

DEPARTMENT OF EDUCATION
CURRICULUM AND INSTRUCTION DIVISION
JUNKANOO INTEGRATION TEMPLATE

NOTE: Duplicate this table and complete it for each grade level.

SUBJECT: **FRENCH**

GRADE: **7**

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	Numbers Mathematical Signs Telephone numbers	<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 	<ul style="list-style-type: none"> • Observe a photo of a junkanoo parade, count the number of choreographed dancers, musicians, large off-the-shoulder pieces 	- Photos of Junkanoo parade(s)
Week <u> 2 </u> January 13-17, 2025	Numbers Mathematical Signs Telephone numbers (Cont'd)	<ol style="list-style-type: none"> 1. Solve simple mathematical problems 2. Use the verb AVOIR to tell one's age and give the age of others 	<ul style="list-style-type: none"> • Add points for different categories to determine winner of a Junkanoo parade Announce 	- Score sheet from Junkanoo parade

			points and final score in French	
Week <u> 3 </u> January 20-24, 2025	The French Calendar (Review days of the week, months of the year, giving dates, birthdays)	<ol style="list-style-type: none"> 1. Discuss festivals, traditions of both Francophone countries and The Bahamas 2. Express dates and when festivals and traditions are celebrated 	<ul style="list-style-type: none"> • Give dates of main Junkanoo parades (Boxing Day & New Year's Day) • Give a description in French about Junkanoo parade 	<ul style="list-style-type: none"> - Calendar - Video clips on Junkanoo parade and parade in French country
Week <u> 4 </u> January 27-31, 2025	The French Calendar (Cont'd)	<ol style="list-style-type: none"> 3. Distinguish similarities and differences in celebrations in Francophone and local culture 	<ul style="list-style-type: none"> • Discuss similarities between Junkanoo and Mardi Gras/ Carnival in francophone country 	<ul style="list-style-type: none"> - Photos - Report/passage in French

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SUBJECT: **FRENCH**

GRADE: **8**

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	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 	<ul style="list-style-type: none"> • Describe what the weather is usually like during Boxing Day and New Year's Day Junkanoo parades 	<ul style="list-style-type: none"> - Photo of an actual Junkanoo parade depicting what the weather looks like - Weather report
Week <u> 2 </u> January 13-17, 2025	Seasons and Weather Conditions (Cont'd)	<ol style="list-style-type: none"> 1. State what the weather was like yesterday/last week using the past tense (imperfect tense) 2. Describe geographical surroundings 	<ul style="list-style-type: none"> • Oral presentation about the weather conditions during the recent Junkanoo parades 	<ul style="list-style-type: none"> - Copy of weather report

		3. Compare the weather in The Bahamas to that in various francophone countries		
Week <u>3</u> January 20-24, 2025	Sports	<ol style="list-style-type: none"> 1. Identify various indoor/outdoor sports 2. Use the verb FAIRE and JOUER to talk about sports one plays 3. State which sports one likes, dislikes, hates and loves 	<ul style="list-style-type: none"> • Students discuss what role they play in a Junkanoo parade or what role they would like to play in a Junkanoo parade 	<ul style="list-style-type: none"> - Photo of various participants in a Junkanoo parade (dancer, drummer, cow beller, trumpeter, etc.)
Week <u>4</u> January 27-31, 2025	Sports (Cont'd)	<ol style="list-style-type: none"> 1. Describe how often one plays a sport 2. Talk about sports played in different seasons and weather conditions using passé compose 3. Identify sporting equipment needed for various sports 	<ul style="list-style-type: none"> • Students can work in groups to create a model of various sports equipment, using pasting techniques used for junkanoo 	<ul style="list-style-type: none"> - Crêpe paper/newspaper, glue/flour & water paste, cardboard, wire

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SUBJECT: FRENCH

GRADE: 9

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	Lodging and Tourism Industry -Simple future -Leisure activities	<ol style="list-style-type: none"> 1. Describe hotel/lodging 2. Make reservations 3. Use the simple future to talk about what one plans to do while travelling 	<ul style="list-style-type: none"> • List hotels/lodging near Junkanoo parade • Give instructions to tourist on how to reserve tickets to attend parade. 	
Week <u> 2 </u> January 13-17, 2025	Lodging and Tourism Industry (Cont'd)	<ol style="list-style-type: none"> 4. Describe places of interest, leisure activities 5. Talk about incidents (accident/ robbery) that occur while travelling 	<ul style="list-style-type: none"> • Make plans to attend the Junkanoo parade. • Report on an incident that may have occurred attending a Junkacoo parade in the past 	

