

COMMONWEALTH OF THE BAHAMAS
MINISTRY OF EDUCATION



FRENCH
CURRICULUM GUIDELINES
Grades 10 – 12

DEPARTMENT OF EDUCATION
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Message from the Minister

A curriculum is considered the “heart” of any learning institution, which means that schools or universities cannot exist without a curriculum. With its importance in formal education, curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school, but in society as well”

(Bilbao et al., 2008).

I have always believed in the transformative power of education, particularly in a developing country, and I strongly support the government's commitment to sustainable development in education. Indeed, because of the role of the curriculum in the provision of quality education, I am honoured to sanction and present revised national curricula in several disciplines. Each curriculum document was developed by a team of intelligent, innovative and diligent education officers, who received invaluable input from teachers and lecturers; students and parents; as well as private and public stakeholders.

In keeping with the changing demands of education and life in the twenty-first century, revised curricula have moved away from a content-based, knowledge-focused approach. The new documents focus on higher-order thinking skills; cross-curricula understanding; collaboration; creativity and real world problem solving. With a view to strengthening national development activities, the new curriculum documents accommodate the United Nation's Sustainable Development Goals (SGAs), ensuring that at each grade level there are clear processes and procedures which allow teachers to align instructional strategies and classroom-based assessments to agreed international standards and benchmarks.

The publication, dissemination and successful implementation of these curriculum guidelines will further unite us in our efforts to create citizens of character, who are committed to life-long learning and who are always willing to serve.

To the education officers, subject specialists and teachers, who are devoted to transforming the lives of students throughout The Bahamas, thank you for your continued contributions to the building of our country!

Hon. Jerome K. Fitzgerald

May 2017

Minister of Education, Science and Technology

Ministry of Education Mission Statement

The Mission of the Ministry/Department is to provide opportunities for all persons in The Bahamas to receive the education and training that will equip them with the necessary beliefs, attitudes, knowledge and skills required for work and life in an interdependent, ever changing world.

Modern Languages Unit:

Vision

We envision a Bahamas where students are linguistically, culturally and technologically equipped to communicate successfully in the target language, which will inspire a life-long interest in and develop an appreciation for diverse cultures, thereby creating windows of opportunity in our global village.

Mission Statement

To ensure student proficiency in the target language we will continue to enhance the learning environment by providing relevant curricula, producing indigenous materials and facilitating teacher development programs.

Belief Statement

We believe:

1. Skills in more than one language are necessary for global communication and 21st century citizenship.
2. Proficiency in a foreign language enhances self-confidence, improves one's sense of academic achievement, heightens creativity and sharpens mental flexibility.
3. Foreign language Instruction provides students with an improved awareness of their own language and culture.
4. Language and culture are inseparable and are best taught in an integrated manner
5. Foreign language programs guide students into an increased awareness and appreciation of their traditions, customs, and values as well as those of Hispanic and Francophone countries.
6. Best teaching practices will enhance learning opportunities, increase motivation and reduce performance anxiety
7. Competence in foreign languages broadens one's advancement in the global marketplace.

Rationale

The reality of globalization has put The Bahamas in a position where, to survive economically, it has to be able to compete internationally. Our unique location places us in an enviable position at the crossroads between Europe and the Americas, including The Caribbean. Our geographical proximity to these diverse countries demands that, for survival, we forge social, economic and political partnerships with bodies such as CARICOM, WTO, NAFTA, FTAA, and OAS. It is incumbent upon all educators to prepare students for the multi-lingual world if they want to compete in any arena. Effective communication is of paramount importance as it is at the heart of the human experience.

To be linguistically-challenged at this time in our development is not an option. The Bahamas has come to realize that Spanish is the predominant second language in our region, followed by French. It is therefore imperative that we develop language competency in Spanish and French as we develop our economy in tourism, international banking, trade and investment and other industries.

In order to keep pace with these changing times, the Modern Languages Unit in the Curriculum Section of the Department of Education has revised the French curricula.

These revised curricula will promote levels of attainments in the four language domains: listening, speaking, reading, and writing, as our students prepare for the national examinations. In so doing, we will be well on our way to becoming a multi-lingual nation. The new thrust is on communicative objectives in authentic situations, as opposed to topics in isolation. Teaching strategies must incorporate functional language skills. The curricula must cater to the diverse needs of students and are therefore, student-centered. These integrated curricula reinforce links with other disciplines and promote an appreciation for cultural diversity.

It is hoped that students will develop a positive attitude towards foreign language-learning, and in the process develop a greater measure of their true potential as life-long learners.

A GUIDE TO TEACHING FROM THE DOCUMENT

Points to consider:

- The document is flexible. It is not exhaustive and should be adapted to meet students' needs. Level 1 pertains to Grade 7 where French is usually introduced in government schools. However level 1 is applicable to other grades as needed.
- This revised document includes topics which are affiliated with the relevant communicative objectives. This makes use of the communicative objectives more effective. More than one communicative objective may be affiliated with the same topic(s). Therefore no suggested sequence for the teaching of the communicative objectives is provided. In addition, more than one topic may be affiliated with one communicative objective. In such cases the suggested activities will not necessarily incorporate all of the topics.
- Instructional strategies must be designed for the diverse needs of students.
- Teachers must familiarize themselves with the **Standards** and **Scope and Sequence** for the attainment levels.
- Sub-Goals 1.1 – 1.4 are not intended to be taught separately. They should be integrated in all communicative objectives. These Sub-Goals will not be presented at each level of the Scope of Work. Where they do appear, they are examples and content may overlap with other areas of the Scope of Work.
- It is possible to attain more than one Sub-Goal and its standard with one topic.
- The combination of Sub-Goals determines the level of proficiency
- Once the communicative objectives have been decided, teachers can refer to the Scope of Work for suggested vocabulary, structures, activities, assessment and resources. Teachers must beware of unnecessary repetition and adapt to meet the needs of the students.
- Culture must be integrated.
- Interdisciplinary links, including integrated technology, must be fostered.
- An Assessment Weighting Guide is included in the appendices.

Feeder schools should provide receiving schools with accurate information regarding students' attainment levels.

Incidental teaching is not reflected in the Scope of Work. From the Scope and Sequence, teachers can determine when these teachable moments occur, across the levels, and needs to be addressed.

A NOTE ABOUT DEVELOPING THE FOUR LINGUISTIC SKILLS

The **FOUR Linguistic Skills** should be integrated in the communicative objectives so that students can develop varying levels of proficiency and critical thinking skills in the target language.

1. Speaking

Students should be able to:

Communicate effectively in the target language

- using appropriate vocabulary and phrases
- using idioms and responses in a variety of situations to express thoughts, ideas and opinions at all levels

2. Listening

Students should be able to:

Develop their listening comprehension skills in the target language in order to:

- make selections
- identify specific objects
- recognize different points of view
- assimilate information and draw conclusions

3. Reading

Students should be able to:

- Read orally and for comprehension
- Identify main points and extract details and information
- Analyze thoughts and ideas
- Summarize information
- Make comparisons, deductions and inferences
- Identify and present different points of view

4. Writing

Students should be able to:

- Communicate using a variety of genres (words, phrases, forms and questionnaires, sentences, paragraphs and compositions) in the target language at all levels

DEFINITION OF TERMS

This document has several vital components. They are: the **Over-arching Goal**, **Sub-Goals**, **Standards**, **Scope and Sequence**, **Scope of Work** and the **Appendices**.

Over-arching Goal:

Defines the ultimate outcome of foreign language learning. It outlines the intended purpose of the curriculum document.

Sub-Goals:

Form the major contextual framework for foreign language teaching: linguistic, interpersonal, environmental and cultural aspects.

Standards:

Show the progressive attainment level. They define what students should know and be able to do upon completion of specific levels of instruction.

Scope and Sequence:

Is a map outlining the progression of the communicative objectives and presenting subject content to be accomplished at the end of each level / academic year. Scope refers to the content to be taught; sequence refers to the order in which the content should be taught.

Incidental Teaching:

Refers to impromptu instruction that meets the immediate needs of students.

Scope of Work:

Develops each communicative objective with suggested content, activities, assessment and resources to facilitate and enhance the teaching/learning process.

OVER-ARCHING GOALS AND SUB-GOALS

OVER-ARCHING GOAL

Communicating in French using the listening, speaking, reading and writing skills in a cultural context and within the grammatical framework of the French language

SUB-GOALS

1. Using the conventions of the spoken and written language, and critical thinking skills
2. Establishing relationships and providing information about oneself and others
3. Seeking and responding to information about the world around them
4. Expressing feelings, emotions and opinions
5. Exploring cultural practices and perspectives

Sub-Goal I

Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

Standard 1 - Grade 7 / Level 1

Students will be able to exchange very basic spoken and written information, using memorized single words or short familiar phrases and visual cues.

Standard 2 - Grade 8 / Level 2

Students will be able to produce and respond to short, simple phrases and sentences using familiar vocabulary and structures, but sometimes substituting vocabulary or simple idioms.

Standard 3 - Grade 9 / Level 3

Students will be able to engage in original and spontaneous oral and written communication demonstrating skills in comprehension of short texts and dialogues, and a manipulation of grammar and vocabulary.

Standard 4 - Grades 10 & 11 / Levels 4 & 5

Students will be able to demonstrate greater proficiency in the target language by completing extended written and oral tasks: *describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.*

Standard 5 - Grade 12 / Level 6

Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

Sub-Goal 2

Establishing Relationships and / or Providing Information About Oneself and Others

Standard 1 - Grade 7 / Level 1

Students will be able to ask and answer very basic routine questions and make and respond to basic requests and commands.

