

**SECOND YEAR SCIENTIFIC STREAMS : SC EXP/M/MT/**

**Level: Secondary Education: Year Two (SE2)**  
**Streams: Scientific**  
**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.**

<b>Theme</b>	<b>Unit</b>
<b>1- Peace and Conflict Resolution</b>	<b>- Make Peace</b>
<b>2- Poverty and World Resources</b>	<b>- Waste not, want not</b>
<b>3- Technology and Innovation</b>	<b>- Budding scientist</b>
<b>4- Disasters and Safety</b>	<b>- No Man is an Island</b>

Theme and Unit	Targeted Competences	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<p><b>Peace and Conflict Resolution</b></p> <p><b>Unit 1:</b></p> <p><b>Make Peace</b></p>	<p><b>Interactive</b></p> <p><b>Interpretive</b></p> <p><b>Productive</b></p>	<p>-Define the word conflict and list types of conflicts (family, classroom, community, world).</p> <p>-Recognize bias and prejudice</p> <p>- Identify and discuss the sources of conflict.</p> <p>- Express obligation, prohibition, absence of obligation</p> <p>-Express appreciation</p> <p>-talk about abuse of human rights</p> <p>-discover and discuss the role of intern. Org. (UNO) in settling these issues</p> <p><u>-State point of view and justify it.</u></p> <p>-figure on ways for conflicts resolutions</p> <p>-Analyse what a charter is; focusing on form and context/ analyse style</p> <p>- distinguish between duties and rights</p> <p>-write a poem denouncing prejudice</p> <p>-set a list of school regulations</p>	<p><b>-ability and possibility using “can”</b></p> <p><b>- verb idiom “be able to” in different tenses</b></p> <p><b>-could/managed to”</b></p> <p><b>-expressing concession: however, although</b></p> <p>- Criticize/ apologize</p> <p><b>-Should (not) have + PP(v)</b></p> <p><b>- obligation: Must / have to / had to + stem/need to</b></p> <p><b>absence of obligation: mustn’t, don’t have to/needn’t to</b></p> <p><b>prohibition(revision)</b></p> <p><u>Phonology:</u></p> <p><u>-Intonation in polite requests</u></p> <p>- Topical lexis</p>	<p>-interact about conflicts, peace, solutions, using pictures, video...</p> <p>- oral interaction about daily conflicts and their context (about conflicts at school, between classmates...)</p> <p>- write a poem for a UNESCO competition to denounce prejudice.</p> <p>*Teacher may choose a video to clarify the theme (wrong actions.)</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 (project work).</p>	<p><b>7 weeks</b></p> <p><b>21hours</b></p>
<b>Project Outcome</b>	<b>Example: write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.</b>					

Theme and Unit	Targeted Competences	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Poverty and World Resources</b>  <b>Unit 2:</b> <b>Waste not, Want not</b>	<b>Interactive</b>	<ul style="list-style-type: none"> <li>- <u>Express purpose.</u></li> <li>- Identify natural resources in your country and in the world</li> <li>- Demonstrate awareness and understanding of the issue of sustainable development</li> <li>- Explain the concept of sustainable development and its relationship with environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>- Passive voice Modals: could/must/should/ ought to...</li> <li>- in order to/so as to/ so that...</li> <li>- Why don't you? If I were you...</li> <li>- You'd better... It would help if...</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the concept of sustainable development.</li> <li>- Recognize the greatest conservation challenges</li> <li>- Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</li> <li>- Write a press release</li> <li>- Write the presentation of solar home</li> </ul>	<ul style="list-style-type: none"> <li>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods</li> <li>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).</li> </ul>	<b>7 weeks</b>  <b>21hours</b>
	<b>Interpretive</b>	<ul style="list-style-type: none"> <li>- Discuss and suggest a fair way of sharing non-renewable sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Present perfect; Present and past simple</b></li> <li>- Suggesting: could/ may/might</li> <li>- Form nouns (poor/ poverty) hungry/scarce /homeless</li> <li>- 'The' (before collective nouns (the poor)</li> <li>- <u>relative pronoun "whom"</u></li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the impact of technological development on people</li> <li>- Write a paragraph using the four types of sentences studied in the reading passage</li> <li>- class debate</li> <li>- use advert / commercial</li> <li>- newspaper / magazine article</li> </ul>		
<b>Productive</b>	<ul style="list-style-type: none"> <li>- Discuss the issue of equality and sharing wealth (solidarity towards deprived people).</li> <li>- Explore ways natural resources are shared in your country and in the world</li> <li>- Enrich their lexical memory with new words related to the topic of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>- 'The' (before collective nouns (the poor)</li> <li>- <u>relative pronoun "whom"</u></li> </ul> <p><u>Pronunciation:</u></p> <ul style="list-style-type: none"> <li>- <u>Stress in two syllable words</u></li> <li>- <b>Final 's 'as /s/</b></li> </ul>				
<b>Project Outcome</b>	<p align="center"><b>Example: Write a charter against poverty</b>  <b>Make a poster with alternative energies. Or refer back to the textbook for alternative projects.</b></p>					