<p>Week <u> 3 </u> January 20-24, 2025</p>	<p>Places around Town</p>	<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 	<ul style="list-style-type: none"> • State preference where one likes to watch the parade 	
<p>Week <u> 4 </u> January 27-31, 2025</p>	<p>Places around Town (Cont'd)</p>	<ol style="list-style-type: none"> 1. Give directions in French using prepositional and directional phrases 2. Ask for and follow directions 	<ul style="list-style-type: none"> • Describe the route of the Junkanoo parade from Bay St. to Shirley St, in French 	

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SUBJECT: FRENCH

GRADE: 10

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u> 1 </u> January 6-9, 2025	House & Home -Types of Homes -Parts of the House	<ol style="list-style-type: none"> 1. Describe various types of dwelling 2. Explain where one resides, giving one's address 3. Give directions using the imperative form of verbs 	<ul style="list-style-type: none"> • Give address/ direction of main shack for major groups 	- Photo of Junkanoo shacks
Week <u> 2 </u> January 13-17, 2025	House & Home -Types of Homes -Parts of the House (Cont'd)	<ol style="list-style-type: none"> 4. Identify and describe exterior and interior parts of the house (colour, size, material) 5. Compare and contrast housing and accommodations in The Bahamas with those in 	<ul style="list-style-type: none"> • Give description of a Junkanoo shack in Spanish • State similarities between home/dwellings and the Junkanoo shack 	

		France and other Francophone countries		
Week <u>3</u> January 20-24, 2025	Furniture & Appliances	<ol style="list-style-type: none"> 1. Identify and describe furniture and appliances found in each room of the house 2. Indicate where furniture and appliances are located 	<ul style="list-style-type: none"> • List tools in French found in a junkanoo shack and how they are used to construct costumes 	<ul style="list-style-type: none"> - Photos or actual tools used to construct a Junkanoo costume
Week <u>4</u> January 27-31, 2025	Furniture & Appliances (Cont'd)	<ol style="list-style-type: none"> 3. Illustrate use of furniture and appliances in various rooms in the house 	<ul style="list-style-type: none"> • Give an oral report of tool (s) used to construct one piece used in Junkanoo parade 	<ul style="list-style-type: none"> - Various tools

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SUBJECT: FRENCH

GRADE: 11

Pacing Guide Week #	Topic (As displayed on the Pacing Guide)	Objectives (As outlined in the Curriculum)	Integration Strategy (Activities)	Resources
Week <u>1</u> January 6-9, 2025	Clothing and Weather	<ol style="list-style-type: none"> 1. Describe clothing worn during particular seasons/weather conditions 2. Identify and describe various items of clothing and accessories 3. Talk about shopping and types of clothing stores and what is sold in particular stores 	<ul style="list-style-type: none"> • Give an oral presentation in past tense about what the weather was like during Junkanoo Parade and what attendees wore • Describe material used to construct Junkanoo costume 	<ul style="list-style-type: none"> - Copy of weather report - Sample of materials used to construct Junkanoo costumes (beads, glitter, crepe paper, glue, feathers, etc.)
Week <u>2</u> January 13-17, 2025	Clothing and Weather (Cont'd)	<ol style="list-style-type: none"> 4. State preferences and give opinions on items purchased 	<ul style="list-style-type: none"> • Write a news article about what dancers from a particular group 	<ul style="list-style-type: none"> - Photo of choreograph dancer in

		<ol style="list-style-type: none"> 5. Compare school uniforms 6. Use various forms of the conditional tense 	wore during Junkanoo Parade in French	Junkanoo parade
<p>Week <u>3</u> January 20-24, 2025</p>	Food	<ol style="list-style-type: none"> 1. Talk about shopping for food – boulangerie, patisserie, marché, etc. 2. Discuss units of measurements 	<ul style="list-style-type: none"> • Conduct a survey about what persons eat and where they purchase food while working in the shack and give an oral report in French 	- Survey questionnaire
<p>Week <u>4</u> January 27-31, 2025</p>	Food	<ol style="list-style-type: none"> 3. Compare shopping for food in France to shopping for food in The Bahamas 4. Identify various types of restaurants/places where food and drinks are served 	<ul style="list-style-type: none"> • Continue with oral reports in French from previous week 	