Standard 2 - Grade 8 / Level 2

Students will be able to produce and respond to brief, familiar statements and questions.

Standard 3 - Grade 9 / Level 3

Students will be able to engage in exchanges using level appropriate vocabulary and structures to describe/ narrate actions and events.

Standard 4 - Grades 10 & 11 / Levels 4 & 5

Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

Standard 5 - Grade 12 / Level 6

Students will be able to apply knowledge and skills to respond to and relate extended oral and written communication.

Sub-Goal 3

Seeking and Responding to Information About the World Around Them

Standard 1 - Grade 7 / Level 1

Students will be able to identify conditions within their physical environment and make simple declarations

Standard 2 - Grade 8 / Level 2

Students will be able to ask general questions and relate basic information about their immediate environment

Standard 3 - Grade 9 / Level 3

Students will be able to demonstrate a greater level of accuracy when using structures to communicate information about their immediate world and daily activities

Standard 4 - Grades 10 & 11 / Levels 4 & 5

Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

Standard 5 - Grade 12 / Level 6

Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences

Sub-Goal 4

Expressing Feelings, Emotions and Opinions

Standard 1 - Grade 7 / Level 1

Students will be able to use very basic verbal and non-verbal cues to interpret and express pleasure, displeasure and others conditions and feelings.

Standard 2 - Grade 8 / Level 2

Students will be able to describe feelings and relate preferences using basic structures.

Standard 3 - Grade 9 / Level 3

Students will be able to produce spontaneous exchanges and express in writing, opinions, preferences, desires and conditions.

Standard 4 - Grade 10 & 11 / Levels 4 & 5

Students will be able to express and support facts and opinions, orally and in writing using more complex structures.

Standard 5 - Grade 12 / Level 6

Students will be able to demonstrate a high level of proficiency using a full range of vocabulary and structures to discuss various points of view.

Sub-Goal 5

Exploring Cultural Practices and Perspectives

Standard 1 - Grade 7 / Level 1

Students will be able to identify Francophone regions, countries and major cities, including their respective customs and traditions.

Standard 2 - Grade 8 / Level 2

Students will be able to demonstrate an understanding of cultural similarities and differences.

Standard 3 - Grade 9 / Level 3

Students will be able to explore and discuss the impact of Francophone culture.

Standard 4 - Grades 10 & 11 / Levels 4 & 5

Students will be able to examine literary materials and discuss traditions within Francophone communities.

Standard 5 - Grade 12 / Level 6

Students will be able to demonstrate an appreciation of distinctive viewpoints through the study of a foreign language.

SCOPE AND SEQUENCE

Grades 10 to 12

SCOPE AND SEQUENCE

- Key:**
- I** Introduction of Skill
 - D** Development of Skill (includes reinforcement of skill based on students' needs)
 - R** Reinforcement of Skill (includes advancement of skill based on students' needs)
 - IT** Incidental Teaching
 - A** Advancement of Skill

Overarching Goal: Communicating in French using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the French Language

Sub-Goal 1: Using the Conventions of the Spoken and Written Language and Critical Thinking Skills

THIS SUB-GOAL IS NOT TO BE TAUGHT IN ISOLATION BUT INCLUDED WHERE APPROPRIATE IN ALL OTHER COMMUNICATIVE OBJECTIVES

	COMMUNICATIVE OBJECTIVES	Level 1 (Grade 7)	Level 2 (Grade 8)	Level 3 (Grade 9)	Level 4 (Grade 10)	Level 5 (Grade 11)	Level 6 (Grade 12)
1.1	Using the French Phonetic System	I	D	R	A	A	A
1.2	Expressing present actions and events	I	D	R	A	A	A
1.3	Expressing future actions and events.	IT	I	D	R	A	A
1.4	Expressing past actions and events	IT	I	D	D	R	A

SCOPE AND SEQUENCE

Key:	I	Introduction of Skill
	D	Development of Skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of Skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of Skill

Overarching Goal: Communicating in French using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the French Language

Sub-Goal 2: Establishing Relationships and/or Providing Information about Oneself and Others

	COMMUNICATIVE OBJECTIVES	Level 1 (Grade 7)	Level 2 (Grade 8)	Level 3 (Grade 9)	Level 4 (Grade 10)	Level 5 (Grade 11)	Level 6 (Grade 12)
2.1	Interacting socially with peers, relatives, adults and strangers	I	D	R	A	A	A
2.2	Seeking and giving information about origin and nationality	I	D	R	A	A	A
2.3	Giving commands, making requests and responding to them	I	D	R	A	A	A
2.4	Identifying and describing parts of the body	I	D	R	A	A	A
2.5	Describing physical characteristics and personality	I	D	R	A	A	A
2.6	Discussing what people wear on different occasions	IT	IT	I	R	A	A
2.7	Discussing entertainment, recreation and leisure time	IT	I	D	R	A	A

SCOPE AND SEQUENCE

Key:	I	Introduction of Skill
	D	Development of Skill (includes reinforcement of skill based on students' needs)
	R	Reinforcement of Skill (includes advancement of skill based on students' needs)
	IT	Incidental Teaching
	A	Advancement of Skill

Overarching Goal: Communicating in French using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the French Language

Sub-Goal 3: Seeking and Responding to Information about the World Around Them

	COMMUNICATIVE OBJECTIVES	Level 1 (Grade 7)	Level 2 (Grade 8)	Level 3 (Grade 9)	Level 4 (Grade 10)	Level 5 (Grade 11)	Level 6 (Grade 12)
3.1	Using numbers, days and months in everyday situations	I	D	R	A	A	A
3.2	Describing school life	I	D	R	A	A	A
3.3	Describing the home and daily routine	IT	I	D	R	A	A
3.4	Distinguishing seasons of the year and weather conditions	I	D	R	A	A	A
3.5	Locating places, objects and persons	I	D	R	A	A	A
3.6	Describing geographical surroundings, the natural environment and conservation	IT	IT	I	R	A	A
3.7	Exploring the future and the world of work.	IT	I	D	R	A	A
3.8	Identifying and discussing essential services and responding to emergencies.	IT	IT	I	D	R	A
3.9	Discussing and comparing tourism at home and abroad	IT	I	D	R	A	A

SCOPE AND SEQUENCE

- Key:**
- I** Introduction of Skill
 - D** Development of Skill (includes reinforcement of skill based on students' needs)
 - R** Reinforcement of Skill (includes advancement of skill based on students' needs)
 - IT** Incidental Teaching
 - A** Advancement of Skill

Overarching Goal: Communicating in French using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the French Language

Sub-Goal 4: Expressing Feelings, Emotions and Opinions

	COMMUNICATIVE OBJECTIVES	Level 1 (Grade 7)	Level 2 (Grade 8)	Level 3 (Grade 9)	Level 4 (Grade 10)	Level 5 (Grade 11)	Level 6 (Grade 12)
4.1	Describing states and conditions (emotional and physical)	I	D	R	A	A	A
4.2	Expressing and explaining preferences	IT	IT	IT	IT	IT	IT
4.3	Expressing apologies, regrets and condolences	IT	IT	IT	I	R	A
4.4	Discussing health conditions	IT	IT	I	D	R	A

SCOPE AND SEQUENCE

- Key:**
- I** Introduction of Skill
 - D** Development of Skill (includes reinforcement of skill based on students' needs)
 - R** Reinforcement of Skill (includes advancement of skill based on students' needs)
 - IT** Incidental Teaching
 - A** Advancement of Skill

Overarching Goal: Communicating in French using the Listening, Speaking, Reading and Writing skills in a cultural context and with the grammatical framework of the French Language

Sub-Goal 5: Exploring Cultural Practices and Perspectives

	COMMUNICATIVE OBJECTIVES	Level 1 (Grade 7)	Level 2 (Grade 8)	Level 3 (Grade 9)	Level 4 (Grade 10)	Level 5 (Grade 11)	Level 6 (Grade 12)
5.1	Discussing the geography customs, traditions and beliefs of Francophone countries	I	D	R	A	A	A
5.2	Investigating the linguistic similarities and differences of Francophone countries	IT	IT	IT	IT	IT	IT
5.3	Comparing and contrasting products, goods and services of Francophone countries	IT	I	D	R	A	A
5.4	Exploring the literary, cultural and political aspects of Francophone countries	IT	IT	IT	I	D	R

FRENCH

S C O P E O F W O R K

FRENCH – GRADE TEN / LEVEL FOUR

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 2: Establishing relationships and/or providing information about oneself and others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.1 Using the French phonetic system 1.2 Expressing present actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 2.5 Describing physical characteristics and personality 3.1 Using numbers, days and months in everyday situations	Information about self, family, friends and pets: • First name and surname • Age • Date of birth • Street • Town 2 .Description of self, family and friends: • Physical description • Personality	VOCABULARY • Alphabet (Re-visit) • Cardinal and ordinal numbers (Re-visit) • Days and months (Re-visit) • Francophone countries/nationalities STRUCTURES • Subject pronouns (Re-visit) • Present tense of verbs: être, avoir, s'appeler, habiter (Re-visit) • Possessive adjectives : agreement in number and gender with noun ; mon, ton, son, etc. used before a feminine singular noun or adjective beginning with a vowel or a mute h; repetition and agreement before each noun • Cardinal numbers • Ordinal number: premier CULTURE • Conventions of greetings	• Ask a French visitor whose documents were stolen to spell his/her name, street and town • Working in pairs ask your partner to spell his/her name and address in French and create identity cards • Identify classmates fitting descriptions given in French • Oral presentation: Share a picture of a family member and describe him/her .

