

SECOND YEAR ECONOMY AND MANAGEMENT

Level: Secondary Education: Year Two (SE2)
Streams: Economy and Management
Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Theme	Unit
1. Peace and Conflict Resolution	- Make Peace
2. Poverty and World Resources	- Waste not, want not
3. Disasters and Safety	- No Man is an Island
4. Management and Efficiency	- Business is Business

Theme and Unit	Targeted Competences	Learning Objectives	Resources	SuggestedTasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 1: Make Peace	Interactive Interpretive Productive	-Define the word conflict and list types of conflicts (family, classroom, community, world). -Recognize bias and prejudice - Identify and discuss the sources of conflict. - Express obligation, prohibition, absence of obligation -Express appreciation -talk about abuse of human rights -discover and use lexis related to peace and conflict -discover and discuss the role of intern. Org. (UNO) in settling these issues <u>-State point of view and discuss it.</u> -figure on ways for conflicts resolutions -Analyse what a charter is; focusing on form and context/ analyse style - distinguish between duties and rights -write a poem denouncing prejudice -set a list of school regulations	-ability and possibility using “can” - verb idiom “be able to” in different tenses -could/managed to” - 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 prohibition (review) - expressing concession: however, although -Homonyms... -Topical lexis Phonology: - Intonation in polite requests	-interact about conflicts, peace, solutions, using pictures, video... - oral interaction about daily conflicts and their context (about conflicts at school, between classmates...) - write a poem for a UNESCO competition to denounce prejudice. *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 (project work).	7 weeks 21hours
Project Outcome	Example: write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.					

Theme and Unit	Targeted Competences	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 2: Waste not, Want not	Interactive	<u>-express purpose</u> - Identify natural resources in your country and in the world - Demonstrate awareness and understanding of the issue of sustainable development	- Passive voice Modals: could/ must/ should/ ought to... - in order to/ so as to / so that... - Why don't you? - If I were you... - <u>expressing condition:</u> <u>If conditional type (0/1)</u> <u>Conditional type 2</u> - You'd better... It would help if... - Present perfect; Present and past simple	-Explain the concept of sustainable development. -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	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 (project work).	7 weeks 21hours
	Interpretive	- Explain the concept of sustainable development and its relationship with environmental issues - 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). - Explore ways natural resources are shared in your country and in the world - Enrich their lexical memory with new words related to the topic of the unit.	- Present perfect; Present and past simple - Suggesting: could/ may/ might -Form nouns (poor/ poverty) hungry/ scarce / homeless - 'The' (before collective nouns (the poor) - <u>relative pronoun "whom"</u> <u>Pronunciation:</u> -Final 's 'as /s/ - <u>stress in words ending in: - tion, -sion</u> <u>-Stress in two syllable words</u>			
Project Outcome	Example: Write a charter against poverty Make a poster with alternative energies. Or refer back to the textbook for alternative projects.					

Theme and Unit	Targeted Competences	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Management and Efficiency Unit 4: Business is Business	Interactive Interpretive Productive	-Define and explain the concept of efficiency and explain how it helps in company success. -List basic marketing principles. -List different forms of management: web-management vs pyramidal management. -Describe the positive spirit of management. -Explore the concept of innovation in management -Enrich their lexical memory with new words related to the topic of the unit.	-Present perfect -The best way to...is I don't think... I can't agree on this point; You're right, but think... - Disagreeing:I'm sorry to disagree with you but... -Passive: the meeting will be held... point was disc ... -Past and future Imperatives: do this/do that/ I want this to be done /want that to be done today -Be capable OF -Have confidence IN -Deal WITH - Conscious OF -Interested IN Ready FOR	-Identify types of correspondence -Read a text to deduce the meaning -Summarise a dialogue -Act out dialogues making comments -Write a facsimile and a reply -Write an annual report for a company -Write a business report.	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 (project work).	7 weeks 21hours
Project Outcome	Example: Write a business portfolio or the profile of a good manager. Or refer back to the textbook for alternative projects.					