

Level: Secondary Education : Year Three (**SE3**)
Streams : **Literature and Philosophy** and **Foreign Languages**
Time devoted: 4 hours

GLOBAL COMPETENCE

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

Literature and Philosophy/Foreign Languages:

- 1) Unit One: Ancient Civilization (Exploring the past)**
- 2) Unit Two: Ethics in Business (Ill-Gotten gains never prosper)**
- 3) Unit Three: Education in the world (Schools different and alike)**
- 4) Unit Four: Feelings and emotions (We are a family)**

FIRST TERM

UNIT	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities (oral/written)	Resources	Integration & Assessment	Estimated Time
Diagnostic assessment							SEPT-week 2
Project: Making the profile of an ancient civilization							
ONE - EXPLORING THE PAST	Ancient civilizations	<p>Students will be able to :</p> <ul style="list-style-type: none"> *Identify the five major ancient civilizations *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 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *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) 	<p>Grammar:</p> <ul style="list-style-type: none"> * Past simple *Past perfect *Used to *Had to *Was/were able to ... *Articles: use and omission before abstract nouns *Quantifiers: Few/little *Comparatives and superlatives of quantifiers 	<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>	7 weeks

ONE - EXPLORING THE PAST	Ancient civilizations	<ul style="list-style-type: none"> * make a historical account about the development of a civilization *Speak/write about world heritage sites *write about the challenges faced by modern civilization *to recite a version of ancient beliefs and myths using related vocabulary and the past simple tense. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *Filling in a spidergram about achievements in Islamic civilization *Completing a network tree about the major threats to our civilization 	<ul style="list-style-type: none"> *Expressing concession using: though, in spite of, but, however... <p>Morphology:</p> <ul style="list-style-type: none"> *Forming new words with: <ul style="list-style-type: none"> - prefixes de and dis to form opposites - suffixes -ic, -ment, -y, -able <li style="padding-left: 20px;">-ed <p>Lexis related to :</p> <ul style="list-style-type: none"> *rise and fall of civilizations (verbs) * to beliefs and myths. <p>Phonology:</p> <ul style="list-style-type: none"> *Weak/strong forms of ‘was’ and ‘were’. * Pronunciation of ‘ch’ and final “-ed” *Stress shift (nouns/verbs) 	<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>
		PROJECT PRESENTATION				

TWO- ILL GOTTEN GAINS NEVER PROSPER	Ethics in Business : Fighting Fraud and Corruption	Project: Writing a charter of ethics in business			7 weeks	
		<p>Students will be able to :</p> <ul style="list-style-type: none"> * 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) 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> * Interpreting a picture (identifying the unethical practice illustrated) * Gap-filling (definition of lexical items related to fraud and corruption *Writing a public statement using a spidermap *Answering questions on a text about counterfeiting *Filling in a word map 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 		<p>Grammar:</p> <ul style="list-style-type: none"> * 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 *Present simple and present continuous *Expressing cause and result using: because, so+ adj +that, So, as aresult, thus, consequently... *Expressing obligation and necessity with must/have to <p>Morphology:</p> <ul style="list-style-type: none"> - Forming nouns by adding suffix “-ty” to adjectives - Forming opposites by adding prefixes : “dis-”, “il-”... <p>Lexis related to:</p> <ul style="list-style-type: none"> - corruption and fraud - counterfeiting <p>Phonology:</p> <ul style="list-style-type: none"> - Pronouncing words ending in “-ics”
		FIRST TERM EXAMS				
		Correction of the first term examination and remediation				
WINTER HOLIDAYS						

SECOND TERM

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities (oral/written)	Resources	Integration & Assessment	Time
TWO - ILL GOTTEN GAINS NEVER PROSPER	Ethics in Business: Fighting Fraud and Corruption	<p>Students will be able to :</p> <ul style="list-style-type: none"> *speak/write about social auditing and ethics in business * write a policy statement to inform potential fund contributors about an ethical investment fund. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<p>*Responding to a text on social auditing and ethics in business</p> <p>* Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement</p>			

		PROJECT PRESENTATION			Peer assessment	
		Project: Designing an educational prospectus				
THREE: SCHOOLS DIFFERENT AND ALIKE	Education in the World: Comparing Educational systems	<p>Students will be able to :</p> <ul style="list-style-type: none"> *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 	Interacting	* Paragraphing ideas	<p>Grammar:</p> <ul style="list-style-type: none"> *Present simple, present continuous passive *If-conditional: type 1,2,3 *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” <p>Morphology:</p> <ul style="list-style-type: none"> *collocation with “school” and “education” * Forming adjectives with suffixes –ive and –al <p>Lexis</p> <ul style="list-style-type: none"> - related to education <p>Phonology:</p> <ul style="list-style-type: none"> * Pronouncing weak forms of could, should *Pronouncing final “s” 	6 weeks
			Interpreting	* Speaking/writing one’s ideal school using a spidermap		
			Producing	* Designing a home-page for the lycée (describing my school)		
		PROJECT PRESENTATION			Peer assessment	
		SECOND TERM EXAMS				
		Correction of the second term examination and remediation				
SPRING HOLIDAYS						

THIRD TERM

Unit	Theme	Learning objectives	Targeted Competency	Communicative tasks/activities (oral/written)	Resources	Integration & Assessment	Time		
FOUR – WE ARE A FAMILY	Feelings, Emotions , Humour and related topics	Project: Writing a booklet for coping with strong emotions/ Writing a short collection of jokes							
		<ul style="list-style-type: none"> *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 	Interacting Interpreting Producing	<ul style="list-style-type: none"> *Ordering statements as they occur in an interview With an 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 	Grammar: <ul style="list-style-type: none"> * Present simple *Past simple, past perfect *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: <ul style="list-style-type: none"> *forming adjectives from nouns with: -ful , -ic, -ous *forming nouns with: -ness,-ty *Forming verbs with -en Phonology: <ul style="list-style-type: none"> *Pronouncing the cluster ngth *Weak form of ofin phrasal adjectives (proud of, full of 	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.	6 weeks		
		PROJECT PRESENTATION						Peer assessment	
		THIRD TERM EXAMS							
		Correction of the third term examination and remediation							