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended oral and written tasks; describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 3.1 Using numbers, days and months in everyday situations 3.2 Describing the home and daily routine 4.3 Expressing and explaining preferences 4.4 Expressing apologies, regrets and condolences	Daily Routine	VOCABULARY - Meals of the day: le petit déjeuner, déjeuner, goûter, dîner - The time / Parts of the day: le matin, l'après-midi, le soir, la nuit - Pronominal verbs: se réveiller, se lever, se baigner, se doucher, se peigner, s'habiller, se déshabiller, aller à l'école, quitter la maison, retourner à la maison, faire ses devoirs, regarder la télévision, aller au lit - Adverbial expressions : tous les matins, ... STRUCTURES - Reflexive pronouns - Simple present tense of pronominal verbs and non-pronominal verbs	- Musical chairs - Jeopardy - Speed game - Hangman - Select and answer a question out of a bag about daily routines - Create Spanish raps about meals

SCOPE OF WORK

FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.4 Expressing past actions and events 2.6 Discussing what people wear on different occasions 3.2 Describing school life 3.5 Locating places, objects and persons 4.2 Expressing and explaining preferences 4.3 Expressing apologies, regrets and condolences	School Life/School Routine: - Transportation - Timetable - School supplies - School subjects - School campus - School uniform - Opinions	VOCABULARY - Mode of transportation - School subjects - School supplies by subjects - School facilities - Classroom instructions STRUCTURES - Simple present tense of verbs - Past tense of verbs (passé composé) - Negative form: ne...pas - Adjectives: agreement in number and gender - Adverbial expressions of time and place: hier, tard, ici, tout de suite, là-bas - Regular comparative forms: aussi, plus, moins + adj/adv (+que) - Definite articles: le, la, l', les - Indefinite articles: un, une, des - Contracted articles: au, aux, du, des - Question words: combien, comment, où, pourquoi, quand CULTURE - The timetable in French schools	- Act out a role play to include the following: how many lessons you have and how long they last, break times and lunch times - Talk about your homework assignments - Talk about your favourite extra-curricular activities - Describe the school campus - Describe your school uniform for your friend in France where they do not wear school uniforms

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.4 Expressing past actions and events 3.1 Using numbers, days and months in everyday situations 3.3 Describing the home and daily routine 3.5 Locating places, objects and persons 4.2 Expressing and explaining preferences	House and Home	VOCABULARY - Dwellings - Parts of a house - Furniture - Appliances - Colours - Size - Material STRUCTURES - Prepositions of location - Imperative form of verbs - Present tense of verbs - Past tense of verbs (passé composé) - Demonstrative adjectives: ce, cet, cette, ces CULTURE - Le HLM (Habitation à loyer modéré)	- Indicate your address and where you live for a French friend who has lost his/her way - Describe your dream home - Participate in a game where students form a circle and each one adds to the description of a house. Include the rooms, the garage and the garden - Match descriptions of furniture and appliances with appropriate images .

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing past actions and events 3.3 Describing the home and daily routine 4.2 Expressing and explaining preferences	Household Chores a. Helping in the kitchen b. Working in the garden c. Doing laundry d. Cleaning the house	VOCABULARY - Faire la vaisselle, mettre la table, mettre le couvert, débarrasser la table, préparer le repas - Arroser, cueillir, planter, tondre - Machine à laver, fer à repasser, laver le linge, étendre le linge, ramasser le linge, repasser le linge, ranger le linge - Chiffon, balai-brosse, serpillière, éponge, produit d'entretien, faire le ménage, passer l'aspirateur, passer le balai, nettoyer (la salle de bains), enlever la poussière, laver le sol, cirer le parquet, laver les carreaux STRUCTURES - Subject pronouns - Present tense of aimer + infinitive - Ne pas aimer + infinitive - Present tense of other verbs e.g. préférer, adorer, détester, - Commands – Imperative form of verbs - Past tense of verbs (passé composé) CULTURE - Vous / tu	- Participate in a role play during which you offer your parents assistance at home - Participate in a role play during which your parents ask you to help with chores - State what you do when helping at home, express likes and dislikes, and give justification - In your French journal record details about your household chores

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 2: Establishing relationships and/or providing information about oneself and others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.3 Expressing future actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 2.7 Discussing entertainment, recreation and leisure time 3.4 Distinguishing seasons of the year and weather conditions 3.5 Locating places, objects and persons 4.2 Expressing and explaining preferences 4.3 Expressing apologies, regrets and condolences	Plans for the weekend – free time & leisure activities, hobbies, past times, movies, types of films, music genres	VOCABULARY - Sports - Les sports individuels e.g. le jogging, la marche, le patin à roulettes, le skateboard - Les sports d'équipe e.g. le volley-ball, le basket-ball, le football - Les sports d'air e.g. l'aviation, le vol libre, le saut à l'élastique - Les sports de terre et de montagne e.g. l'autocross, le cyclisme, l'équitation, le rallye, la randonnée à cheval/à pied/en vélo - Les sports d'hiver e.g. le hockey sur glace, le patin à glace, le ski alpin, le saut à ski - Les sports nautiques e.g. le canoë, la pêche, le surf, la voile, le jet ski, natation - Les sports de combat e.g. le judo, la boxe - Les jeux e.g. les jeux de société, les cartes, tricoter, bricoler, faire un tour, se balader/se promener, faire du lèche-vitrine, aller au spectacle/au cinéma/au musée/ au restaurant/en discothèque, faire la fête STRUCTURES - Simple future: present tense of “aller” + infinitive of any other verb /regular future tense - Pratiquer, faire de + (la natation), jouer à + (le football),	- Find the synonyms for the words or expressions in bold letters - Unscramble sentences - Complete a paragraph using the words given - Complete sentences using the verbs given in the required tense - Answer questions about an article from a popular French newspaper. - Complete a puzzle - Rewrite a passage / a letter / an article making changes of tenses and time expressions if necessary

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 3.4 Distinguishing seasons of the year and weather conditions 3.6 Describing geographical surroundings, the natural environment and conservation 4.2 Expressing and explaining preferences	The Weather and Seasons a. The weather b. The seasons c. Nature's threats	VOCABULARY - Nice weather e.g. il fait beau, il fait (du) soleil, il fait un soleil radieux, le temps est clair, il fait un temps splendide, il fait un temps il fait un temps magnifique, il fait doux, il fait bon, il fait frais, il fait (très) chaud, le temps est au beau fixe, le temps s'améliore - Bad weather e.g. il fait mauvais, il fait gris, la journée est pluvieuse / orageuse, il fait un temps affreux, il fait un temps épouvantable, il fait lourd / humide / orageux, il fait (très) froid, il fait une chaleur insupportable / une chaleur torride, il fait -10°, le temps est changeant / incertain, le temps se dégrade - The sky e.g. Il y a de la brume / du brouillard / un brouillard épais, le ciel est gris / couvert / nuageux / noir – Il y a une éclaircie, le ciel se dégage - Nature's threats: Rain, wind, storm e.g. - Il pleut fort / à torrents / à verse, Il y a des averses, la bruine, il y a des inondations, le temps est sec, la sécheresse - Le vent souffle, le vent souffle à 80 km/heure, Il y a une tornade / un ouragan - Un orage, coups de tonnerre, les éclairs, la foudre, grêler	- Rewrite a passage / a letter / an article making changes of tenses and time expressions as necessary - Identify which clothing items will be worn during certain seasons - Provide descriptions in French to match visuals showing weather conditions - Present a weather forecast - Discuss a natural disaster

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them (Cont'd)

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames (Cont'd)

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
		VOCABULARY - La neige, les congères, le verglas • The climate e. g. un climat sec / humide / tempéré / tropical / doux / rude STRUCTURES • Present tense: Quel temps fait-il? • Past tense: Quel temps a-t-il fait? / Avez-vous eu beau temps? • Future tense: Quel temps fera-t-il? • Il fait / Il a fait / Il fera / Il va faire + adjectif e. g. Il fait (très) beau / Il ne fait pas (très) beau • Il fait / Il a fait / Il fera / Il va faire + nom et adjectif e. g. Il fait une belle journée • Il fait / Il a fait / Il fera / Il va faire + température e. g. Il fait 32° • Il y a / Il y a eu / Il aura / Il va avoir + nom e. g. Il y a du vent / Il n'y a pas de vent	

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 3.5 Locating places, objects and persons 3.8 Identifying and discussing essential services and responding to them 4.2 Expressing and explaining preferences 5.1 Discussing the geography, customs, traditions and beliefs of Francophone countries	My Hometown & Country	VOCABULARY - Regions, cities and towns e.g. le centre-ville, l'arrondissement, la banlieue, le village, la ville - Housing e.g. l'appartement, le château, la maison, la maison de campagne, la maison individuelle, la propriété privée - Educational facilities e. g. l'école maternelle, l'école primaire, l'école secondaire, l'école technique, l'internat, le pensionnat, le jardin d'enfants, la cité universitaire - Places of business and places of work e.g. l'agence de location de voiture, l'agence de placement, l'agence de voyage, la banque, le bistrot, le café, la bagagerie, la boucherie, la boulangerie, le marché aux puces, la maroquinerie, la quincaillerie, le cabinet dentaire, le cabinet juridique, le cabinet médical, le chantier (de construction), la clinique, la cour de justice, la ferme, le garage, l'hôpital, le tribunal, l'usine	- Write a note/message/e-mail giving information about the educational facilities / places of business / places of work / vacation sites / hotels in the Bahamas - Create brochures featuring different facilities in the Bahamas - Rewrite a passage / a letter / an article making changes of tenses and time expressions - Complete questionnaires about various tourist attractions .

