular ER, IR and RE verbs to talk about indoor and outdoor activities 	P.53	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing

8 & 9	<p>☐ Clothing</p> <p><i>-Review colours, numbers, weather conditions</i></p>	<ol style="list-style-type: none"> 1. Identify and describe items of clothing (colour, fabric/pattern, size) 2. Use the verbs Mettre and Porter to state what one wears and what one wore in the past, <i>using</i> 	P. 47, 77		<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing
		<p><i>present, passé compose and imperfect tense</i></p> <ol style="list-style-type: none"> 3. Identify clothing and accessories worn in different seasons, weather conditions and various outings 4. Talk about shopping for clothing, stating preferences and giving opinions 5. Discuss French Fashion 			

10 & 11	<ul style="list-style-type: none"> • Dwelling Places • Parts of the House 	<ol style="list-style-type: none"> 1. Identify types of Dwellings, e.g. apartment, house 2. Describe locations where one resides; in the mountains, near the beach - <i>J'habite dans une maison au bord de la mer</i> 3. Use the verb habiter in the present and imperfect tense to state where one lives/used to live 4. Discuss the number of levels a house has (one/two storey, basement, attic) 5. Identify exterior and interior parts of the house 	P.48	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing
12	<i>Revision and End of Term Assessment</i>				

NATIONAL PACING GUIDE 2024 – 2025

JUNIOR HIGH FRENCH

GRADE 8

SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
------	---------------	--------------	------------------	-----------	------------

1 & 2	<input type="checkbox"/> Rooms in the House	<ol style="list-style-type: none"> 1. Identify and name rooms of the house in French 2. Indicate the use of each room in the house and what one does in each room; <i>je fais la cuisine dans la cuisine, etc.</i> 3. Describe home (color, building material block/wood). 4. Describe one's home or one's dream home 	P. 48	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing
3 & 4	<input type="checkbox"/> Furniture and Appliances in the Home	<ol style="list-style-type: none"> 1. Name basic furniture and appliances found in the home 2. Describe where items are located using prepositional phrases 3. Describe furniture and appliances 	P. 48	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Role play • Reading Comprehension • Guided Writing
5 & 6	<input type="checkbox"/> Table Settings and Dining Etiquette	<ol style="list-style-type: none"> 1. Identify tableware and items in the dining room 2. State which utensils are used for each meal 	P. 48	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension
		<ol style="list-style-type: none"> 3. Use expressions in French to indicate pleasure/displeasure with meals. 4. Compare and contrast meals in a formal restaurant with meals at 			<input type="checkbox"/> Guided Writing

		home			
7	<i>Revision and End of Year Assessment</i>				

NATIONAL PACING GUIDE 2024 – 2025
JUNIOR HIGH FRENCH

GRADE 9

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"> • Greetings □ Personal Information • House and Home 	<ol style="list-style-type: none"> 1. Exchange greetings Ask 2. and Respond to personal questions about oneself (name, age, birthday, telephone number, address) 3. Identify parts of the house (exterior and interior) and furniture in the house 4. Describe leisure activities one does at home 	P. 43	2 weeks	<ul style="list-style-type: none"> • Listening and Speaking Exercises • Reading Comprehension • Writing Sentences/Paragraphs • Open-ended questions • Draw a house plan and label rooms in French
3 & 4	<ul style="list-style-type: none"> □ Household Chores - <i>Present, Past and Future</i> 	<ol style="list-style-type: none"> 1. State what one does to help around the house 2. Indicate who is responsible for various chores 3. Indicate how often one does chores 4. Express what one did last week and what one will do next week (<i>passé compose and simple future</i>) 	P. 43, 45	2 weeks	<ul style="list-style-type: none"> • Listening Exercise • Speaking Exercises • Reading Comprehension • Writing Sentences/Paragraphs • Create a Chart to show the various Chores and who is responsible for doing it

