



MENFP

MINISTÈRE DE L'ÉDUCATION NATIONALE
ET DE LA FORMATION PROFESSIONNELLE

PROGRAMME A COMPÉTENCES MINIMALES

ANGLAIS

SECONDAIRE IV

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 IV ; 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

Competencies	Content Elements	Learning Activities and Tasks
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. Define finance and financing	<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. <u>Grammatical Content</u> a) Form and use of the possessive case b) Comparative and Superlative c) Auxiliary verbs d) Question tags e) Relative pronouns and clauses f) Simple Present/Simple past/Present progressive (Review) <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. Insurance /Retirement/Investment. Leisure activities.	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). 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. In a brainstorming activity discuss the term of Pregnancy - Students give ideas about the situation of the pregnancy of woman Haitian

- Debate the menstruation's period and propose solutions on how to protect themselves while having sex.
- Social advantages in USA for pregnant women/Haiti

Thematic Domain : Health

Competencies	Content Elements	Learning Activities and Tasks
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. Drugstores & Pharmacy Diseases/Sexually/ Transmitted/Infections	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.

	<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 g) Quantifiers <u>Cultural Content</u> a) Fitness programs and sports in various English-speaking countries. b) 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. Write a list of words related to fitness and sports In a brainstorming activity, students discuss about fitness programs and sports Propose the reasons for which above should adopt these programs.
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Thematic Domain : Travel

Competencies	Content Elements	Learning Activities and Tasks
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.	<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.	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.

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.	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. Tourism / Types International relations <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. Human Migration b) PTS (Protected Temporary Status) for Haitians and other central American nations. c) Holiday traveling: Haiti, Dominican Republic and the USA.	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. 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. Students discuss about the human migration in the world; and Haitian migration in USA Analyze the main consequences make the difference between asylum / TPS etc the importance of asylum attorney in the process.
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Thematic Domain : Environment

Competencies	Content Elements	Learning Activities and Tasks
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	<u>Topic Content</u> a) More efficient public transportation and carpooling 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. Ecology Rural, Suburban Urban Infrastructure Deforestation / Reforestation Ecology Urbanization: Rural Suburban, Eco-Tourism Agro - Business.	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. Focus on population ecology students debate about the importance Rojox solutions of ecology and the impact of their actions on the life of the planet as well as on each other

	<u>Grammatical Content</u> a) Comparison of the present perfect simple and continuous b) Habits expressed by will, would, should c) gerunds after prepositions d) The verb mind e) 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. In a brainstorming activity, students debate about the earthquake and the consequences of this natural disaster Propose the different means of protection
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Thematic Domain : Education

Competencies	Content Elements	Learning Activities and Tasks
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.	<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.	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.

3- Investigate and propose solutions to problems related to the illiteracy rate in Haiti. 4- Compare Haiti and Dominican higher 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.	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. - Colleges and degrees <u>Grammatical Content</u> a) The conditional tenses b) Infinitive and gerund constructions c) Commands, request, invitations, advice and suggestions d) The passive voice e) 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.	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. 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. Students discuss about scholarship and loans at the university.
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Thematic Domain : Science And Technology

Competencies	Content Elements	Learning Activities and Tasks
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. Social Medias <u>Grammatical Content</u> a) Noun clauses b) Infinitives after <u>go</u> and <u>come</u> c) Had better, would rather, would prefer, would like and want d) Verb + preposition / adverb	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. 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.

Cultural Content

- 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.

Thematic Domain : Culture and Civilization

Competencies	Content Elements	Learning Activities and Tasks
Investigate and propose solutions to Haitian-related acculturation problems	a) A list of Haitian cultural traits and facts b) The derived words Noun/Verb/ Adjective Adverb c) Synonym words Vs. antonym words. d) Different sets of lexical related fields based on ecology, astronomy, etc.	In a brainstorming session, students in groups of five (5) draw a list of all the cultural activities from the 20th to the 21st century. Students are assigned to role-play a cultural representation. For instance, tell a fairy tale, a riddle, etc. Students also read a newspaper article about a Haitian festival and then write an essay on it.

Thematic Domain : Introduction to English and Afro-American literature

Competencies	Content Elements	Learning Activities and Tasks
Read a few excerpts of Shakespeare's best seller book "The Beowulf" and express the plot. Compare and contrast two Afro-American authors' works. Highlight the literary genders preconized in different texts. Present a simply-organized correlation and application to today's situations.	Grammatical content. - The use of: - Who, whom, whose as connectors. - Some, any, no. - Do Vs. Make - The problem verbs sit, set, rise raise, say tell die, lay. Review on simple comparative and double comparative Apply the irregular comparatives of adjectives.	Students present a summary of an except which has been previously read and brainstorm about it. Students, in agreement with the teacher, make a technological presentation about an Afro-American author's work. Students make sure to use the problem verbs that were presented previously. Students, in pairs or groups, read, analyze and summarize a literary article

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