SCOPE OF WORK FRENCH - LEVEL 4

Sub-Goal 3: Seeking and responding to information about the world around them (Cont'd)

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames (Cont'd)

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
		VOCABULARY - Vacation sites and hotels - Vacation sites e. g. l'auberge de jeunesse, le bateau de croisière, la colonie de vacances, le jardin d'attractions, le lieu historique, la maison de vacances, le parc naturel, la pension de famille - Hotels e.g. l'hôtel à trois étoiles, l'hôtel de luxe STRUCTURES - Simple present tense - Simple past tense / recent past - Simple future tense / near future - Imperfect tense CULTURE - Le HLM (habitation à loyer modéré)	

SCOPE OF WORK FRENCH - LEVEL 4

Suggested Assessment Techniques

1. Directed projects
2. Spelling tests
3. Unscrambling words
4. Oral presentations
5. Listening and reading comprehension exercises
6. Dictations
7. Sentence completion
8. Creating a brief descriptive passage
9. Matching exercises
10. Dialogue/sentence completion
11. Translations
12. Multiple Choice questions

SCOPE OF WORK FRENCH - LEVEL 4

Suggested Resources (Based on Communicative Objectives)

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| <p>1.1 Avantage Bk. 1, pp. 14-15
Allez, Viens! Bk. 1, pp. 6-8
Equipe Bk. 1, p. 13

Équipe Bk. 2 – Unit 7, p. 91

Bien dit! Bk. 1, p. 22
Nouveaux Copains, p. 17</p> <p>1.2 Encore Tricolore Bk 1, pp. 80-84

Équipe Bk. 1 – Units 1-9

Métro Bk. 1, pp. 46-47
Métro Bk. 2, Rouge Ch. 2
Bien dit Bk. 1, Ch. 5</p> <p>2.1 Allez, Viens! Bk. 1, pp. 5, 18-19
Bien dit! Bk. 1, pp. 6-9; Ch. 3
Équipe Bk. 1 – Unit 1, pp. 12, 18-21; Unit 4, pp. 50-53
Équipe Bk. 2, p. 6</p> <p>2.2 Équipe Bk. 3 – Unit 1, pp. 12-13
Nouveaux Copains, pp. 39-41</p> <p>2.3 Allez, Viens! Bk. 1, p. 11
Avantage Bk. 1, p. 11
Bien dit! Bk. 1, pp. 20-21
Equipe Bk 1, p. 6</p> <p>1.4 Avantage Bk. 1, pp. 126-131
Équipe Bk. 1 – Unit 7, pp. 88-90</p> <p>2.5 Équipe Bk. 1 – Unit 4, pp. 54-61
Équipe Bk. 2 – Unit 9, pp. 110-111</p> | <p>2.6 Équipe Bk. 2 – Unit 1, pp. 8-19
Nouveaux Copains, pp. 273-280</p> <p>2.7 Équipe Bk. 1 – Unit 3; Unit 7, pp. 94-101
Équipe Bk. 2 – Units 2, 3, 6, 7, pp. 92-93</p> <p>3.1 Allez, Viens! Bk. 1, pp. 9-10
Avantage Bk. 1, pp. 6-7
Bien dit! Bk. 1, pp. 10-13
Encore Tricolore Bk. 1, pp. 82, 92
Équipe Bk. 1 – Unit 1, pp. 14, 16-17; 119
France Live country, culture, people
Nouveaux Copains, pp. 43-44</p> <p>3.2 Allez, Viens! Bk. 1, pp. 322-324, 258-267, Ch. 2 & 3
Avantage Bk. 1, pp. 90-91
Bien dit! Bk. 1, pp. 222-232
Équipe Bk. 1 – Unit 2; pp. 25-31, 58-60
Équipe Bk. 2 – Units 7 & 8, pp. 96-99, 102-107
Nouveaux Copains Bk. 1, pp. 58-60</p> <p>3.3 Allez, Viens! Bk. 1 p. 126-137, 202-227
Équipe Bk. 2 – Unit 4; Unit 9, pp. 112-113</p> <p>3.4 Allez, Viens! Bk. 1, pp. 258-267
Bien dit! Bk. 1, pp. 222-232
Encore Tricolore Bk. 1, pp. 34, 50-52
Équipe Bk. 1 – Unit 9, pp. 114-115</p> <p>3.5 Équipe Bk. 1 – Unit 5; Unit 8, pp. 102-111</p> <p>3.6 Équipe Bk. 1 – Unit 9, p. 120</p> |
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3.7 Équipe Bk. 3 – Unit 1, pp. 16-17

3.8 Équipe Bk. 3 – Units 4, pp. 64-65

3.9 Équipe Bk. 3 – Units 4, pp. 64-65

4.1 Avantage Bk. 1, pp. 126-131
Équipe Bk. 1, pp. 88-90

4.2 Allez, Viens! Bk.1, pp. 18-19, 26-35, 138-139
Équipe Bk. 1 – Unit 9, pp. 112-113

4.4 Équipe Bk. 1 – Unit 7, pp. 90-93

5.1 Équipe Bk. 1 – Unit 9, pp. 112-113, 116-119

5.2 Allez, Viens! Bk. 1, pp. 6-8
Équipe Bk. 4, pp. 12; 42-43

5.4 Équipe Bk. 2, pp. 34-35, 40-45, 100-101

FRENCH

S C O P E O F W O R K

FRENCH – GRADE ELEVEN / LEVEL FIVE

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 2: Establishing relationships and/or providing information about oneself and others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.4 Expressing past actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 2.2 Seeking and giving information about origin and nationality 2.5 Describing physical characteristics and personality	Information about self, family, friends and pets: • First name and surname • Age • Date of birth • Street • town • Physical description • Personality • Origin and nationality 1. Professions 2. Languages	VOCABULARY • Alphabet (Re-visit) • Cardinal and ordinal numbers (Re-visit) • Days and months (Re-visit) • Francophone countries • Francophone nationalities STRUCTURES • Subject pronouns (Re-visit) • Present tense of verbs: “être”, “avoir”, “s’appeler”, « habiter » (Re-visit) • Passé composé of « être » and « avoir » - agreement of past participle with subject • Common irregular adjectives: CULTURE • Vous / tu (Re-visit)	• Write a short description of your favourite relative • Write an email to a new pen pal in a Francophone country telling him/her about yourself • Listen to an audio of persons describing family members and match information with pictures

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended oral and written tasks; describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.7 Discussing entertainment, recreation and leisure time 2.1 Using numbers days and months in everyday situations 2.4 Distinguishing seasons of the year and weather conditions 2.5 Locating places, objects and persons 3.2 Expressing and explaining preferences	Past-times: hobbies and interests Clothing Seasons of the year Weather	VOCABULARY - Hobbies: regarder la télévision, voir un film, écouter la musique, parler au téléphone, surfer sur Internet, ... - Sports : le judo, le volley-ball, le football, le tennis, la planche à voile, ... STRUCTURES - Present tense - Past tense of verbs (passé composé – imparfait) - Adjectives and adverbs : masculine singular form used before a noun or another adjective beginning with a vowel or a mute h CULTURE - Le tour de France	- Express opinions about preparing for the hurricane season - Discuss the role weather plays in accidents. - Respond to an email from a penfriend asking about your favourite past-times

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 3.1 Using numbers, days and months in everyday situations 3.3 Describing the home and daily routine 3.6 Locating places, objects and persons 4.2 Expressing and explaining preferences 4.3 Expressing apologies, regrets and condolences	4. Home Life	VOCABULARY - Re-visit: parts of a house - Re-visit: colours, shape and size - Re-visit: measurement - More adjectives: ensoleillé, petit, grand, ... - Household chores: cuisiner, faire la vaisselle, repasser le linge, laver le linge, ranger sa chambre, nettoyer la salle de bains, débarrasser la table, mettre la table, sortir la poubelle, passer l'aspirateur, aider (ma mère), aider à la maison, STRUCTURES - Simple present tense - Past tense (passé composé – imparfait) - Adverbs formed by addition of –MENT to the feminine form of the adjective - Common irregular adverbs	- Write details of an email you sent to a new penpal about your home life. - Design a floor plan of your family's home and label appropriately - Describe what your home life was like during your primary school years - Act out a roleplay during which you and your sister/brother complain about household chores. - Listen to an advertisement about a house for sale and answer the relevant questions

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to communicate using more complex structures on a variety of topics, and engage in more sustained exchanges that reflect different time frames

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 3.1 Using numbers, days and months in everyday situations 4.6 Describing the home and daily routine 4.2 Expressing and explaining preferences 4.3 Expressing apologies, regrets and condolences	5. Daily Routine	VOCABULARY - Meals of the day: petit déjeuner, déjeuner, goûter, dîner (Re-visit) - The time / Parts of the day: le matin, l'après-midi, le soir, la nuit (Re-visit) - Pronominal verbs: se réveiller, se lever, le baigner, se doucher, se peigner, s'habiller, se déshabiller, aller à l'école, quitter la maison, retourner à la maison, faire ses devoirs, regarder la télévision, aller au lit (Re-visit) - More pronominal verbs : se brosser les dents, se coiffer, se raser, etc - Adverbial expressions : tous les matins, ... STRUCTURES - Reflexive pronouns - Simple present tense of pronominal verbs and non-pronominal verbs - Past tenses: "passé composé" and "imparfait" - Future tenses : « futur simple » and « futur proche » - Irregular comparative : meilleur, pire, mieux - Superlative form : le meilleur, la meilleure, le mieux, le pire, la pire, etc.	- Respond to a French penfriend's email asking about your Saturday routine - Compare the French school schedule with the school schedule in The Bahamas - Listen to a recording based on the daily routine of a family from a Francophone country and answer related questions.