5 & 6	<input type="checkbox"/> Daily Routines Review Telling Time Reflexive verbs	<ol style="list-style-type: none"> 1. Identify daily routines 2. Describe ones daily routine using the present tense of reflexive verbs, <i>Se lever, se brosser, s'habiller, etc.</i> 3. Indicate the time one does daily activities 4. State how often one used to do something using the past tense (passé compose and imperfect tense) 	P. 43, 59	2 weeks	<ul style="list-style-type: none"> • Listening Exercise • Speaking Exercises • Reading Comprehension • Writing • Sentences/Paragraphs • Create a Schedule of Daily Activities
7 & 8	<input type="checkbox"/> Making Travel Plans: Making Reservations; Booking flight and hotel Review <i>Frenchspeaking countries</i>	<ol style="list-style-type: none"> 1. Use the simple future tense to state where one wishes to travel and when 2. Identify modes of transportation Make reservations by telephone (<i>simple future and conditional tenses</i>) 3. reservations by telephone (<i>simple future and conditional tenses</i>) 4. Inquire the cost of tickets and hotel room 5. Describe ones ideal vacation 	P. 52, 69	2 weeks	<ul style="list-style-type: none"> • Listening Exercise • Speaking Exercises Role play a conversation with travel agent Oral Presentation • Reading Comprehension • Writing Exercises • Create a brochure for vacation spots in Francophone countries
9 & 10	<input type="checkbox"/> Making Travel Plans: Packing for a Trip Lodging	<ol style="list-style-type: none"> 1. Identify items one needs when travelling 2. State with whom one is travelling 3. 	P. 52	2 weeks	<ul style="list-style-type: none"> • Listening Exercise • Speaking Exercises • Reading Comprehension • Writing • Sentences/Paragraphs

		Identify various vacation accommodations			
		4. Describe where one will be staying (<i>simple future</i>)			
11 & 12	<input type="checkbox"/> At the Airport - Customs - Lost and Found - Currency Exchange	1. Name places at the airport 2. Ask and give directions 3. Inquire about changing currency at the airport 4. Make purchase of souvenirs at the airport 5. Declare lost luggage and describe it	P. 65, 69	2 weeks	<ul style="list-style-type: none"> • Listen to airport announcements in the target language • Speaking Exercises • Reading Comprehension • Writing Sentences/Paragraphs - Fill out a Customs form in French
13	<i>Revision and End of Term Assessment</i>				

NATIONAL PACING GUIDE 2024 – 2025

JUNIOR HIGH FRENCH

GRADE 9

EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<input type="checkbox"/> Lodging and Tourism Industry <ul style="list-style-type: none">- Simple future- Leisure activities	<ol style="list-style-type: none">1. Describe hotel/lodging2. Make reservations3. Talk about incidents (accident/robbery) that occur while travelling4. Use the simple future to talk about what one plans to do while travelling5. Describe places of interest	P. 69	2 weeks	<ul style="list-style-type: none">• Listening Exercises• Speaking Exercises/ Oral presentations• Reading Comprehension• Guided Writing- Create an itinerary for visiting guests

3 & 4	☐ Places around Town	<ol style="list-style-type: none"> 1. Identify places in the community 2. Use the present, future and past tenses of the verb Aller to talk about where one likes to go. 3. Give directions in French using prepositional and directional phrases Ask for and follow directions 4. Give directions in French using prepositional and directional phrases Ask for and follow directions 	P. 65	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Role Play • Reading Comprehension • Guided Writing
5 & 6	☐ Parts of the Body	<ol style="list-style-type: none"> 1. Identify and name parts of the face, head and body 2. Use the imperative forms of ER verbs 3. State emotional and Physical conditions 4. Describe what hurts 	P. 30, 46	2 weeks	<ul style="list-style-type: none"> • Listening exercises • Speaking Exercises • Reading comprehension exercises • Guided compositions • Create facial masks and describe them
7 & 8	<ul style="list-style-type: none"> • At the Doctor's Office • At the Pharmacy 	<ol style="list-style-type: none"> 1. Use Avoir expressions to state how one feels Use 2. the passé compose and the imperfect tense to describe what happened to cause illness/accident 3. Describe symptoms 4. Ask for medication for various ailments 5. Discuss health issues 	P. 68, 74	2 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing

9, 10 & 11	☐ Food and Beverages	<ol style="list-style-type: none"> 1. Identify various foods and drinks in French 2. Describe groups of food from the food Pyramid 3. Express one's likes, dislikes and preferences 4. Discuss mealtimes 5. Explore types of Eating Places and types of cuisine 6. Order and pay for food in a restaurant 7. Compare and contrast French cuisine 	P. 49, 66, 73	3 weeks	<ul style="list-style-type: none"> • Listening Exercises • Speaking Exercises/ Oral presentations • Reading Comprehension • Guided Writing - Create a recipe
12	<i>Revision and End of Term Assessment</i>				

NATIONAL PACING GUIDE 2024 – 2025

JUNIOR HIGH FRENCH

GRADE 9

SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
------	---------------	--------------	------------------	-----------	------------

1	Review and End of Year Examinations				
2-5	Practice and Revision of Past BJC Papers				
6-7	BJC EXAMS				