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| **Level:** Secondary Education : Year Three **(SE3)**  **Streams : Literature and Philosophy and Foreign Languages**  **Time devoted: 4 hours** |
| **GLOBAL COMPETENCE**  **At the end of SE3, the learner will be able to produce written messages / texts of descriptive, narrative, argumentative and prescriptive types of about 20 lines, using written or oral support.** |

**FIRST TERM**

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| **UNIT** | **Theme** | **Learning objectives** | | | **Targeted Competency** | **Communicative tasks/activities**  **(oral/written)** | | **Resources** | | | **Integration & Assessment** | | **Estimated**  **Time** |
| **Diagnostic assessment** | | | | | | | | | | | | | **SEPT- week 2** |
|  | **Project:** Making the profile of an ancient civilization | | | | | | | | | | | |  |
| **ONE - EXPLORING THE PAST** | **Ancient civilizations** | **Students will be able to :**  **\***Identify the five major ancient civilizations  **\***speak/write about the rise and fall of civilizations  \* speak/write about the contributions of civilizations to the growth of man  \* describe people’s past habits, lifestyles and achievements | **Interacting**  **Interpreting**  **Producing** | | | **\***Reading a map to identify  the ancient civilizations represented  \*Drawing the wheel of civilizations and ordering the civilizations chronologically  \*Gap-filling ( use of verbs related to the rise and fall of civilizations) | | | **Grammar**:  \* Past simple  \*Past perfect  \*Used to ….  \*Had to …..  \*Was/were able to …  \*Articles: use and omission before abstract nouns  \*Quantifiers: Few/little  \*Comparatives and  superlatives of quantifiers | 1- Assessment should occur at  regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. | | | **7 weeks** |
| **ONE - EXPLORING THE PAST** | **Ancient civilizations** | \* make a historical account about the development of a civilization  \*Speak/write about world heritage sites  **\***write about the challenges faced by modern civilization  \*to recite a version of ancient beliefs and myths using related vocabulary and the past simple tense. | **Interacting**  **Interpreting**  **Producing** | | | \*Filling in a spidergram about achievements in Islamic civilization  \*Completing a network tree  about the major threats to our civilization | | | \*Expressing concession using: though, in spite of,but, however…  **Morphology:**  \*Forming new words with:  - prefixes **de** and**dis**  to form opposites  - suffixes –**ic**, -**ment, -y , -able**  **-ed**  **Lexis related to :**  **\***rise and fall of civilizations (verbs)  \* to beliefs and myths.  **Phonology:**  \*Weak/strong forms of ‘was’ and ‘were’.  \* Pronunciation of ‘ch’ and final “-ed”  \*Stress shift ( nouns/verbs) | | | 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. |  |
| **PROJECT PRESENTATION** | | | | | | | | | | **Peer assessment** |
| **TWO- ILL GOTTEN GAINS NEVER PROSPER** | **Ethics in Business : Fighting Fraud and Corruption** | **Project:** Writing a charter of ethics in business | | | | | | | | | |  | **7 weeks** |
| **Students will be able to :**  **\*** consider honesty in business as a sign of active/good citizenship  \*define the concept of ethics in business  \*debate on the importance of ethics in business  \* identify and define the concept of ethics in other professional contexts  \*raise awareness about the negative effects of counterfeiting  and the dangers of counterfeit products  \*develop a sense of active citizenship ( the pupil as a conscious consumer) | | **Interacting**  **Interpreting**  **Producing** | | \* Interpreting a picture (identifying the unethical practice illustrated)  \* Gap-filling ( definition of  lexical items related to fraud  and corruption  **\***Writing a public statement using a spidermap  **\***Answering questions on a text  about counterfeiting  \*Filling in a word map with words related to fraud  \*Writing an opinion article  following the outlined procedure in the diagram provided  \*Expanding notes to make a speech in favour of ethics in business | **Grammar**:  **\*** Expressing condition using:  Provided/providing that/as long as  \*Expressing wish and desire with “wish” , “It’s high time”  \*Asking for and giving advice and warning using: should, ought to,had better  **\***Present simple and present continuous  \*Expressing cause and result using: because, so+ adj +that,  So, as aresult, thus, consequently…  \*Expressing obligation and necessity with must/have to  **Morphology:**  **-** Forming nouns by adding suffix “**-ty**” to adjectives  - Forming opposites by adding prefixes : “**dis-**”, “**il-**”…  **Lexis related to:**  - corruption and fraud  - counterfeiting  **Phonology:**  - Pronouncing words ending in “**-ics**” | | | | |
| **FIRST TERM EXAMS** | | | | | | | | | |
| **Correction of the first term examination and remediation** | | | | | | | | | |
| **WINTER HOLIDAYS** | | | | | | | | | | | | | |