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.5 Describing physical characteristics and personality 3.2 Describing school life 4.2 Expressing and explaining preferences	11. School Life a. School subjects b. School timetable c. School routine d. School supplies e. School campus f. School staff g. Extracurricular activities h. The classroom i. Transportation	VOCABULARY - Re-visit school subjects, school personnel, school campus, modes of transport, numbers, days of the week, time - Topics pertaining to different subjects - School supplies pertaining to different subjects - Extracurricular activities e.g. - Verbs stating likes, dislikes and preferences STRUCTURES - Comparatives with - Adjectives e. g. plus grand que ... / ...aussi grand que.../ ...moins grand que... - Nouns ...plus de cousins que.../...autant de cousins que.../ ...moins de cousins que... - Prepositions of time - Après + noun e. g. après le déjeuner - Avant de/d' + infinitive e. g. avant de regarder - Dans + time period e. g. dans dix jours	- Send an email to a friend about your favourite teacher - Act out a roleplay during which you purchase school supplies at a bookstore - Describe your primary school / junior high school - Describe your school life when you were in primary school / junior high school - Describe the uniform you wore when you attended primary school/ junior high school

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 3: Seeking and responding to information about the world around them (Cont'd)

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar materials (Cont'd)

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
		d) Depuis + point in a time or length of time e. g. depuis deux ans / depuis janvier 2012 (action still going on in the present) e) En + time period e. g. en trois heures (length of time it takes to accomplish something) f) Jusqu'à + point in time e. g. jusqu'à mercredi g) Pendant + time period e. g. pendant l'année scolaire h) Pour e. g. pour un mois (before a time expression, used only in making future plans) • Verb tenses: simple present tense, present progressive tense, simple past tense, imperfect tense	

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended oral and written tasks; describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.6 Discussing what people wear on different occasions 3.1 Using numbers, days and months in everyday situations	12. Clothing and a. Clothes accessories b. School uniform c. Material	VOCABULARY - Underwear e.g. le caleçon, le maillot de corps, la combinaison, le collant, le bas, la chaussette, le soutien-gorge - Cloth - Natural fabric e.g. le coton, la laine, la soie, le lin, le cuir, la fourrure - Synthetic fabric e.g. le nylon, l'acrylique, la viscose - Shoes e.g. le talon, les baskets, les escarpins, les mocassins, les pantoufles, les bottes, les sandals - Accessories e.g. le chapeau, le bonnet, la casquette, l'écharpe, le foulard, la cravate, le nœud papillon, le gant, la ceinture, les bretelles, le sac à main, le parapluie, les lunettes - Jewellery e.g. la boucle d'oreille, le collier, la bague, le bracelet, la broche, la montre STRUCTURES - S'habiller / Se déshabiller, mettre, enfiler / enlever, retirer - Porter, être en, avoir, être habillé - Conditional tense	- Act out a roleplay during which you have to purchase new clothing when your suitcase was missing. - Write a letter of complaint about the quality of clothing purchased from a store - Compare school uniforms from schools in the same neighbourhood.

SCOPE OF WORK

FRENCH - LEVEL 5

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended oral and written tasks; describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.3 Expressing future actions and events 3.7 Exploring the future and the world of work	14. Future Plans a. Professions / Occupations b. Places of work	VOCABULARY - Professions and Occupations - Health care occupation e.g. le chirurgien, le / la dentiste, l'infirmier, le / la médecin, le / la nutritionniste, le / la pharmaciste - Art e.g. acteur, actrice, artiste, chanteur, chanteuse, comédien, danseur, danseuse - Trade occupations e.g. l'agent de police, le chauffeur de taxi, le coiffeur, la coiffeuse, le conducteur / la conductrice d'autobus, le cuisinier, la cuisinière, la femme de ménage, l'électricien, la serveuse - Other occupations e.g. l'architecte, l'avocat, l'écrivain, l'enseignant, l'ingénieur, le / la journaliste - Places of work - Service industry e.g. l'agence de location de voiture, l'agence de placement, l'agence de voyage, la banque, le bistrot, le café - Stores e.g. la bagagerie, la boucherie, la boulangerie, le marché aux puces, la maroquinerie, la quincaillerie	- Fill out an application form for a scholarship in a francophone country - Read announcements and answer questions about job opportunities - In groups, students discuss what plans they have for when they finish school. A representative from each group shares details with the rest of the class. - Students participate in a rap competition based on occupations - Paragraph writing on future plans after graduation - Volunteers present a fashion show to classmates who identify the related professions and describe the outfits

SCOPE OF WORK

FRENCH - LEVEL 5

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills (Cont'd)

Standard 4: Students will be able to demonstrate greater proficiency in the target language by completing extended oral and written tasks; describing past, present and future actions and events, based on familiar as well as unfamiliar topics and contexts and using a variety of media (Cont'd)

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
		VOCABULARY - Other workplaces e.g. le cabinet dentaire, le cabinet juridique, le cabinet médical, le chantier (de construction), la clinique, la cour de justice, la ferme, le garage, l'hôpital, le tribunal, l'usine STRUCTURES • Gender of nouns and adjectives • Note that a profession is not preceded by an article unless the profession is modified • Future tense (futur simple – futur proche) • Conditional tense	

SCOPE OF WORK FRENCH - LEVEL 5

Sub-Goal 2: Establishing relationships and/or providing information about oneself and others

Standard 4: Students will be able to use a wide range of vocabulary and structures to produce more detailed information that includes familiar and unfamiliar activities.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 3.5 Locating places, objects and persons 3.6 Describing geographical surroundings, the natural environment and conservation 3.9 Discussing and comparing Tourism at home and abroad	15. Hometown and Geographical surroundings	VOCABULARY - Geographical landscapes in France and other francophone countries e.g. la mer, la plage, les cours d'eau : le ruisseau, la rivière, le fleuve, la montagne, la campagne, la forêt, - Man made landscapes in France and other francophone countries e.g. le château, le monument, le tunnel, l'Eurotunnel - Natural resources e.g. l'acier, l'air, l'argent, le charbon, l'énergie solaire, l'oxygène, le pétrole, le plomb, le sodium STRUCTURES - Simple present tense - Future tense - Past tense	- Design a brochure for visitors to The Bahamas - Write a composition about a trip to a Francophone country - After preparing a display, one member of each group gives an oral presentation about a different island of The Bahamas

SCOPE OF WORK FRENCH - LEVEL 5

Suggested Assessment Techniques

1. Reading/listening comprehension
2. Creating vocabulary lists
3. Paragraph writing
4. Translations
5. Creating a family tree
6. Creating brochures for vacation spots
7. Temperature conversions
8. Directed project on French fashion / athletes
9. Sentence completion
10. Written responses to directed questions

SCOPE OF WORK FRENCH - LEVEL 5

Suggested Resources (By Communicative Objectives)

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| <p>1.2 Bien dit! Bk. 1, pp. 150-161, 256-267
Équipe Bk. 2 – pp. 34-37; 40-45; 48-51, 57; 60-63
Métro 1 pp. 58-66
Avantage Bk. 1, pp. 105-107</p> <p>1.3 Équipe Bk. 3 – Unit 5, p. 88
Métro Bk. 2, Rouge pp. 78-81
Bien dit! Bk. 1, pp. 328-357</p> <p>1.4 Allez, Viens! Bk. 1 p. 232-255
Équipe Bk. 2 – pp. 32-33, 38-39; 46-47; 52-56; 58-59, 64-65; 70-71
Équipe Bk. 3 – Unit 3, pp. 46-47; 54-59; 84-87; 90-93; Unit 6</p> <p>2.1 Allez, Viens! pp. 174-197
Avantage Bk. 1, pp. 58-59
Bien dit! Ch. 3
Équipe Bk. 2 – Unit 9, pp. 116-117
Équipe Bk. 3 – Pgs 26-27; 44-45; Unit 6
Équipe Bk. 4 – Pgs 14-15; 44-47</p> <p>2.3 Métro 3 Rouge pp. 62-77</p> <p>2.5 Allez, Viens! Bk. 1, pp. 183-187
Avantage Bk. 1, pp. 38-41
Bien dit! Bk. 1, pp. 76-89
Équipe Bk. 3 – pp. 8-9, Unit 1, pp. 14-15
Métro Bk. 2 Rouge, pp. 42-45</p> <p>2.6 Allez, Viens! pp. 256-281
Équipe Bk. 4, Unit 8</p> <p>2.7 Allez, Viens! Bk. 1, pp. 94-119, 282-305
Avantage Bk. 1, pp. 34-35</p> | <p>Équipe Bk. 1, pp. 36-43
Équipe Bk. 2, pp. 22-31
Équipe Bk. 3, pp. 8-9; Unit 1, pp. 18-19; Unit 2, pp. 28-33, 36 - 43
Équipe Bk. 4 – Unit 4, pp. 42-43; Unit 7; Unit 11, pp. 104-105, 110-111
Métro 1, pp. 58-63
Nouveaux Copains pp. 88-107</p> <p>3.1 Allez, Viens! Bk. 1, pp. 204-215
Avantage Bk. 1, pp. 102-104, 86-89
Bien dit! Bk. 1, pp. 294-299
Équipe Bk. 1, pp. 118-119
Équipe Bk. 4 pp. 6-11
Métro Bk. 1, pp. 42-43
Nouveaux Copains pp. 142-149</p> <p>3.2 Allez, Viens! Bk. 2, pp. 42-89
Équipe Bk. 3 – Unit 5
Équipe Bk. 4, Unit 9</p> <p>3.3 Encore Tricolore Bk. 1, pp. 18-21
Équipe Bk. 1, pp. 62-67
Équipe Bk. 3, pp. 34-35; 46-59; 62-63
Nouveaux Copains pp 180-185
Métro Bk. 2 Rouge, pp. 60-77</p> <p>3.4 Avantage Bk. 1, pp. 122-123
Bien dit! Bk. 2, Pp. 222-237
Équipe Bk. 4, Unit 11, pp. 106-107</p> |
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- Bien dit! Bk. 1, pp. 150-161
- 3.5 Allez, Viens! Bk. 1 pp. 310-335
Équipe Bk. 3 – Units 4, pp. 64-65
Équipe Bk. 4 – Unit 4, pp. 38-41
Métro Bk. 1, pp. 72-77
- 3.6 Équipe Bk. 4, Unit 14, pp. 132-133, 136-139
- 3.7 Avantage Bk. 1, pp. 58-59
Équipe Bk. 3 – Unit 5, pp. 88-89
Équipe Bk. 4, Units 10, 11, pp. 108-109
France Live country, culture, people
Nouveaux Copains pp. 178-179
- 3.8 Équipe Bk. 4, Unit 5
- 3.9 Équipe Bk. 3 – Unit 4, pp. 64-65
Équipe Bk. 4, Unit 6
- Encore Tricolore Bk. 1, pp. 50-52
France Live country, culture, people, pp. 32-35
Métro 1 pp. 64-66
- 4.2 Équipe Bk. 2 pp. 8-19; 62-63; 114-115
- 4.4 Équipe Bk. 1 – Unit 7, pp. 90-93
- 5.1 Équipe Bk. 2 – Unit 5
Équipe Bk. 3 – Unit 6
- 5.2 Allez, Viens! Bk. 1, pp. 6-8
Équipe Bk. 4, pp. 12; 42-43
- 5.3 Allez, Viens! Bk.1, pp. 315-318, 126-145
Equipe Bk. 2, pp. 40-43
Équipe Bk. 4, Unit 7, pp. 72-73; Unit 8
Metro 2 Rouge, pp. 62-66, 70
Nouveaux Copains pp. 180-184
- 5.4 Équipe Bk. 3 – Unit 1, pp. 10-11; Units 2, 3, 4

