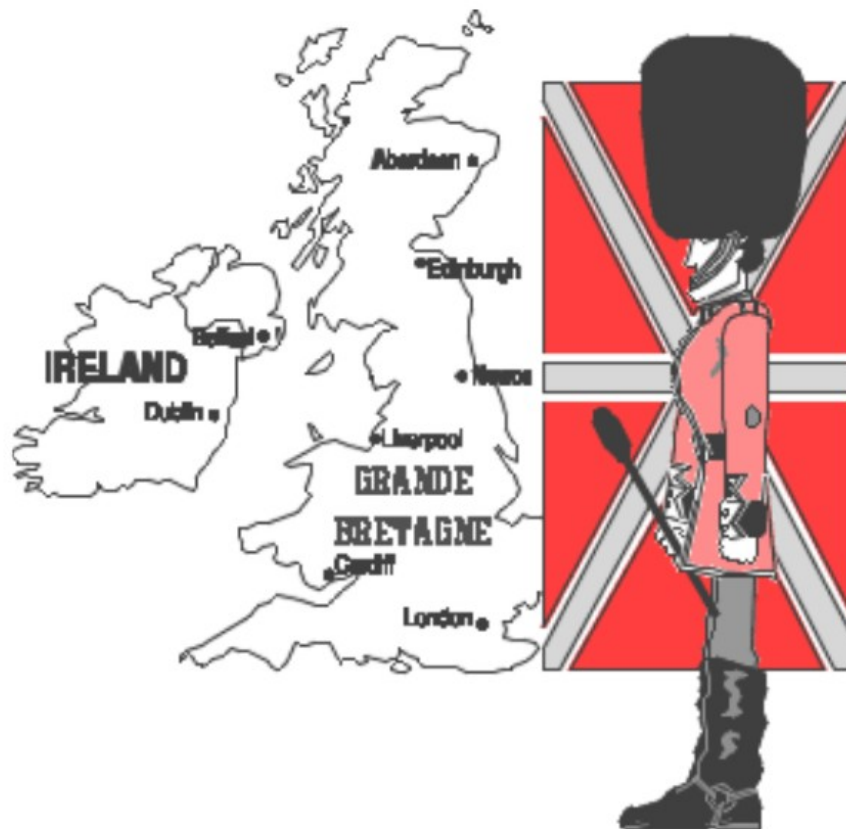




Ministère de L'Education Nationale et de la Formation Professionnelle (MENFP)
Direction de l'Enseignement Secondaire (DES)



PROGRAMME DÉTAILLÉ



Anglais

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Daily Life	1- Analyze relevant issues related to daily life. 2- Express and support opinions about abortion and equality of the sexes. 3- Compare and contrast human rights and the death penalty in various English-speaking countries. 4- Conduct a survey on homeless and poverty in one urban area. 5- Identify and discuss advantages associated with city life.	<u>Topic Content</u> a) Even in the USA, the land of the fat, nearly 30 million people do not have enough to eat. b) Homeless is on the rise in Haiti. c) More than 35% of Americans think that abortion should be permitted only in case of rape, of incest or to safeguard the life of the mother. d) There are more job opportunities and a better chance of succeeding in life when you live in a city.	a) Students in groups of five (5) analyze a written document from a newspaper, magazine or the internet on abortion or the equality of the sexes. b) In a brainstorming activity, students debate the pros and cons of the adoption of death penalty in our constitution. c) Listening to a tape or CD, students hear about the living situation of the homeless on Champs-de-Mars and propose solutions on how to improve their life in the community (Students may choose to work as teams or individually).

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Daily Life		<u>Grammatical Content</u> a) Adjectives (kinds and position) b) Form and use of the possessive case c) Comparative and Superlative d) Auxiliary verbs e) Question tags f) Relative pronouns and clauses <u>Cultural Content</u> a) The termination of pregnancy as a freedom of choice in Haiti and the USA b) Human rights in the Caribbean from the eyes of Amnesty International c) Death penalty in various States of the USA.	d) In a role-play situation, students act as survivors of the January 2010 earthquake, and share opinion about the best attitude to adopt if such disaster hits Haiti once again. e) In an out-of-class research projects, students in groups of five (5) investigate why people prefer to live in big cities instead of rural areas.