**SECOND TERM**

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| **Unit** | **Theme** | | **Learning objectives** | **Targeted Competency** | **Communicative tasks/activities**  **(oral/written)** | | **Resources** | **Integration & Assessment** | | **Time** |
| **TWO - ILL GOTTEN GAINS NEVER PROSPER** | **Ethics in Business: Fighting**  **Fraud and Corruption** | | **Students will be able to :**  \*speak/write about social auditing and ethics in business  \* write a policy statement to inform potential fund contributors about an ethical investment fund. | **Interacting**  **Interpreting**  **Producing** | \*Responding to a text on social auditing and ethics in business  \* Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement | |  | |  |  |
| **PROJECT PRESENTATION** | | | | | | **Peer assessment** |  |
|  | |  | **Project: Designing an educational prospectus** | | | | | | 1- Assessment should occur at  regular intervals during the sequence and at the end of the sequence in addition to designated exam periods  2- After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. | **6 weeks** |
| **THREE: CHOOLS DIFFERENT AND ALIKE** | **Education in the World: Comparing Educational systems** | | **Students will be able to :**  **\***identify the characteristics of different educational systems  \* state what educational systems have in common at world level  **\*** write reports comparing different systems in the world  \*speak/write about ways to improve our educational system  \* write an expository article on the causes and effects of examination stress on students | **Interacting**  **Interpreting**  **Producing** | \* Paragraphing ideas  \*Speaking/writing one’s ideal school using a spidermap  \* Designing a home- page for  the lycée (describing my school)  \* Writing a checklist of recommendations for the Baccalauréat examination | **Grammar**:  \*Present simple, present continuous passive  \*If-conditional: type 1,2,3  \*Expressing desire and wish:  I wish I were/ I had  \*Asking for and giving advice:  should, ought to, If I were you  \*Expressing obligation : must, have to  \*Expressing similarities and differences with “like”, “whereas”  **Morphology:**  \*collocation with “**school**” and  “**education**”  \* Forming adjectives with suffixes **–ive**and **–al**  **Lexis**  **-** related to education  **Phonology:**  \* Pronouncing weak forms of could,should  \*Pronouncing final “s” | | |
|  |  | | **PROJECT PRESENTATION** | | | | | | **Peer assessment** |  |
| **SECOND TERM EXAMS** | | | | | |  |
| **Correction of the second term examination and remediation** | | | | | |
| **SPRING HOLIDAYS** | | | | | | | | | | |

**THIRD TERM**

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| **Unit** | **Theme** | **Learning objectives** | | **Targeted Competency** | | **Communicative tasks/activities**  **(oral/written)** | | **Resources** | | | **Integration & Assessment** | **Time** |
| **FOUR – WE ARE A FAMILY** | **Feelings, Emotions , Humour and related topics** | **Project:** Writing a booklet for coping with strong emotions/ Writing a short collection of jokes | | | | | | | |  | |  |
| \*Developing understanding of the concept of humour  \* raising awareness of others’  thoughts and feeling  \*Raising awareness about the importance of emotions/ feelings for the development  of the individual  \* Developing understanding of the expression of feelings across different cultures and societies  \*Exploring the concepts of friendship, love , patriotism , generosity , courage | **Interacting**  **Interpreting**  **Producing** | | \*Ordering statements as they occur in an interview  With an humourist  \*Responding to a letter (writing a letter of advice)  \* Writing a newspaper article about feelings and emotions  \*Listening to a lecture about friendship and ordering the notes  \* Re-ordering paragraphs to get a coherent public statement | | **Grammar**:  \* Present simple  \*Past simple, past perfect  \*Enjoy/like/dislike +gerund  \*I’d rather do…  I’d rather do …than…  I’d prefer …to…  \*Should, ought to, if I were you  \*articles: omission before abstract nouns ( love, anger, humour …)  \*Quantifiers: a lot of, a great deal of , few, little, some of us , all of us …  \*each other, one another  **Morphology:**  \*forming adjectives from nouns with: -ful , -ic, -ous  \*forming nouns with: **-ness**,**-ty**  **\***Forming verbs with **-en**  **Phonology:**  \*Pronouncing the cluster **ngth**  **\***Weak form of**of**in phrasal adjectives ( proud **of,** full **of** | | **1**- Assessment should occur at  regular intervals during the sequence and at the end of the sequence in addition to designated exam periods  **2**- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. | | | **6 weeks** |
| **PROJECT PRESENTATION** | | | | | | | **Peer assessment** | | |
| **THIRD TERM EXAMS** | | | | | | |  | | |
| **Correction of the third term examination and remediation** | | | | | | |