Theme / Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<p><b>Technology and Innovation</b></p> <p><b>Unit 3:</b></p> <p><b>-Budding Scientist/</b></p>	<p><b>Interactive</b></p> <p><b>Interpretive</b></p> <p><b>Productive</b></p>	<p>-Identify and discuss how advancements in technology have changed the world positively.</p> <p>-Discuss issues related to human discoveries.</p> <p>-Read and respond to an expository text about an experiment</p> <p>-Examine how technology is used for the welfare of human beings/ Explain the impact of technology.</p> <p>-Explain famous individual contributions</p> <p>- Make suggestions</p> <p>- Write a letter seeking and giving advice</p>	<p>- <b>Review If conditional (type 0/1/)</b></p> <p>- <b>Conditional type 2</b></p> <p>- Other functions of conditional type 1 (threat, advice, promise, prediction, offer)</p> <p>-<b>Comparative form of adjectives</b></p> <p>- <b>Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible)</b></p> <p>-Stress in words ending with: -gy, -ical, -ics, -<u>tion</u>, -sion, -ic.</p>	<p>-Listen and analyse the structure and/ or take notes to write a summary</p> <p>-Read about scientific experiments and analyse/study the impact on people’s life/ development/ Explain famous individual contributions.</p> <p>-Write a paragraph to describe the physical properties of a natural resource (e.g. : water)</p> <p>-write letter to ask for advice</p> <p>-Write a reply making suggestions.</p> <p>-Write a reply revealing contingency plan.</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 (project work).</p>	<p><b>7 weeks</b></p> <p><b>21 hours</b></p>
<b>Project Outcome</b>	<p><b>Example: Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human being. Or refer back to the textbook for alternative projects.</b></p>					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
<b>Disasters and Safety</b>  <b>Unit 4:</b> <b>No Man is an Island</b>	<b>Interactive</b>  <b>Interpretive</b>  <b>Productive</b>	<ul style="list-style-type: none"> <li>-List types of disasters and where they occur</li> <li>- Quote someone</li> <li>-Explain the importance of safety rules and conduct (especially in disasters)</li> <li>- Express interest and surprise</li> <li>- Disagree politely</li> <li>- Ask for and give advice and information on the right behaviour during a disaster</li> <li>- conduct an interview and report its results (Write a report)</li> <li>-Write a report using a pie chart.</li> <li>- Write a public announcement on earthquake safety measures.</li> <li>-Write an opinion article</li> </ul>	<ul style="list-style-type: none"> <li><b>-Reporting statements / questions / orders (past tenses)</b></li> <li>-Had better-ought to –should - If I were you...</li> <li>-Link words expressing cause</li> <li><u>-expressing cause effect relationship</u></li> <li>-Topical lexis</li> <li><b>Pronunciation:</b></li> <li><b>-Silent letters</b></li> <li><u>Phonology:</u></li> <li><u>-Intonation in indirect questions</u></li> <li><b>-Final /ed/</b></li> </ul>	<ul style="list-style-type: none"> <li>-listening to a radio interview.</li> <li>- Managing through a conversation.</li> <li>- Taking turns in an interview.</li> <li>- Reading a report</li> <li>- Interpreting a pie chart.</li> <li>- Writing a public announcement.</li> <li>- Writing an opinion article.</li> </ul>	<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 (project work).</p>	<b>7 weeks</b>  <b>21 hours</b>
<b>Project Outcome</b>	<b>Example: Conduct a survey focusing on people's readiness to face natural or man-made disasters. Or refer back to the textbook for alternative projects.</b>					

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