

SECOND YEAR LITERATURE AND PHILOSOPHY

Level: Secondary Education: Year Two (SE2)
Streams: Literary and Philosophy
Time devoted: 4 hours/week

Exit Profile

At the end of SE2, the learner will be able produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 15 lines, using written or oral support.

Theme	Unit
1- Diversity / Lifestyles	- Signs of the time
2- Peace and Conflict Resolution	- Make Peace
3- Poverty and World Resources	- Waste not, want not
4- Technology and the Arts	- Fiction or Reality
5 - Disasters and Safety	- No Man is an Island

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 2: Make Peace:	Interacting Interpreting Producing	-Define the word conflict and list types of conflicts (family, classroom, community). -Discuss and identify the sources of conflict. - Discover and discuss the role of UNO <u>-state point of view and discuss it.</u> -Recognize bias and prejudice - Distinguish between duties and rights. - Figure on ways for conflicts resolutions -Discover and use lexis related to peace and conflict. -Write a poem denouncing prejudice - Apologise for and criticize wrong actions - Express obligation, prohibition, absence of obligation -Express appreciation -set a list of school regulations -Analyse a charter; focusing on form and context/ analyse style -talk about abuse of human rights	- Ability and possibility using “can” - Verb idiom “be able to” in different tenses -could/ managed to” <u>-expressing concession: however, although</u> - Criticize/ apologize - Should (not) have + PP(v) - Obligation: Must / have to / had to + stem, need to... - absence of obligation: mustn't, don't have to, needn't to... <u>Review prohibition</u> -Topical Lexis <u>Phonology: Intonation in polite requests</u> (Refer to the programme)	- interact about conflicts, peace, solutions, using pictures, video... - express ability and possibility (using «can”) - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes (act 2 p is all right) - write a poem for a UNESCO competition to denounce prejudice. - oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...) The activities p 44 are quite all right, so they can be kept *Teacher may choose a video to clarify the theme (wrong actions.)	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. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective.	6 weeks 24 hours
Project Outcome	Example: Write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.					

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Poverty and World Resources Unit 3: Waste not, Want not	Interacting Interpreting Producing	<ul style="list-style-type: none"> - <u>express purpose</u> - Demonstrate awareness and understanding of the issue of sustainable development - Explain the concept of sustainable development and its relationship with environmental issues - identify natural resources in your country and in the world - explore ways natural resources are shared in your country and in the world - Discuss and suggest a fair way of sharing non-renewable sources of energy - Discuss the issue of equality and sharing wealth (solidarity towards deprived people). - Enrich their lexical memory with new words related to the topic of the unit. 	<ul style="list-style-type: none"> -Passive voice Modals: could/must/should/ ought to -in order to/so as to/ so that... - Why don't you? If I were you... -if conditional type 0/1 You'd better/ It would help if... Present perfect; Present and past simple -Suggesting: Could/ may/might -Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) Pronunciation: -<u>stress in words ending in -tion, -sion</u> - <u>stress in two syllable words</u> (Refer to the programme) 	<ul style="list-style-type: none"> -Recognize the greatest conservation challenges -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources -Write a press release -Write the presentation of solar home -Analyse the impact of technological development on people -Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial -newspaper / magazine article 	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>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.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	6 weeks 24 hours
Project Outcome	Example: Write a charter against poverty. Or refer back to the textbook for alternative projects.					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<p>Technology and the Arts</p> <p>Unit 4:</p> <p>Science or Fiction</p>	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<p>-explain the concept of science fiction</p> <p>- describe book covers/ watch videos related to fiction</p> <p>-list and discuss the topics of sci-fi.</p> <p>- read a newspaper article about science fiction and identify the basis of sci-fi.</p> <p>- Give advice / express regrets/ wishes</p> <p>-Write a newspaper article speculating</p> <p>-Ask for and give explanations in a conversation and speculate</p> <p>-Write a commentary.</p> <p>-Write and recite a poem</p> <p>Write an autobiography/Tell about people who contributed to the welfare of humanity</p>	<ul style="list-style-type: none"> • If conditional types 2&3 • Present perfect • Past perfect • If only • Adverbs: well+ past participle (well-informed) • Compound words • Phrasal & prepositional words • Emphatic stress(do/did) • Rising & falling intonation <p>(Refer to the programme)</p>	<p>Past form of may/can is omitted</p> <p>- Review the past simple and past perfect tense</p> <p>-Note taking</p> <p>Instead of personal lament, write about an environmental issue.</p>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>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.</p> <p>3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective</p>	<p>5 weeks</p> <p>20 hours</p>
Project Outcome	Example: Write a repertory of inventions and discoveries.Or refer back to the textbook for alternative projects.					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Disasters and Safety Unit 5: No Man is an Island	Interacting	<ul style="list-style-type: none"> -Explain the importance of safety rules and conduct (especially in disasters) -List types of disasters and where they occur. 	<ul style="list-style-type: none"> -Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... 	<p>Additional activities to:</p> <ul style="list-style-type: none"> 1-Discovering language (MCQ/ matching /cohesive markers/T-F) 2-listening and speaking: (table filling). 3-reading and writing: <ul style="list-style-type: none"> -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article. 	<ul style="list-style-type: none"> 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. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective 	5 weeks 20 hours
	Interpreting	<ul style="list-style-type: none"> - Ask for and give advice and information on the right behaviour during a disaster - Write a report - Quote someone - Express interest and surprise 	<ul style="list-style-type: none"> -Link words expressing cause -Topical lexis - <u>Phonology: Intonation in indirect questions</u> 			
	Producing	<ul style="list-style-type: none"> - Disagree politely - conduct an interview and report its results -Write a report using a pie chart. - Write a public announcement on earthquake safety measures. -Write an opinion article 	(Refer to the programme)			
Project Outcome	Example: Conduct a survey.Or refer back to the textbook for alternative projects.					