FRENCH

S C O P E O F W O R K

FRENCH – GRADE TWELVE / LEVEL SIX

SCOPE OF WORK

FRENCH - LEVEL 6

Sub-Goal 2: Establishing relationships and/or providing information about oneself and others

Standard 5: Students will be able to apply knowledge and skills to respond to and relate extended oral and written communication.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 2.6 Discussing what people wear on different occasions 2.3 Discussing entertainment, recreation and leisure time 3.1 Using numbers, days and months in everyday situations 3.4 Distinguishing seasons of the year and weather conditions 3.5 Locating places, objects and persons 4.2 Expressing and explaining preferences	1. Leisure Activities	VOCABULARY • Cinema • Media • Music STRUCTURES • Simple present tense • Future tense (futur simple – futur proche) • Past tense (passé composé – imparfait)	• Based on a recording from a cinema list the starting/finishing times and names of movies to be shown at the weekend. • Give your opinion about three events which took place during the last holiday weekend. • Engage in a roleplay during which you enquire about the cost of seats and buy tickets for a popular concert • Compile a list of phrases which express pleasure/disappointment • Narrate the main features of a film or play which you enjoyed

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 4: Expressing feelings, Emotions and opinions

Standard 5: Students will be able to demonstrate a high level of proficiency using a full range of vocabulary and structures to discuss various points of view.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.3 Identifying and describing parts of the body 2.4 Describing physical characteristics and personality 3.1 Using numbers, days and months in everyday situations 3.8 Identifying and discussing essential services and responding to emergencies 4.4 Discussing health conditions	2. Health and Fitness	VOCABULARY - Parts of the body: systems and organs - Health professions and professionals - Illnesses - Medication STRUCTURES - Simple present tense - Future tense (futur simple – futur proche) - Past tense (passé composé – imparfait)	- Translate from French into English instructions for use of a new medication - Act out a roleplay based on a visit to a doctors office - Answer questions in French based on a magazine article about nutritious meals

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 3: Seeking and responding to information about the world around them

Standard 5: Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
2.1 Seeking and giving information about origin and nationality 2.2 Giving commands, making requests and responding to them 2.6 Discussing what people wear on different occasions 3.4 Distinguishing seasons of the year and weather conditions 3.5 Locating places, objects and persons 3.6 Describing geographical surroundings, the natural environment and conservation 3.5 Identifying and discussing essential services and responding to emergencies	12. Tourism and Travel a. Transportation in Francophone countries b. Transportation in the Bahamas	VOCABULARY • Terrestrial transportation • Le transport en commun e.g. le train, l'autobus, le tram, le métro, le TGV (train à grande vitesse), le vélo, la voiture • le SNCF • l'amende, l'avertissement, le code de la route, le dépannage, l'essence, la panne, le permis de conduire, la pompe, la roue, la station-service, la vitesse, l'agent de circulation, l'embouteillage, les feux, le stationnement, le passage à piétons, le rond-point, la route à péage, le sens unique, la rue, la route, la signalisation routière • La correspondance, la gare, le rail, le wagon-lit, le wagon-restaurant, la voie ferrée, le train de nuit, le quai, la ligne de chemins de fer • Maritime / Fluvial transportation • Le bateau, la croisière, le bateau-mouche, le bateau à voile, le yacht • La bouée de sauvetage, la cabine, le canot, le gilet de sauvetage, le navire, le pont, le port (fluvial / marin), le quai • Aerial transportation	• Compare services at home and abroad • Engage in a role play during which you give a lost tourist directions to go from the main post office to the straw market downtown • Participate in a competition to create a brochure in French to highlight tourist attractions in The Bahamas/ a Francophone country • Ask a visiting teacher from France questions about the train, metro and other forms of transportation mentioned in a presentation

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 3: Seeking and responding to information about the world around them (Cont'd)

Standard 5: Students will be able to attain high proficiency in communication, through an exchange of diverse facts and experiences (Cont'd)

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
3.9 Discussing and comparing Tourism at home and abroad 4.2 Expressing and explaining preferences		VOCABULARY - L'atterrissage, l'arrivée, le décollage, l'escale, le vol (direct, sans escale), le vol domestique / international - L'arrivée, la destination, le décalage horaire, le retard, l'accueil, l'accident STRUCTURES - Preposition "en" before "avion", etc. - Present tense - Future tense (futur simple – futur proche) - Past tense (passé composé – imparfait) CULTURE - In Europe mass transportation (such as trains and subways) is usually inexpensive, efficient, and reliable. - The SNCF (French National Railroad Company) offers French citizens many rebates on train fares. In addition, French trains run punctually and efficiently, and many trains offer dining and sleeping accommodations for long trips. - Many French cities were built along rivers. A popular tourist activity in Paris is to take a bateau-mouche for a romantic cruise on the Seine.	

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills

Standard 5: Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.6 Discussing what people wear on different occasions 3.1 Using numbers, days and months in everyday situations 3.5 Locating places, objects and persons 4.2 Expressing and explaining preferences 5.3 Comparing and contrasting products, goods and services of Francophone countries	13. Shopping a. Types of shops b. Currencies c. Prices	VOCABULARY - Les grandes surfaces, les grands magasins, les marchés - La boucherie, la charcuterie, la boulangerie, la pâtisserie, la poissonnerie, la fromagerie, l'épicerie, le marché de fruits et de légumes, le marché de vin, la pharmacie, la librairie, la papeterie, la parfumerie, la bijouterie, la boutique de vêtements, le bureau de tabac - The symbol of the dollar and the euro: \$4.00, \$4.15 /4€, 4€15 STRUCTURES - Verbs e.g. aller, acheter, vendre, payer, demander, trouver, coûter, - Vouloir, avoir, falloir (conditional) - Je voudrais... - Il me faudrait... - Auriez- vous... - Quel est le prix, pouvez-vous me dire le prix, combien ça coûte... ?, ça fait combien? CULTURE - The « grandes surfaces » are huge supermarkets located in the periphery of the cities. They sell food items, clothes, sport equipment, book, cds, etc. Generally their products are cheaper than in small shops.	- Describe the layout of your favourite store - Compare the prices of two popular stores - Write business letters offering products to retail sellers

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 5: Exploring cultural practices and perspectives

Standard 5: Students will be able to demonstrate an appreciation of distinctive viewpoints through the study of a foreign language.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
2.3 Giving commands, making requests and responding to them 2.7 Discussing entertainment, recreation and leisure time 3.1 Using numbers, days and months in everyday situations 3.4 Distinguishing seasons of the year and weather conditions 3.5 Locating places, objects and persons 4.1 Describing states and conditions (emotional and physical) 5.3 Comparing and contrasting products, goods and services of Francophone countries 5.1 Discussing the geography, customs, traditions and beliefs of Francophone countries	1. Eating and Drinking a. The meals of a day b. Eating places	VOCABULARY - Les repas du jour - Le petit déjeuner: - Des tartines, une boisson chaude (café, lait, thé) - Des céréales, des œufs à la coque, du jus de fruit frais - Le déjeuner: - Une entrée - Un plat de viande ou de poisson accompagné de légumes - Un fromage ou un dessert - Le dîner - Il a en général la même structure que le déjeuner, mais il comportera peut-être une soupe (un potage) de légumes en hiver. - Plats français e.g. Coq au vin, bouillabaisse de rougets, paupiettes de veau rôties, poulet rôti aux croutons et pommes de terre STRUCTURES - L'article partitif - Simple present tense - Future tense (futur simple – futur proche) - Past tense (passé composé – imparfait) CULTURE - French bakeries.	- Describe your favourite restaurant - Make complaints about the food received in a particular restaurant - Make compliments about the service received in a particular restaurant - Discuss eating habits in Francophone countries/ The Bahamas - Interview a regular visitor to The Bahamas about his/her favourite restaurant - Create a dvd showing students from your school's French Club sampling French food during your school's Modern Languages Week

