



MENFP

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE

PROGRAMME A COMPÉTENCES MINIMALES

ANGLAIS

SECONDAIRE IIII

SÉRIE : LLA

DECEMBRE 2019

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 III; série (LLA) : 22 heures sont susceptibles d'être rattrapées par semaine et 12 heures peuvent être prises en charge à travers des devoirs de recherche à la maison.

Thematic Domain : Daily Life
Every day customs

Competencies	Content Elements	Learning activities and Tasks
1- Express individual perspectives on the importance of social activities in our daily life. 2- Compare and contrast personal relations among people in Haiti and in the USA. 3- Present and justify a clear-written topic on the banking system in Haiti, bitcoin, Stock market. 4- Investigate and propose solutions to problems related to late night leisure activities and insecurity in Haiti. 5- Nocturnal life and related issues. 6- Express personal thoughts about the different types of money and its diverse functions. 7- Investigate upon indoor and outdoor activities.	<u>Topic content</u> - Social activities mostly attended by rural area residents and city residents - Meeting people in the street; run into a friend at a public transportation - Vital role plays by the banking system in the Haitian economy - Late night shows and safety issues in Haiti, shooting etc <u>Grammatical content</u> a) reflexive pronouns b) Any longer versus still c) Separable and inseparable two-word verbs d) Order of adverbs e) Time clauses (when, after, before.	In a brainstorming activity students discuss and debate what police should do to improve nightlife in major big cities in Haiti. In a role play situation students interact as customers and cashiers in a bank. They later investigate through internet and/or newspaper articles why many banks went bankrupt in the USA. In groups of four students research the impact of the worldwide financial crisis on the Haitian economy. In a listening activity, students pay attention to warnings and precautions to be safe, and report to other classmates the importance of such measures.

	<u>Cultural content</u> - The banking system in Haiti and the banking system in the USA - Gambling and casinos in Port-au-Prince, Las Vegas, Atlantic city - The wedding ceremony in different English-speaking countries and Haiti.	Students in a project and creative task compare the view- point of two senators on issues related to kidnapping in Port-au-Prince and its surrounding areas.
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Thematic Domain : Health

Competencies	Content Elements	Learning activities and Tasks
1- Investigate and propose solutions to reduce sexually transmissible diseases in Haiti. 2- Compare and contrast Haitian diet with American one. 3- Justify decisions taken by the government to protect the population against the swine flu. 4- Conduct a survey on what type of drugs patients buy at a pharmacy or drugstore (generic name or brand name) and report the finding.	<u>Topic content</u> - Sexually infectious/ transmissible diseases and their treatments - The food guide pyramid and key recommendations - Eating disorders and health (anorexia, bulimia, binge-eating disorder) - Trends in daily use of cigarettes in Haiti and in the US	- Students in groups of four (4) brainstorm on the most common sexually infections diseases and their possible treatments - They listen to a recorded radio broadcast which gives advice on what to do to avoid being affected. To show their understanding of the listening activity, students jot down what they hear in terms of precautions to be taken. - In a role-play situation students act as doctors and patients in situations involving an infectious disease.

5- Predict consequences on people's health if gas is being used on a daily basis within a month period by the police force to disperse mobs and riots.

6- Find out about allergy, disability, ailment, disease, etc.

7- Write an essay about the different types of cuisines.

- Fast food
- Junk food
- Buffet
- Catering service

Grammatical content

- To be willing + infinitive
- Passive voice
- Relative clauses with: who, whom, that and which
- Verbs + infinitive
- Noun clause

Cultural content

- Illicit drug use among high school students in Haiti and the USA
- Non marital childbearing in Haiti and the USA
- Health insurance coverage in the English-speaking world (USA, Canada, Australia, Jamaica and India)

- Students identify from different sources (internet, TV, print) the devastating effect of the swine flu pandemic around the world.

Then they write in groups of four a well-organized essay (4 or 5 paragraph-length) stating the origin of the disease, how it spreads throughout the continents, what are the investigations being done and how far we are from finding a cure and a treatment.

Later on, the groups report to the class and discuss their research.

- In an open debate and discussion students express and justify their opinions on cigarette smoking and illicit drug use among teenagers and the use of gas by police to diffuse riots.

