

FIRST YEAR SCIENTIFIC STREAM

Level: **Secondary Education Year One (SE1)**

Stream: **Scientific and Technological Stream**

Time devoted: **3 hours/ week**

EXIT PROFILE

At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.

Theme / Topic	Unit
1-Intercultural Exchanges	Getting Through
2- Communication –The Press	Our Findings Show
3-Environment, Pollution and The World of Animal	Back to nature
4-Innovation and Technology	Eureka

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Intercultural Exchanges Unit 1 : Getting Through .	Interacting Interpreting Producing	SWBA To: * Name the main parts of a computer. * Speak and/write about means of intercultural exchanges (computer, internet, telephone...) *Manipulatesome common means of intercultural exchanges. * differentiate between formal and informal letters and write messages on that way. *write a letter or an e-mail. *express preferences *Instructing & comparing	Grammar: *The imperative: to give instructions, <u>to warn and to give advice.</u> *Sequencers: first, next... * Comparatives of adjectives and adverbs: less/ more +adj + than. * Frequency adverbs: always, often... *Degree adverbs : very , quite ... * Reflexive pronouns : myself, yourself, *I prefer....to ..., I prefer.... rather than.... * Types of pronouns: subject, object,... * Prepositions of time and place: in , on , at *Correlative conjunctions : Neithernor / eitheror / bothand ...	*labelling * <u>T. provides a task to teach the imperative to express advice and warnings.</u> E.g: <u>Advice: Consult reliable sites is much better for you than any site.</u> <u>Warning: watch out for hackers!</u> *order instructions using sequencers. * write a composition about advantages and drawbacks of the internet. * respond to an e-mail describing regular activities, family, a place using frequency and degree adverbs. *write formal/ informal notes following the models provided in the textbook. *write a letter of inquiry. * Fill in a form. *fill in a résumé (CV). *write an application letter * respond to an advertand an application letter.	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 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.	8 weeks 24 hours

			Lexis: * related to computing and messages * related to description: to the west, to the north, it's bordered..... Phonology: *Stress in two syllable words * <u>Stress placement in instructions used to give advice and warn.</u>			
Project Outcome	Making a job application booklet/Creating a web page/Writing a letter/ an e-mail					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Communication -The Press Unit 02. Our Findings Show.	Interacting Interpreting Producing	SWBA TO: *speak and / or write about means of communication (TV, newspapers, magazines ...) *conduct surveys * read and interpret reports, newspaper articles and graphs *write a report/an article * record the main ideas of a survey * write about people's reading habits *conduct an interview *Summarize what people say (report statements, questions) <u>*Expressing likes and dislikes</u> * make requests/suggestions*Make recommendations	Grammar: <u>*Like, prefer, enjoy, hate</u> *Direct & indirect speech: questions, statements+simple tenses, modals... *Reporting verbs: said, told, wondered, asked, answered, replied, *formation of Adverbs of manner: politely, fast... *formation of Adjectives: <u>ful/less.</u> Expressing contrast: on the contrary, but... Phonology: *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Pronunciation of final « s » / « ed »	*Talk about one's star sign expressing likes and dislikes * compare sensational newspapers with serious ones *Fill in a questionnaire * Summarizing dialogues *choosethe appropriate Reporting verbs. *Ask for and giving information. *narrate a story reporting the events of an accident	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 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 18 hours
Project Outcome	Conducting a survey					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Environment , Pollution and The World of Animal Unit 3 Back to nature	Interacting Interpreting Producing	SWBA To: * speak and/ or write about: - different climates. - natural and man-made disasters. - causes and effects of global warming. - recycling and renewable energies *write SOS messages. *write an expository paragraph about pollution * Express opinion (agreeing and disagreeing, arguing for and against) *read /interpret/write an advertgiving <u>arguments using sequencers</u> *write a letter of complaint *write a memo	Grammar * <u>If conditional (type 0/1)only</u> * Sequencers: firstly, secondly... *Express cause / effect relationship. Using as a result, so, consequently... *Quantifiers : some , a little of most of , all of , half of , few • Express opinion : what do you think, about...? I like, I agree/ disagree... Morphology: *Forming adjectives using suffixes : al, ic , ical... Lexis related to : - pollution, natural disasters and climate change Phonology: * Intonation in yes /no questions *Stress in words ending in « tion, ssion »	*Read a world climate map *Interpret pictures *Answer questions *Use pictures and cues to make a dialogue *Matching *Gap-filling *Table completion	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 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 .	7 weeks 21 hours
Project Outcome	Designing a consumer's guide					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Innovation and Technology Unit 4: Eureka.	Interacting Interpreting Producing	SWBA To: *speak and/ or write about: - inventions, discoveries and developments in technology - the development of telecommunications - the evolution of an invention - state/identify advantages and drawbacks of some inventions * take sides in a debate * make an oral presentation of a product from product specifications *write an opinion letter * Write a biography about a scientist	Grammar: * Use definite and indefinite articles *Express result: so+adj+ that *Describe an object: shape, colour, etc. - Dimensions: deep, width... *Lexis related to telecommunication Phonology *Stress of words ending in: y + ical	*Matching * Interpret a picture * Table- filling *Note- taking *Asking /answering questions * Make an oral presentation or write a paragraph from notes * Write a paragraph out of a flow chart	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 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 .	7 weeks 21 hours
Project Outcome	Making an invention profile/ Writing a biography about a scientist					