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills

Standard 5: Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
1.2 Expressing present actions and events 1.3 Expressing future actions and events 1.4 Expressing past actions and events 2.1 Interacting socially with peers, relatives, adults and strangers 2.3 Giving commands, making requests and responding to them 2.6 Discussing what people wear on different occasions 3.7 Exploring the future and the world of work	15. Employment, Unemployment and Future Career Plans a. Universities and Colleges in Francophone countries and in the Bahamas	VOCABULARY - L'employé (de banque, de bureau, de poste...), l'ouvrier (mécanicien, maçon,... travaillant pour un patron), l'artisan (plombier, électricien..., travaillant pour son propre compte), le commerçant (boulangier, boucher, fleuriste...), l'agriculteur (fermier, vigneron, éleveur de moutons...), le fonctionnaire (employé de ministère, professeur de l'Éducation nationale...), le cadre (chef du personnel, directeur du marketing...), l'intellectuel (écrivain, professeur, journaliste...), l'étudiant en médecine, en lettres... (Il va à l'université), l'apprenti menuisier, coiffeur... (il apprend un métier chez un artisan), le stagiaire dans une entreprise (Il apprend un métier dans une entreprise), le chômeur ou être au chômage (il a perdu son emploi), le retraité, être à la retraite / en retraite (il arrête définitivement de travailler et reçoit une pension) - Places of work e.g. un bureau, une usine, un magasin, une boutique, un chantier, un atelier.	- Fill out applications forms for employment - Write letters asking for scholarships - Discuss reasons you choose a particular profession - Complete a questionnaire for students regarding career plans - Create a resume to be sent to various businesses - Engage in a roleplay during which you are interviewed by a business person seeking an employee

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 1: Using the conventions of the spoken and written language and critical thinking skills (Cont'd)

Standard 5: Students will be able to sustain detailed oral and written exchanges, express subtleties of the target language, and develop proficiency using a variety of authentic materials and a wide range of vocabulary, idiomatic expressions, structures, tenses and moods (Cont'd)

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
		STRUCTURES - Être + profession ou fonction (sans article) e.g. Je suis chirurgien. - Être + profession (avec un article défini et complément ou complétive) e.g. Marc est le professeur de mon fils. - Être + profession (avec article indéfini et adjectif qualificatif)	

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 5: Exploring cultural practices and perspectives

Standard 5: Students will be able to demonstrate an appreciation of distinctive viewpoints through the study of a foreign language.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
2.2 Seeking and giving information about origin and nationality 3.4 Distinguishing seasons of the year and weather conditions 3.5 Locating places, objects and persons 3.6 Describing geographical surroundings, the natural environment and conservation 3.8 Identifying and discussing essential services and responding to emergencies 4.2 Expressing and explaining preferences 5.4 Exploring the literary, cultural and political aspects of Francophone countries	16. Natural and Man Made Environment a. Geographical landscapes in Francophone countries and in the Bahamas b. Historical buildings in Francophone countries and in the Bahamas c. Weather conditions and Natural disasters	VOCABULARY - Re-visit vocabulary covered in Hometown and Geographical surroundings - La Tour Eiffel, le Champs Élysée, les Alpes, le Musée du Louvre, Arc de Triomphe - Statue d'Henri Guédon à Schoelcher (Martinique), Cathédrale Notre-Dame-de-Guadeloupe de Basse-Terre STRUCTURES - Present tense - Future tense (futur simple – futur proche) - Past tense (passé composé – imparfait)	- Discuss the importance of landmarks in Francophone countries and in The Bahamas - Design a brochure containing landmarks of The Bahamas - Write a letter of complaint to The Ministry of Tourism about a tour you and your family experienced on a Family Island

SCOPE OF WORK FRENCH - LEVEL 6

Sub-Goal 2: Establishing relationships and/or providing information about oneself and others

Standard 5: Students will be able to apply knowledge and skills to respond to and relate extended oral and written communication.

COMMUNICATIVE OBJECTIVES	TOPICS	VOCABULARY/STRUCTURES/CULTURE	SUGGESTED ACTIVITIES
2.1 Interacting socially with peers, relatives, adults and strangers 2.7 Discussing entertainment, recreation and leisure time 3.1 Using numbers, days and months in everyday situations 3.5 Locating places, objects and persons 4.2 Expressing and explaining preferences 5.1 Discussing the geography, customs, traditions and beliefs of Francophone countries 5.4 Exploring the literary, cultural and political aspects of Francophone countries	17. Festivals and Special Occasions a. Festivals and traditions in Francophone countries b. Festivals and traditions in the Bahamas	VOCABULARY - Le Tour de France, la Fête de la musique, le Carnaval de Nice, la Fête national, le Toussaint STRUCTURES - Present tense - Future tense (futur simple, futur proche) - Past tense (passé composé, imparfait) CULTURE - There are 11 official public holidays in France. The Alsace region and the Moselle department observe 2 additional days. Contrary to most countries, these holidays do not shift when they fall during a week-end. Most Asian countries and all North American countries observe between 2 and 10 more public holidays per year on weekdays.	- Read articles with information related to Festivals in Francophone countries and in The Bahamas: - Look for specific information - Answer multiple choice questions - Answer general questions - In pairs, create a powerpoint presentation focusing on a popular Bahamian or Francophone holiday/festival to present to the class

SCOPE OF WORK FRENCH - LEVEL 6

Suggested Assessment Techniques

1. Letter writing
2. Reading/listening comprehension
3. Paragraph writing
4. Translations
5. Sentence completion
6. Research project on French industries
7. Creating an ad for sale of a house with PowerPoint
8. Using PPT to create a weather forecast
9. Converting recipes using the metric system
10. Creating menus featuring French dishes and meal times
11. Design an anti-smoking ad
12. Oral presentations and role plays

SCOPE OF WORK FRENCH - LEVEL 6

Suggested Resources (Based on Communicative Objectives)

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| <p>1.2 Équipe Bk. 2, pp. 72-73, 78, 80-81; 86-88, 90; 96-113
Équipe Bk. 3, pp. 8-11; Unit 1-2; pp. 48-53; Units 3-5, pp. 78 – 83</p> <p>1.3 Métro Bk. 3 Rouge, pp. 66-67</p> <p>2.1 Allez, Viens! Bk.1, Ch. 7
Bien dit! Bk. 1, Ch. 3
Encore Tricolore Bk. 1, pp. 14-17
Équipe Bk. 1 – Unit 1, pp. 12, 18-21</p> <p>2.5 Équipe Bk. 4 – Unit 1, pp. 16-19</p> <p>2.6 Allez, Viens! pp. 256-281
Bien dit! Bk. 1, pp. 222-233
Équipe Bk. 4, Unit 8</p> <p>2.7 Allez, Viens! Bk. 1, pp. 150-171, 282-305
Bien dit! Bk. 1, pp. 162-179
Équipe Bk 4 – Unit 4, pp. 42-43; Unit 7; Unit 11, pp. 104-105, 110-111
Métro Bk. 3 Rouge, pp. 30-31
Nouveaux Copains, pp. 240-259, 266-270</p> <p>3.1 Allez, Viens! Bk. 1, p. 107
Équipe Bk. 2 – Unit 3, pp. 34-35, 40-45</p> <p>3.3 Allez, Viens! Bk. 1, pp. 315-319
Équipe Bk. 4 – pp. 20-29; 126-129
Métro, Bk. 1, pp. 60-63</p> <p>3.5 Allez, Viens! Bk. 1, pp. 315-328</p> | <p>1.4 Allez, Viens! Bk. pp. 232-255
Équipe Bk. 2 pp. 74-77; 79; 82-83; 84-85; 89; 92-95; 114-119
Équipe Bk. 3 – Unit 3, pp. 46-47; 54-59; 84-87; 90-93; Unit 6</p> <p>3.6 Bahamas Ministry of Tourism
Bahamas National Trust
Bien dit! Bk. 1, pp. R2-R5
Encore Tricolore Bk. 1, pp. 50-52
Équipe Bk. 4, Unit 14, pp. 132-133, 136-139
France Live country, culture, people
Tribune/Guardian newspaper
World Map
ZNS local weather report</p> <p>3.7 Allez, Viens! pp. 150-173
Équipe Bk. 4, Unit 12</p> <p>3.8 Équipe Bk. 4, Unit 15
Website - zut.org.uk</p> <p>3.9 Bien dit! Bk.1 Ch. 10
Équipe Bk. 4, Unit 6
Métro Bk. 1, pp. 88-89
Nouveaux Copains, pp. 135, 142-149</p> <p>4.1 Equipe Bk. 1, pp. 88-91
Métro Bk. 2 Rouge, pp. 50-52
Métro 2 Rouge, pp. 48-52, 59</p> <p>3.3 Équipe Bk. 3 – pp. 8-9; 82-83
World Map</p> |
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- Équipe Bk. 4, pp. 122-125; 130-131
- 4.4 Équipe Bk. 1, pp. 92-93
Équipe Bk. 4 – Unit 3
Métro Bk. 3 Rouge, pp. 60-71, 76-77
- 5.1 Allez, Viens! Bk. 1, pp. 12-15, 90-93, 120-123, 198-199, 228-231, 306-309
Avantage Bk. 1, pp. 8-9
Bien dit! Bk. 1 R2-R5
Équipe Bk. 4, Unit 5
France Live country, culture, people
Métro Bk. 1, pp. 92-93
- 5.2 Allez, Viens! Bk. 1, Pp. 6-8
Équipe Bk. 4 – pp. 12; 42-43
- 5.3 Équipe Bk. 4, Unit 7, pp. 72-73; Unit 8
FoodNetwork.com
France Live country, culture, people
Nouveaux Copains pp. 271-272
- 5.4 Équipe Bk. 4 – pp. 6-11; 74-75

