

LITERARY STREAMS

Level: Secondary Education: Year Three (SE3)

Streams: Literature and Philosophy and Foreign Languages

Time devoted: 4 Hours a week

EXIT PROFILE

At the end of SE3, the learner must produce written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.

- 1) Exploring the past. (Ancient civilizations)
- 2) Ill Gotten Gains never prosper (Ethics in Business)
- 3) Schools Different and Alike. (Education in the World: Comparing Educational systems)
- 4) We are a Family (Feelings, emotions, Humour and related topics)

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 1 : EXPLORING THE PAST Ancient Civilizations	Interacting Interpreting Producing	Students will be able to: * 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 * make a historical account about the development of a civilization * Speak/write about world heritage sites * write about the challenges faced by modern civilization	Grammar: * Past simple /Past perfect * Used to /Had to /Was/were able to * Articles: use and omission before abstract nouns * Quantifiers: Few/little/ a lot of * Expressing concession using: though, in spite of, but, however... Morphology: * Forming ne- prefixes de and dis to form opposites - suffixes -ic, -ment, -y, -able Lexis related to : * rise and fall of civilizations (verbs) Phonology: * Pronunciation of final “-ed”	* 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) * Filling in a spidergram about achievements in Islamic civilization * Completing a network tree about the major threats to our civilization	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.	7 weeks 28 hours
Project Outcome	The goal is to explore the rise and collapse of civilisations - draw the wheel of civilisation - make a timeline from the most ancient civilisations (Chinese, Sumerians, Aztecs, Egyptians, etc) to the most modern ones - display the timeline on a bulletin board					

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 2 : ILL GOTTEN GAINS NEVER PROSPER Ethics in Business	Interacting Interpreting Producing	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) Students will be able to : *speak/write about social auditing and 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 - <u>Expressing regret: If only + past perfect</u> * Present simple and present continuous *Expressing cause and result using: because, so+ adj +that, such...that So, as a result, thus, consequently... * Expressing obligation and necessity with must/have to Passive form (review) Morphology: - Forming nouns by adding suffix “-ty” to adjectives - Forming opposites by adding prefixes : “dis-”, “il-”... Lexis related to: - corruption and fraud - counterfeiting Phonology: - Word stress and syllable division	* Gap-filling (definition of lexical items related to fraud and corruption *Writing a public statement using a spidermap about counterfeiting 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 * Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement	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.	7 weeks 28 hours
PROJECT OUTCOME	Example : writing a charter of ethics in business, Refer back to the textbook for alternative project					

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 3 : SCHOOLS DIFFERENT AND ALIKE Education in the World: Comparing Educational systems	Interacting Interpreting Producing	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	Grammar: * Present simple, present continuous passive *If-conditional: type 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” *Reporting statements, questions and orders Morphology: *collocation with “school” and “education” * Forming adjectives with suffixes–ive and–al Lexis - related to education Phonology: * Pronouncing final “s” -Reporting statements, questions and orders - Review of the conditionals: unless, if+ not	* 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 Baccalaureate examination	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.	7 weeks 28 hours
Project Outcome	The goal is to increase understanding of educational systems in the world -be involved in a panel discussion -make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres -write reports comparing different systems in the world -make “commercial” flyers on this theme					

Unit and Theme	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Unit 4 : WE ARE A FAMILY Feelings, Emotions , Humour and related topics	Interacting Interpreting Producing	*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	Grammar: * Present simple * Past simple, past perfect * <u>Past simple, present perfect</u> * 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: Silent letters (review)	*Ordering statements as they occur in an interview With a 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	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	7 weeks 28hours
Project Outcome	-design a webpage to establish contact with students of their age -select one or two characters of friendship and love from a play/ novel/ film and write about them -create a network of friend through the web -write an essay /a poem on the topic of "Love your country"					