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Health	1- Examine and analyze health contributions by alternative medicine in Haiti. 2- Understand the main idea and supporting details of texts and documents related to health care. 3- Predict consequences of unprotected sex. 4- Express individual perspectives on the links between obesity and heart disease. 5- Compare technological development in the field of medicine among English-speaking Caribbean countries.	<u>Topic Content</u> a) Health is better than wealth. b) Condoms, faithfulness and abstinence campaigns can not prevent 100%, HIV/AIDS from spreading among the population. c) The H5N1 virus (Avian Flu) can be deadly to people who come into direct contact with infected birds or eat uncooked poultry. d) The World Health Organization (WHO) is concerned about the rising tide of obesity which sends medical costs soaring.	a) Students in groups of five (5) analyze a text on alternative medicine and express in a well-written paper their opinion about the wide spread use of it in Haiti. Afterwards, students present their paper to the class followed by questions and discussion. b) In a role-play situation, students simulate a conversation between a doctor and a patient who has been affected by the Avian Flu. c) Using reading skills such as: (Intensive reading, information transfer and paraphrasing), students answer questions on Technological development in the field of medicine.

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Health		<u>Grammatical Content</u> a) Possessive adjectives and pronouns b) Reflexives pronouns c) Be as an auxiliary verb d) May and can for permission and possibility e) can and be able for ability f) Interrogative adjectives and pronouns <u>Cultural Content</u> a) Autism and down's syndrome in Haiti and the USA. b) Fitness programs and sports in various English-speaking countries. c) Minimum drinking age and alcohol taxes in the USA and Canada.	d) Students on special assignment in their respective neighborhood, conduct a survey on the links between obesity and heart disease. Then, they analyze the results and present their findings to the class for discussion and debate. e) In a research done with the help of different sources, students in groups of five (5) compare the minimum drinking age and alcohol taxes between the USA and Canada.

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Travel	1- Compare and contrast major tourist destinations. 2- Express and justify opinion on how to promote Haiti as a tourist destination in the Caribbean. 3- Conduct a survey and analyze the results on how important domestic traveling is to high school students. 4- Analyze texts related to travel and tourism. 5- Investigate and propose solutions, to increase the number of Haitians living abroad, to visit Haiti on a regular basis.	<u>Topic Content</u> a) Statistically, the chances of your plane crashing is little more than three in a million but the headlines do not always convey the same impression. b) Don't worry, be happy by taking a cruise to the Bahamas in order to live life to the full. c) Labbadie, Côte des Arcadins, Jacmel and Île à vache are considered the best tourist destinations in Haiti with many resort areas. d) Haitians living abroad take pride in sending remittance to members of their family and in participating in rural parties.	a) Upon listening a recorded radio broadcast on tourist destinations in the Caribbean, students through a brainstorming activity, justify appropriate measures to be taken by the government to create and improve tourist clusters and resort areas throughout the country. b) Students conduct small group discussions on what could be better destinations for foreign visitors in Haiti. c) After reading three texts from different newspapers and magazines, students work in groups to analyze why tourism is an important source of earnings for many countries.

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Travel		<u>Grammatical Content</u> a) Prepositions b) Ought, should, must, have to, need for obligation c) The past and perfect tenses d) Will + infinitive and be going to e) The future tense f) Do used as an auxiliary and do used as an ordinary verb <u>Cultural Content</u> a) Comparison between Labaddie and Miami beach. b) PTS (Protected Temporary Status) for Haitians and other central American nations. c) Holliday traveling: Haiti, Dominican Republic and the USA.	d) In a project outside the classroom, to analyze the cost-effectiveness of large-scale marketing and huge investments in the tourism industry (Construction of hotel chains, creation of tourist clusters etc...), students in an oral presentation followed by a debate and discussion report to the whole class the work done. e) In a role-play situation, students simulate an interview between a Haitian migrant in the USA applying for PTS and an immigration officer.

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Environment	1- Investigate and propose solutions to problems related to car pollution. 2- Express and justify opinion on how to manage the water crisis around the globe. 3- Create hypothetical real world situations related to earthquake and solve them. 4- Analyze texts on renewable energy sources. 5- Prioritize solutions related to global warming.	<u>Topic Content</u> a) More efficient public transportation and car pooling would greatly help reduce car pollution in cities. b) People have always taken water for granted. But where is the water going to come from to supply an ever-increasing world population? c) Haiti has become a disaster-prone country and now there should be strict policies in building earthquake-proof houses accordingly. d) The outlook is bleak. A new climate regime could undermine ecosystems throughout the world, and the hole in the ozone layer over Antarctica is bigger than ever.	a) In a brainstorming activity, students identify reasons related to car pollution. Then in groups of four (4) they discuss the issue and propose solutions to reduce this phenomenon. b) Groups, alternatively in front of the class, present their solutions and answer questions asked by other classmates. c) Students after reading newspaper articles on issues related to the water crisis around the globe, analyze in a well-written essay of about 130 words, while there is not enough water, that precious liquid is being wasted, mismanaged and polluted.

