



MENFP

**MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE**

PROGRAMME A COMPÉTENCES MINIMALES

ANGLAIS

SECONDAIRE II

DÉCEMBRE 2019

Programme à compétences minimales Anglais

Le présent programme dénommé : Programme à compétences minimales d'anglais est élaboré à partir du programme initial conçu pour une année scolaire de 189 jours à raison de six (6) heures de cours par jour.

Tenant compte des difficultés rencontrées au cours de la période de « Peyi lock » pendant plus de deux (2) mois, les autorités du ministère ont opté pour la poursuite des activités scolaires pour l'année académique 2019/2020. C'est ainsi que les directions techniques concernées ont été instruites par les autorités du MENFP, notamment le Ministre Pierre Josué Agénor CADET afin de réaménager le calendrier scolaire et élaborer un programme adapté à cet dernier.

Globalement, il s'agit d'évaluer le nombre de jours de classes raté pendant cette période et prendre en compte l'essentiel dans chaque discipline, c'est-à-dire les thèmes disciplinaires qui valideront l'année académique pour chaque niveau d'enseignement.

Stratégiquement, pour optimiser le temps d'apprentissage, la Direction de l'Enseignement Secondaire a proposé un programme de 36 heures par semaine à raison de 6 heures par jour et échelonné sur une période de 6 jours par semaine, ce, pour combler le nombre d'heures perdu au cours de la période de « Peyi lock ».

Ceux, considérés comme non pertinents font l'objet d'activités d'enseignement / apprentissage qui seront versés sur les différentes plateformes construites à cet effet par le ministère et serviront de devoirs de recherche par les élèves des différents niveaux du secondaire.

Dans le cas du programme d'anglais pour la classe de secondaire I ; 10 heures sont susceptibles d'être rattrapées par semaine et 7 heures peuvent être prises en charge à travers des devoirs de recherche à la maison.

STATEMENTS OF COMPETENCE

- a) Students communicate in English through the four skills in various cultural contexts
- b) Students gain knowledge of other English speaking cultures through the study of English
- c) Students through the content areas of other subjects improve their knowledge in both English and other disciplines
- d) Students develop insight and awareness into the linguistic aspects of the two official languages of the country through the study of English.

Understanding

a) Listening

Competencies	Content Elements	Learning activities (Tasks)	Grammar	Assessment
- Students understand the main points of clear standard speech on familiar topics regularly encountered in daily life, health, travel environment, Education - Students understand the main point of many radio or TV programs on current affairs or topics related to daily life health, travel, environment, education	- Family meeting - Means of transportation leisure activities - Housing and lodging physical and mental states - Care - Hospital - Airport	- Students comprehend listening messages and announcements on topics of interest - Listening to a tape students hear announcements, flight departure, time, gate number etc. and fill in the appropriate information on a form - Upon hearing the teacher describes various weather patterns students select appropriate clothes and activities for the day	- Review of present and present progressive tenses - Prepositions under/over below - Review of should/had better - Passive voice	- Evaluation is formative throughout the teaching and learning process - Performance assessment must be as authentic as possible and through meaningful interaction - Evaluation should focus on proficiency - Portfolio assessment should be promoted

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Speaking

a) Spoken Interaction

Competencies	Content Elements	Learning activities (Tasks)	Grammar	Assessment
• Student deal with most situations likely to arise in an area where English is spoken • Students enter unprepared into conversations on topics that are familiar and pertinent to everyday life		• In a role play students discuss the impact of the high price of gasoline on the family's budget • In a situation of a birthday party, invited guests express their feelings of satisfaction for the welcoming reception and the fact of having the opportunity to share precious moments together • In a role play, students exchange opinion on dietary healthful and harmful products • In a simulation, students talk about drugs that can relieve or cure certain kinds of illnesses and explain why it is necessary to visit		• With the aid of an observation grid the teacher asks students to express their feelings in conversations related to daily life • Students answer questions based on texts related to: Means of transportation leisure, housing and accommodation • The teacher asks orally the students to express their ideas and opinion on AIDS, the healthcare system and daily diet