Thematic Domain : Travel

Competencies	Content Elements	Learning activities and Tasks
1- Analyze texts related to travel and tourist issues 2- Compare and contrast business and conference travels in Haiti and in the USA 3- Identify and express individual views on most visited world's tourist monuments 4- Discuss problems and suggest possible solutions to increase tourism in Haiti 5- Conduct a survey and analyze the results on how important eating in a restaurant is for the Haitian middle-class citizens.	<u>Topic content</u> a) Competitiveness between American Airlines and Delta Airlines on the Port-au-Prince - New York market b) Most visited monuments in Haiti and the USA c) World's top countries in tourism earnings and destinations and what it means for their economies <u>Grammatical content</u> a) reported speech b) present perfect/ tag question c) comparatives and superlatives d) placement order of adverbs	A) In a brainstorming activity students discuss the importance of competitiveness in the airline industry to reduce costs related to domestic and international traveling. Then they state the advantages of a major competitor like Delta Airlines on the Port-au-prince - New York route. B) In a role play/ simulation task, students alternatively play the role of tourists visiting "La Citadelle Laferriere" and guides giving different types of explanations and answering relevant questions. C) In an out-of-class research-project students in groups of five (5) investigate reasons why "The Citadelle" is considered one of the most important marvels of the world.

	<u>Cultural content</u> a) Amusement/ theme parks in the USA (Disney world, Disney land, Great Adventure, Bush Garden etc.) b) The concept of "resort area" and examples from the United States and Haiti	D) Students in groups of five (5) analyze a text on why Americans like to eat in fast-food restaurants. Then they summarize the text for presentation to the class for further discussion and debate including comparisons with Haitian outside eating habits. E) In a role-play situation students play the role of a traveler who has lost his/her flight to New York due to traffic jam. F) In a well-written problem-solving task students investigate and suggest to the government and private sector ways to make Haiti a more competitive tourist destination in the Caribbean.
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Thematic Domain : Environment

Competencies	Content Elements	Learning activities and Tasks
1- Investigate and propose solutions to problems related to ecology and deforestation 2- Construct meanings by drawing charts and diagrams from supported texts on territorial urbanization 3- Compare and contrast renewable energy sources 4- Express and support opinions about alternative fuel for cars to reduce pollution	<u>Topic content</u> a) renewable energy sources: (geothermal, hydropower, solar, wind) b) alternative-fueled-vehicles c) Air pollution in selected world cities d) Greenhouse gas emissions e) Deforestation: the case of Gonaïves	a) Upon listening a recorded radio broadcast on deforestation and the ecological impact that may occur, students through a brainstorming activity justify appropriate measures to be taken by the authorities to solve this phenomenon in many parts of the country.

5- Prioritize solutions to dilemmas related to traffic jams in big cities.

f) Traffic jams in Port-au-Prince and other cities in Haiti and in the English-speaking world (USA, Canada, Australia, Jamaica, and India).

Grammatical content

a) Declarative, interrogative, imperative, exclamatory sentences.

b) Compound nouns

b) Preposition + gerund

Cultural content

a) Hybrid cars a priority of utmost importance for the "big three" auto-makers in Detroit (GM, Ford and Chrysler)

b) Air pollution in Haiti and in the USA.

c) The desert area of the Rocky Mountains in the USA vs the Haitian Far West in the North Western part of the country.

b) After reading three (3) texts from different English newspapers on alternative ways to replace gasoline for cars, students work in groups of five (5) on a project outside the classroom to analyze the cost- effectiveness of that choice, the impact on air pollution and predict future trends of that alternative.

Students in an oral presentation followed by a debate and discussion report to the whole class the work done.

c) In a role-play situation students simulate an interview between a radio reporter and the mayor of Port-au-Prince about new measures to reduce traffic jams at peak hours in the metropolitan area.

Thematic Domain : Education

Competencies	Content Elements	Learning activities and Tasks
1- Investigate and propose solutions to problems related to Higher Education in Haiti. 2- Express the pros and cons of the new trend for Haitian University students to attend college overseas. 3- Express individual perspectives on the importance of citizenship education across the curriculum at the secondary level. 4- Construct meanings by drawing charts and diagrams from supported texts on Education in the English-speaking world. 5- Examine and analyze educational contributions of former scholarship-holders in Haitian schools.	<u>Topic content</u> a) Students strikes at various schools of the state university b) Ivy league and most competitive universities in the USA c) The growing costs of tuition and fees in private universities here and abroad d) The importance of citizenship education in order to make students a better public servant for his/her country tomorrow <u>Grammatical content</u> a) Imbedded questions b) Preposition + gerund c) Advice with "ought to" d) Present perfect, past perfect, past continuous e) Clauses with "if" <u>Cultural content</u> a) Fulbright, fellowship, assistantship, scholarship, Ivy league institutions, grant, alumni association, PTA, Alma mater, commuter university, GPA, degree, BA, BS, PhD, field, major, minor, concentration, community college etc.	a) In a brainstorming activity students debate the pros/cons of the importance of attending college/university overseas. b) Students in groups of four (4) express their choice and report it to the whole class for further debate and discussion. c) In a role-play situation students act as scholarship applicants and administrators during an interview for final decision on whether or not the scholarship will be granted. d) Using reading skills such as: (skimming, scanning and contextualized guessing) students read a text on the growing costs of higher education and answer questions about it.

