



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 II : 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.

Thematic domain : Daily Life

Competencies	Content Elements	Learning activities and Tasks
1- Discuss problems and suggest possible solutions to resolve work-related problems 2- Understand the main idea and supporting details about professional and leisure activities related to indicated documents. 3- Interpret and write work-related correspondence including notes, memos, letters, and e-mail 4- Explain viewpoints on issues related to professional activities by giving the pros and cons of various opinions	<u>Topic content</u> Jobs and professional activities in Haiti and in the United States. Looking and applying for a job Wages and benefits in the workplace Types of leisure activities <u>Grammatical content</u> Use of adjectives in complete sentences: possessive / descriptive Comparatives / Superlatives Construction of sentences: declarative, interrogative, imperative, exclamatory <u>Use of verbs:</u> Present perfect, past perfect, past continuous Passive voice (What training is required?) Modals (What could / would / should he do?) <u>Cultural content</u> Minimum wage in Haiti versus minimum wage in the USA Unemployment in Haiti, Jamaica and the USA Best paid jobs in Haiti, USA, Canada, and The United Kingdom	In groups of four, students read the employment opportunities listed in a classified newspaper section. They discuss the abilities experience, and job needs of each member of the group. They discuss the advantages and disadvantages of each job. They choose the best job for each member of the group and report their decisions to the class. In a role play students assume fictions' identities and interact as employers and employees at job settings. In a brainstorming activity students debate the pros / cons of the increase of minimum wage in Haiti. Students in groups of four describe three (3) work-related problems that have been randomly selected and develop possible solutions to resolve them. Listening to a tape, students hear different job descriptions and select the appropriate one that fits their career objectives

Thematic domain : Health

Competencies	Content Elements	Learning activities and Tasks
1- Identify and discuss health-related problems and health care in different English speaking countries 2- State opinions about the health care system 3- Present and justify a clear-written topic on health in Haiti 4- Predict future trends in medical research in order to find appropriate medications for some deadly diseases 5- Express individual perspectives on the importance of free health care for children and the elderly.	<u>Topic content</u> Physical and mental states Medical emergencies Accident and medical forms Drugstore and pharmacy prescriptions <u>Grammatical content</u> Word families Passive voice (He was stung by a bee) Who should be treated first? Clauses with "If " Reciprocal pronouns The immediate past with "just" Present perfect /tag question <u>Cultural content</u> The health care system in Haiti and in the United States Medicare, Medicaid, HMO, Blue Cross, Blue Shield etc. in the USA The AIDS virus in Haiti and in the USA	Students in groups of four (4), brainstorm on different deadly diseases in Haiti such as : AIDS, tuberculosis etc. and evaluate their impact on the society Groups share their viewpoints and compare situations encountered with similar findings in the USA and the United Kingdom or elsewhere in the English speaking world. In a role-play situation students after research done from different sources share opinions about the health care system in Haiti and advise what should be done to improve it. After reading three (3) texts from different English news papers on finding medications for some deadly diseases, students in groups of six (6) work on a project outside the classroom to predict future trends in medical research for targeted diseases and report to the class the work done. Students identify from different sources (print, media, TV, Internet) written in any language a topic of his / her own interest on health in Haiti and write a well-organized essay (3 or 4 paragraph-length) on it and later present it orally to the class for discussion.

Thematic domain : Travel

Competencies	Content Elements	Learning activities and Tasks
1- Identify and discuss common problems associated with immigration 2- Construct meanings by drawing charts and diagrams from supported texts on touristic destinations 3- Compare and contrast restaurants in terms of price, cleanness and services offered 4- Express the pros and cons of American immigration policies after the bombing of the World Trade Center in New York 5- Examine and analyze cultural and economic contributions of Haitians in American life.	<u>Topic content</u> a) Immigration b) Hotels c) Touristic sites and areas d) Restaurants <u>Grammatical content</u> a) Time clauses (before/after/when) b) Imbedded questions (Do you know where the nearest gas station is?) c) Separable and inseparable two-word verbs d) Modals in the past ; modals in the present e) Reported speech <u>Cultural content</u> a) Experiences and expectations of Haitians living in the USA and Canada b) Immigration Reform and Control Act of 1986 c) Walt Disney, McDonald's, Coca-Cola, melting pot. d) American cuisine versus Haitian cuisine e) Haitian panting, music and some cultural rituals f) Influence of Rap Music on Haitian youth	a) In a brainstorming activity, students identify reasons why Haitian professionals massively immigrate to Canada. Then in groups of four (4) they discuss the issues and propose solutions to reduce that brain drain. Groups alternatively in front of the class present their solutions and answer questions asked by other classmates b) Students in groups of four (4) identify from different sources (Newspaper, magazine, internet, etc...) a text focusing on the most important travel destinations in the Caribbean corroborated with recent statistics. Each group of students draws a chart to pinpoint that choice and explain it later to their classmates in an oral presentation. c) In a brainstorming activity students in groups of five (5) select three (3) restaurants of any type in which they have already eaten and compare them in terms of price, cleanness and services offered. Then in a well-organized written letter to a friend each group recommends the restaurant chosen.