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Environment		<u>Grammatical Content</u> a) Comparison of the present perfect simple and continuous b) The future perfect and the future perfect continuous c) Habits expressed by will, would, should d) gerunds after prepositions e) The verb mind f) Prepositions used with adjectives and participles <u>Cultural Content</u> a) Earthquake in Haiti, California and Chile, what is the difference? b) Environmental awareness how is it seen in different English-speaking countries. c) Greenhouse gas emissions and the Kyoto protocol what have we done since then?	d) In an out-of-class research project, students in groups of six (6) investigate reasons why hot summers will double in frequency by the year 2020. e) In a role-play situation, students simulate a conversation emphasizing air pollution in Port-au-Prince, and the impact of deforestation in many parts of the country.

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Education	1- Express the pros and cons of eliminating the baccalaureat first part by Educational authorities. 2- Construct meaning by drawing charts and diagrams from supported texts on the lack of reading and mathematical skills of students at the secondary level world-wide. 3- Investigate and propose solutions to problems related to the illiteracy rate in Haiti. 4- Compare Haiti and Dominican higher education.	<u>Topic Content</u> a) More money should be poured into education to provide more teachers and smaller class sizes. b) The literacy of all children should be an educational top priority for the government. c) It is said that more than 15.000 Haitian students attend University in the Dominican Republic. That trend is quite alarming. d) Secondary school system in Haiti, the Dominican Republic and the USA, similarities and differences.	a) In a problem-solving activity, students in groups of five (5) investigate the lack of reading skills among students at the secondary level in Haiti and propose solutions to improve that specific competency. b) Upon listening a recorded radio broadcast on the illiteracy rate in Haiti, which is the highest in the Caribbean, students say and justify appropriate decisions to be taken by government authorities. c) Using reading skills such as: (Skimming, scanning and contextualized guessing), students read a text on the limited capacity of the State University of Haiti, and prioritize solutions to reverse that alarming situation.

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Education	5- Predict consequences, if not much is done by government in developing countries, to reach the objectives of the millennium in terms of education.	<u>Grammatical Content</u> a) The conditional tenses b) Infinitive and gerund constructions c) Active participle Vs passive participle d) Commands, request, invitations, advice and suggestions e) The passive voice f) Indirect speech <u>Cultural Content</u> a) Scholarship and loans in Higher Education in Haiti, the Dominican Republic and the USA. b) Medical Schools in Haiti and the USA. c) Illiteracy rate in the Caribbean region, a comparison between Haiti, Dominican Republic, Cuba and Jamaica.	d) In an out-of-class research, students in groups of four (4) compare and contrast the Secondary School system of Haiti and the United States. e) In a role-play students assume fictitious identities and interact as students and teacher in a foreign language class.

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Science And Technology	1- Express and support opinions about genetic engineering. 2- Prioritize solutions resulted from working in the high-tech age. 3- Compare internet access of people from different English-speaking countries. 4- Conduct a survey and analyze the impact of the internet on people facing social isolation and loneliness. 5- Identify and discuss advantages associated with the internet as a powerful engine of economic growth.	<u>Topic Content</u> a) Stem cell research opens the way for treatment of diseases such as: Diabetes, Parkinson's and Alzheimer's. b) Many geneticists support therapeutic cloning which could allow them to produce replacement parts for damaged organs. c) Providing internet access to 50% of the world's population by 2015 is an ambitious yet achievable goal. d) Online distance learning can provide quality education for millions.	a) In a brainstorming activity, students discuss and debate milestones in medical research. b) In a role-play situation, students interact on how modern Technology has revolutionized the way many people work. c) In an out-of-class research project, students in groups of five (5) conduct a survey and analyze the impact of the internet on youngsters in their respective neighborhoods. Afterwards they write a letter to the Minister of Education to report their findings. d) In a well-written problem-solving task, students suggest to the government and the private sector, ways to equip both public and private schools with labs and computers with access to internet.

Thematic Domain	Competencies	Content Elements	Learning Activities and Tasks
Science And Technology		<u>Grammatical Content</u> a) Coordinating conjunctions b) Subordinating conjunctions c) Noun clauses d) Infinitives after <u>go</u> and <u>come</u> e) Had better, would rather, would prefer, would like and want f) Verb + preposition / adverb <u>Cultural Content</u> a) The new arrival of Netcom on the Haitian market. What in store for us? b) The paperless office in the 21st century, a dream or a reality? Case-study: Haiti, USA, Dominican Republic, Canada. c) Internet and cellular phones ten years from now in industrialized nations, emergent countries and developing nations.	e) Students in a project and creative task, compare the viewpoints of two educators, on online distance learning, in terms of providing quality education to children in remote areas of Haiti.