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Speaking

b) Spoken production

Competencies	Content Elements	Learning activities (Tasks)	Grammar	Assessment
○ Students connect phrases in a simple way in order to describe experiences ○ Students give reasons and explanations for opinions and plans ○ Students narrate in simple terms a story of a book or film	○ Station (bus, train etc) ○ Travel agencies ○ Restaurant ○ Climate/Weather ○ Faune/Animal Kingdom ○ Flore/Botanical World ○ School ○ Citizenship Education ○ Media ○ Internet	• Periodically a medical doctor • Simulating in a restaurant with friends, students choose food/snacks and beverages. With a list of food and drinks and a budget, students ask friends what they would like to order • Students role play a departure at Caribe bus station demonstrating proper boarding procedures, seating etiquette, conversational topics, appropriate conversational style with different travelers • Role playing the part of a weather forecast students give the weather forecast for the day and the rest of the week	• Regular and irregular verbs in the past. • While/When/so/used to • Simple past tense and past perfect	• The teacher asks students to role play a late departure at the airport • The teacher asks orally the students to express their ideas and opinion on environmental issues • The teacher asks orally the students to express their ideas and opinion on science and technology

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		• Students role play showing visitors through their school identifying the various subjects, rooms and activities held there • In pairs students list/name the contents of their backpacks • Students role play an employee for the motor vehicle department giving a driving tests to a new driver applicant, state typical driving maneuvers (parking, passing another vehicle, lane change etc.)	• Already / Yet • Imperative • Copulative/verbs/taste/feel look/Sound/Smell	
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Understanding

b) Reading

Competencies	Content Elements	Learning activities (Tasks)	Grammar	Assessment
• Students understand texts that consist mainly of everyday life, education, environment, science and technology		○ After reading commercial adds in a newspaper, students will make a list of what they would like to buy in a supermarket/Department store	○ Comparative and superlatives	○ Considering a short text students demonstrate understanding by giving information about food meals and beverages

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		• After reading a text on daily diet, students write a list of food with proteins. • Reading a jobs offer in a want add, students ask questions about the teaching position to be filled by the principal of the school. • Students read and understand the general meaning of newspaper and magazine articles about science and technology. • Using their own schedule, students compare and contrast a sample weekly school schedule with other schools.	• Future • Neither do I /so do I.	• With a touristic brochure, teacher asks student to answer questions about places to visit, where to stay in terms of lodging facilities and activities offered • With a school catalog teacher asks students to select subjects they like and specify why.
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Writing

Competencies	Content Elements	Learning activities (Tasks)	Grammar	Assessment
- Students write simple texts on topics which are familiar or of personal interest. - Students write personal letters describing experiences and impressions.		- Students brainstorm on a content of a text. - Students make a list of words that can be used in writing a text. - Students verify with another student if the text is complete. - Students complete a text using a cloze technique - Students add details to make a text more accurate - Students rewrite part of a text with another student to make it clearer. Students write postcards among themselves		- In a writing composition teacher asks students to write a well-organized topic on how to take good care of their health - Orally and in writing students say what is necessary to be done in cases of emergency - Teacher asks student to summarize a written text on environment - Orally and in writing students say what measures to be taken in cases of natural disasters / earthquake, inundation etc.

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- Students /label pictures of various animals, plants, insects etc. and classify the different species

- In a writing composition teacher asks students to write a well-organized topic on the Educational System of Haïti and other English-Speaking countries
- Orally and in writing teacher asks students to write a well-organized topic on the Educational System of Haïti and other English-Speaking countries.
- Teacher asks students to summarize written texts on science and technology
- In a writing composition teacher asks students to write two well-organized topics: one on science and the other one on technology

CULTURAL FEATURES

- British English Vs American English
- Attitude of Haitian youngsters and North American youngsters as far as music is considered
- Haitian paintings in the Caribbean
- The Haitian health care system and European and USA Health Care System
- Social Security System in both Haiti and English-Speaking countries
- Retirement in Haiti and they USA
- How is it viewed?
- Haitian Folklore
- The role of man and woman in Haiti and Canada
- Food and dishes in different
- English speaking countries and Haiti
- Quality of life among different
- English - speaking countries and Haiti
- Political Systems (differences between Haiti and the USA)

INDICATIVE PROGRESSION GRID

ACTIVITÉS PÉDAGOGIQUES ET TÂCHES		HORAIRES
1-	Activités Pédagogiques et tâches liées à la vie quotidienne	14 Périodes
2-	Activités Pédagogiques et tâches liées à la santé	12 Périodes
3-	Activités Pédagogiques et tâches liées au voyage	7 Périodes
4-	Activités Pédagogiques et tâches liées à l'environnement	9 Périodes
5-	Activités Pédagogiques et tâches liées à l'éducation	10 Périodes
6	Activités Pédagogiques et tâches liées à la Sciences et à la technologie	8 Périodes
Total		60 Périodes