		d) In an out-of-class research-project students in groups of six (6) investigate reasons for the blowing out of the World Trade Center in New York and in a role-play in the classroom act as survivors of the tragedy. Students through exposure to texts on US immigration policies express their opinions on decisions taken to tighten massive immigrations to the USA. e) Students after reading newspaper articles on issues related to Haitians living in the US and interviewing knowledgeable people on the issue, analyze in a well-written essay of around 120 words the cultural and economic contribution of Haitians in the American society.
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Thematic domain : Environment

Competencies	Content Elements	Learning activities and Tasks
1- Investigate and propose solutions to problems related to environment 2- Compare and contrast environmental issues in Haiti, in the Bahamas or in any other English-spoken country 3- Evaluate decisions taken to increase crop production in rural areas of Haiti	<u>Topic content</u> a) Urbanism b) City life, suburban life, and shanty town c) Farming and deforestation <u>Grammatical content</u> a) The future with the simple present and present continuous b) Placement order of adverbs c) Reflexive pronouns d) Preposition + gerund	a) Using reading skills (Such as skimming, scanning, and contextualized guessing, students read a text on environment and solve problems related to it. b) In an out-of-class research, students in groups of four (4) compare and contrast phenomena such as hurricane, flood and earthquake in terms of losses and damages,

4- Predict consequences if environmental disasters occur. 5- Justify decision of taken by the state	<u>Cultural content</u> a) Tornado phenomenon in the Midwest of the USA - Earthquake in the state of California - Flood in Florida and in Texas (USA) - Subsidizing agriculture in the United States b) City life versus rural life in Haiti c) Deforestation in many parts of the country and its impact on the environment d) Interconnectedness among the Ministry of Public works, City Hall and the Ministry of Environment in the fight of maintaining an environment free of waste, pollution and litter	c) Students conduct small group discussions on crop production in rural areas of Haiti and d) Indicate decisions to be taken to help farmers improve said production. e) Upon listening a recorded radio broadcast on overpopulation and the negative social impact the latter causes on the country's economic life. Through brainstorming, students say and justify appropriate decisions to be taken by competent authorities
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Thematic domain : Education

Competencies	Content Elements	Learning activities and Tasks
1- Analyze texts on education-related issues 2- Express and justify opinions on how to improve the quality aspect of the Educational system. 3) Conduct a survey and analyze the results on how important Education is to youngsters. 4- Create hypothetical real-word situations related to Education and solve them. 5- Compare Educational systems of different countries.	<u>Topic content</u> a) Fundamental school system b) Secondary school system c) Vocational and technical schools. <u>Grammatical content</u> a) "Hope" and "Wish" b) The future, present perfect, and modals in the passive voice c) Verbs + infinitive (plan to go) d) Advice with "ought to" <u>Cultural Content</u> a) Educational differences between Haiti and the USA. b) Access to Education in Haiti, Jamaica, Canada, and the United States.	a) Students in groups of five (5) analyze a text on Haitian Education and express in a well-written paper their opinion about it. Then, they present their paper to the class followed by questions and discussion. b) In a role-play situation students simulate a conversation on the importance of school in the globalized village. Thereafter in out-of-class assignment, groups of seven (7) students in a well-documented paper express their opinions. c) Students on special assignment in their respective neighborhood, conduct a survey on people's perception about the public school system, analyze the results and present their findings to the class for discussion and debate. d) Students in groups of five (5) designs a Case-Study on important issues in education and invite other groups to make proposals on the case. e) In a research done with the help of different sources students in groups of five (5) compare educational system in about five (5) English-spoken countries and present orally that research for discussion with classmates.

Thematic domain : Science and Technology

Competencies	Content Elements	Learning activities and Tasks
1) Analyze relevant issues related to technology 2) Hypothesize the reaction to new situations based on the development of different countries 3) Compare technological development of different countries 4) Express and support opinions about new trends in science and technology 5) Prioritize solutions to Dilemmas resulted from new development in science and technology.	<u>Topic Content</u> a. New Technologies b. Cellular phones c. Internet <u>Grammatical content</u> a. relative clauses with who, whom, which, and that b. placement order of adverbs <u>Cultural content</u> a) Silicon valley b) Boeing and major US government contractors, Microsoft, Google, Apple, IBM, Verizon c) Digicel, Voila, Teleco, Conatel, Haitel	a) Students in groups of five (5) analyze a written document from any source (newspaper, magazine, Internet) based on science or technology and write an alternative ending to the text in question. b) Students as teams brainstorm on different adverse/negative impacts of technology on our modern world, hypothesize the reaction of consumers to stop that trend. c) Listening to a tape or a CD students hear technological development and say how the latter may transform them as human beings as well as how they can use it in the future to improve life in their community. (Students may choose to work as teams or individually) d) Students in groups of five (5) analyze the impact of Microsoft, Google, Apple, IBM, Verizon, on American society (each group works on one of the stated Communication or Software Company. e) In groups of four (4), students say and discuss how things were when there was only TELECO In Haiti. They answer questions as:

		- How Communication was ? - Who could afford having a fixed phone at home ? - How long did the process of having a phone last ? Students further their discussions upon the arrival of - Haitel - Comcel - Digicel.
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INDICATIVE PROGRESSION GRID

ACTIVITÉS PÉDAGOGIQUES ET TÂCHES		HORAIRES
1-	Activités Pédagogiques et tâches liées à la vie quotidienne	8 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		54 Périodes