



MENFP

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE

PROGRAMME A COMPÉTENCES MINIMALES

ANGLAIS

SECONDAIRE IIII

SÉRIES : SES, SMP & SVT

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 IV ; séries (SES, SMP & SVT) : 11 heures sont susceptibles d'être rattrapées par semaine et 6 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- Express individual perspectives on the importance of social activities in our daily life. 2- Compare and contrast personal relations among people in Haiti and other English Speaking countries like the U.S.A. 3- Present and justify a clear-written topic on the Money Banks and banking system in Haiti and abroad 4- Investigate and propose solutions to problems related to late night leisure activities and insecurity in Haiti. Understanding Money Banks and Banking	<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 - Money and History - Haiti's Banking System - Vital role plays by the banking system in the Haitian economy Bank's role in a Country - Banking transaction <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. -What night life looks like in Rural and city areas 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 (Word) word. - Gambling and casinos in Port-au-Prince, Las Vegas, Atlantic city other parts in the world - The wedding ceremony in different English-speaking countries and Haiti. New way to see life together (couple / community life)	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. In a group project students identify the role of a bank in a society.
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Thematic Domain : Health

Competencies	Content Elements	Learning activities and Tasks
1- Investigate and propose solutions to reduce sexually transmissible diseases and other types of infections in Haiti. 2- Compare and contrast Haitian cuisines 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 - Eating disorders and health (anorexia, bulimia, binge-eating disorder) - Trends in daily use of cigarettes in Haiti and in the US - Spending on health by the Haitian government - List curable and incurable	- 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.

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- define curable Vs incurable diseases
Establish the difference between a pharmacy and a drugstore

Grammatical content

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

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)

- In a role-play situation students act as doctors and patients in situations involving an infectious disease.

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

- Identify from a given list which disease is curable and which ones are not.

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 other countries in the world 3- Identify and express individual views on most visited world's tourist monuments -TPS (Haiti TPS) 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. Discuss migration, towards Brazil / Chile / USA/ Canada and the reasons why...	<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) Most important Haitian restaurants in terms of fancy, taste of food and service. <u>Grammatical content</u> a) reported speech b) present perfect/ tag question c) comparatives and superlatives d) placement order of adverbs <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	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. 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 5- Prioritize solutions to dilemmas related to traffic jams in big cities.	<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 Reforestation f) Traffic jams in Port-au-Prince and other cities in Haiti and in the English-speaking world (USA, Canada, Australia, Jamaica, and India).	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. 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.

	<u>Grammatical content</u> a) Declarative, interrogative, imperative, exclamatory sentences b) Preposition + gerund <u>Cultural content</u> a) Hybrid cars a priority of most importance for the "big three" auto-makers in Detroit (GM, Ford and Chrysler) b) Air pollution in Haiti and in the USA.	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.
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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	<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	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.

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.

d) The importance of citizenship education in order to make students a better public servant for his/her country tomorrow

Grammatical content

- a) Imbedded questions
- b) Preposition + gerund
- c) Advice with "ought to"
- d) Present perfect, past perfect, past continuous
- e) Clauses with "if"

Cultural content

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

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.

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

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 d) 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 d) Major us technology companies and their impact on our daily lives.	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 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 c) 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 d) 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.

	<u>Grammatical content</u> a) Noun clause b) The immediate past with "Just" c) Modals d) Word families.	
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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