REFERENCES FOR RESOURCES

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2. Allez, Viens!; Holt French 2 – Holt, Rinehart and Winston.
3. Avantage 1 – Rosi McNab, Fabienne Barrabe; Heinemann.
4. Avantage 2 – Rosi McNab, Fabienne Barrabe; Heinemann.
5. Bien dit!; Holt French 1 – Demado, Champeny, M. Ponterio, R. Ponterio; Holt, Rinehart and Winston.
6. Bien dit! Holt French 2 – Demado, Champeny, M. Ponterio; Holt, Rinehart and Winston
7. Bonne Chance, French to GCSE, Oxford University Press
8. Encore Tricolore 1 Nouvelle edition – Sylvia Honnor and Heather Mascie-Taylor; Nelson Thornes.
9. Encore Tricolore 2 Nouvelle edition – Sylvia Honnor and Heather Mascie-Taylor, Nelson Thornes
10. Encore Tricolore 3 Nouvelle edition – Sylvia Honnor and Heather Mascie-Taylor, Nelson Thornes
11. Équipe 1, Euro edition – Danièle Bourdais, Sue Finie, Anna Lise Gordon; Oxford.
12. Équipe 2, Euro edition – Danièle Bourdais, Sue Finie, Anna Lise Gordon; Oxford.
13. Équipe 3, Euro edition – Danièle Bourdais, Sue Finie, Anna Lise Gordon; Oxford.
14. Équipe 4, Euro edition – Danièle Bourdais, Sue Finie, Anna Lise Gordon; Oxford.
15. France Live ; Country, Culture, People – Danièle Bourdais, Sue Finie; Oxford
16. Équipe Songs CD – Oxford University Press
17. Métro 1 – Rosi McNab; Heinemann.
18. Métro 2 Rouge – Rosi McNab; Heinemann.
19. Métro 3 Rouge – Rosi McNab; Heinemann

APPENDICES

Examples of Curriculum Links with French

NO.	COMMUNICATIVE OBJECTIVES	INTERDISCIPLINARY LINKS	INSTRUCTIONAL CONNECTIONS
2.7	Discussing Entertainment, Leisure & Recreational Time	Physical Education	Compare and contrast sports in The Bahamas to sports in Francophone countries.
3.1	Using numbers, days and months in everyday situations	Mathematics/Commerce	Calculate cost of items brought and convert the exchange rate from US dollars to euros.
3.2	Distinguishing seasons of the year and weather conditions	Social Studies/Geography/History	Compare and contrast weather conditions in Francophone countries to weather conditions in The Bahamas.
5.1	Discussing the geography, customs, traditions and beliefs of Francophone countries	Biology/Physical Education	Discuss the impact of AIDS (SIDA) in Francophone countries.
5.3	Comparing & Contrasting products, goods and services of Francophone countries		Create a brochure of what Bahamians do to stay in shape.
4.4	Discussing Health issues	Food & Nutrition	- Discuss Haiti and the economic impact it has on The Bahamas. - Explain how to prepare certain authentic French Dishes.

Proposed Format for Formative and Summative Assessments

SKILL	WEIGHTING	DURATION	ASSESSMENT
Paper 1 Speaking	25%	Continuous Assessment	- Questions/Responses - Role plays - Interviews - Descriptions of visual stimuli and pictorials - Oral Presentations
Paper 2 Listening	25%	35 minutes	- Open-ended questions - Extracting Information and Ideas - Grid - Interpreting Information - Objective Questions (True/False) - Multiple Choice - Sentence Completion - Dictations - Sequencing Events
Paper 3 Reading	25%	60 minutes	- Multiple Choice - Sequencing - Matching Questions - True/False Questions - Questions/Responses in English and French - Interpreting Signs Announcements, Headlines, Recipes, Lists, Passages etc.
Paper 4 Writing	25%	60 minutes	- Completing dialogues - Write messages and cards - Write advertisements - Describing Pictorials - Sentence Completion - Writing, lists, menus, diary entries, postcards, letters, sentences and compositions/essays

DEPARTMENT OF EDUCATION

LESSON PLAN FORMAT

Name of School: _____

Name of Teacher: _____ Date: _____

Grade: _____ Ability Level: _____

Duration of Lesson: _____ Class Size: _____

- Communicative Objectives – What you expect students to achieve after a series of lessons.
- Lesson Objectives - What you expect students to achieve at the end of the lesson.
- Prior Knowledge- Basic knowledge students need to move to the next level for a particular concept/skill.
- Resources- Materials needed for lesson.
- Curriculum Links- See examples in the appendices of this document.
- Introduction - Stimulus to get students' involvement in the lesson.
- Cultural Integration- Relevant inclusion of Francophone culture into the lesson

CONTENT

- Structure- See scope of work for examples
- Culture- See scope of work for examples
- Vocabulary-See scope of work for examples

DEVELOPMENT OF LESSON

- Clear sequencing of Teachers Activities and Students Activities

CONCLUSION (Recapping of lesson's objectives involving the students)

EVALUATION (Teacher's Self Evaluation) – What worked well, what did not work well and why it did not work.

Prayers in French

Grace Before Meals

Dieu Notre Père, nous voulons te bénir en tout temps,
Toi qui nous combles de tes biens.
Que nous mangions ou que nous buvions,
Accorde - nous de tout faire pour la gloire
Et de te rendre grâce à jamais.
Par Jesus le Christ, notre Seigneur. Amen

Béni sois-tu, Seigneur notre Dieu,
Toi qui donnes nourriture à tout être la
vivant; rends nos cœurs ouverts et
généreux pour te glorifier, et partager avec
joie ce que nous recevons de ta main.
Par Jésus, le Christ, notre Seigneur. Amen

The Lord's Prayer

Notre Père, qui est aux cieux,
Que ton nom soit sanctifié,
Que ton règne vienne
Que ta volonté soit faite
Sur la terre comme au ciel.
Donne-nous aujourd'hui
Notre pain de ce jour.
Pardonne-nous nos offenses,
Comme nous pardonnons aussi
À ceux qui nous ont offensés
Et ne nous soumetts pas à la tentation,
Mais délivre-nous du mal.
Amen.

Common French Proverbs

- | | | |
|-----|--|--|
| 1. | A force de forger on devient forgeron. | –Practice makes perfect. |
| 2. | Chose promise est chose due. | –Promises should be kept. |
| 3. | Contentement passe richesse. | –Contentment is better than riches. |
| 4. | Dis-moi qui tu hantes, je te dirai qui tu es. | –A man is known by the company he keeps. |
| 5. | Il faut battre le fer pendant qu'il est chaud. | –Strike while the iron is hot.
Make hay while the sun shines. |
| 6. | Il n'est pire eau que l'eau qui dort. | –Still waters run deep. |
| 7. | Ne vendez pas la peau de l'ours avant de l'avoir tué. | –Don't count your chickens before they're hatched.. |
| 8. | Ne remettez pas au lendemain ce que vous pouvez faire aujourd'hui. | –Never put off till tomorrow what you can do today. |
| 9. | On connaît ses amis au besoin. | –A friend in need is a friend indeed. |
| 10. | Quand le chat n'y est pas, les souris dansent. | –When the cat is away, the mice will play |
| 11. | Qui ne risque rien, n'a rien. | –Nothing ventured, nothing gained. |
| 12. | Si jeunesse savait, si vieillesse pouvait. | –If youth but knew and age could do. |
| 13. | Tout vient à point à qui sait attendre. | –Everything comes to him who waits. |
| 14. | L'union fait la force. | –In union there is strength. |
| 15. | Un "tiens" vaut mieux que deux "tu l'auras" | –A bird in the hand is worth two in the bush. |

(French Two Years, Amsco School Publications)

Useful Websites for the French Classroom*

(Provided by **Ms. Maria Cervera**, French Teacher, C. R. Walker Sr. High School)

**As the Internet is constantly changing, some Websites may become non-functional or outdated*

<http://www.paroles.net> (Paroles des chansons)

www.etudes-litteraires.com (Cours de français avancé)

www.dailyfrenchpod.com (Documents enregistrés avec des explications en français et anglais)

<http://lexiquefle.free.fr> (Vocabulaire)

www.francaisfacile.com (Cours complet de français – tous les niveaux)

<http://musique.ados.fr> (Chansons et paroles)

www.lepointdufle.net (Cours de français – tous les niveaux)

<http://tous-les-fruits.com>

<http://www.lirecreer.org> (Comptines – contes)

www.leconjugueur.com (Conjugaison des tous les verbes français)

<http://exercices.free.fr> (Exercices de grammaire – vocabulaire – orthographe)

www.bonjourdefrance.com (Cours complet de français – niveau avancé)

www.doctissimo.fr (Français avancé – documents concernant la santé et les aliments)