- b) Public vs private universities in the USA
- c) Higher Education in different English-speaking countries (USA, Canada, Australia, Jamaica, UK)

e) In an out-of-class project student in groups of four (4) write a well-documented essay on the importance of citizenship education in order to become a good citizen and patriot for his/her country.

Thematic Domain : Science and Technology

Competencies	Content Elements	Learning activities and Tasks
a) Identify and discuss advantages associated with science and technology b) Express the pros and cons of technology in our modern time c) Conduct a survey and analyze the impact of the new technologies on ourselves and on our environment d) Explain viewpoints on issues related to science and technology e) Students compare and contrast different countries in terms of internet access.	<u>Topic content</u> a) All-time top-grossing movies b) All-time highest-rate and most watched TV programs c) The impact of the new technologies on ourselves and on our environment e) Computer and internet milestones <u>cultural content</u> a) Internet access in Haiti and in the USA (at home, school and work) b) Personal computers, internet and cellular phone users around the world c) Digicel VS Claró in the Caribbean region	a) In a brainstorming activity students debate the pros/cons of technology in our modern time. Then they identify and discuss advantages related to science and technology in various fields b) In a role-play situation students after research done from different sources share opinions about the status of NATCOM by the government c) In an out-of-class research project students in groups of five (5) investigate reasons why and how computers, internet and cellular phones have revolutionized the way we live

	<u>Grammatical content</u> a) Noun clause b) The immediate past with "Just" c) Modals f) Word families.	d) Students identify from different sources (Radio, TV, internet, newspaper) a topic of his/her own choice on either science or technology and write a well-organized essay (4 or 5 paragraph-long) on it and later present it orally to the class for discussion e) Students in groups of four (4) conduct a survey in various schools to investigate if they have computer labs, science labs and language labs and after reporting their findings to the rest of the class, they evaluate the schools in terms of technology-oriented . Finally they write a letter of congratulations to the best ones.
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Thematic Domain : Culture and Civilization
Different types of communication

Competencies	Content Elements	Learning activities and Tasks
Investigate and propose solutions to reconstitute prior Haitian customs and habits. Present about carnival seasons and flag's day	<u>Topic content</u> ❖ Carnival season street parade ❖ Disguisement ❖ Street bands <u>Orchestras</u> ❖ Laborday and diversity in Haiti and USA	a) In a class presentation, students will take turn expressing them selves upon their cultural habits. b) Students in group of four (4) express their personal thoughts to conduct a well-nourished debate and discussions.

Compare and contrast the different types of advertising tools.

- Brochures
- Pamphlet
- Social medias
- Websites
- Balloons
- News papers
- Black board
- Bill board

Grammatical content

Present perfect tenses using since, for.
The use of the present perfect progressive.

Topic content the importance of verbal communication and written communication.
The new trends in communicative assets in the 21st century

Grammatical content

The uses of the most used preposition across, for, in, on, to, at,

c) There, they write in groups of five (5) a summary upon the group members brainstorming activity

Using reading skills such as:
Making a power point presentation, drafting a short announcement, an easy - to-read article, a story. Telling; students will deepen the new trends in communication

INDICATIVE PROGRESSION GRID

ACTIVITÉS PÉDAGOGIQUES ET TÂCHES		HORAIRES
1-	Activités Pédagogiques et tâches liées à la vie quotidienne	18 Périodes
2-	Activités Pédagogiques et tâches liées à la santé	15 Périodes
3-	Activités Pédagogiques et tâches liées au voyage	9 Périodes
4-	Activités Pédagogiques et tâches liées à l'environnement	14 Périodes
5-	Activités Pédagogiques et tâches liées à l'éducation	14 Périodes
6	Activités Pédagogiques et tâches liées à la Sciences et à la technologie	10 Périodes
Total		80 Périodes