

ÉCOLE SECONDAIRE LOUIS-JOSEPH-PAPINEAU

**PLANIFICATION DE L'ENRICHISSEMENT EN ANGLAIS LANGUE SECONDE**

**ANNÉE SCOLAIRE 2018-2019**

**(À titre indicatif pour 2019-2020)**



**PLANIFICATION VOLET ENRICHISSEMENT ANGLAIS – École secondaire Louis-Joseph-Papineau**

MYP / YEAR-PHASE	GLOBAL CONTEXT/THEME	ACTIVITY TYPE	TASK SUMMARY
<p><b>SECONDARY 1</b></p> <p><b>PHASE 1</b></p> <p><b>COHORTE 8</b></p> <p><b>2018-2023</b></p>	<p>-Roman History.</p> <p>-Idioms.</p> <p>-Anglophone Culture</p>	<p>-Dictionary search. <b>Resources:</b> -HRW bilingual dictionary</p> <p>-Team Discussion. <b>Resources :</b> -English popular idioms list (internet).</p> <p>-Reading, listening material provided by <b>Resources :</b> -English Language Assistant</p> <p>Novel Reading <b>Resources :</b> -<b><u>Tom Sawyer</u></b> ,Mark Twain (U.S.A.) -Biographies of popular English celebrities</p>	<p>-Find the latin explanation for multiple prefixes.</p> <p>-With a partner, explain in French the significance of English idioms based on a context.</p> <p>-Language Assistant provides texts, videos and anecdotes concerning his/her home.</p> <p>-Activities and reading tests about novels.</p>

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<p><b>SECONDARY 2</b></p> <p><b>PHASE 2</b></p> <p><b>COHORTE 7</b> <b>2017-2022</b></p>	-Idioms.	-Improvisation. <b>Ressources :</b> -English popular idioms list (internet).	-Explicit teaching of various idioms, the students have to try to find the French equivalent of each idiom. Correction in large group.
	-Urban Myths and Robinson Crusoe.	Individual reading. <b>Ressources:</b> Stranger than Fiction: <i>Urban Myths</i> , Phil Healy and Rick Glanvill (U.S.A.). <i>Robinson Crusoe</i> , Daniel Defoe (U.K.).	-Student read different urban myths (Stranger than Fiction: Urban Myths, by Phil Healy and Rick Glanvill) and write their own urban myth. Quiz on Robinson Crusoe book.
	-Anglophone culture.	-Exploring the Anglo Saxon culture. <b>Ressources:</b> -Language assistant.	-The English language assistant does various activities with the students throughout the year (song quizzes, grammar activities, one on one help, presentation on his culture).
	-Anglophone culture.	Trip to Toronto <b>Ressources:</b> Travel agency	-Students visit the big city of Toronto for 4 days, various planned activities in which the students are in contact with the English culture.
	-Comic book.	Creating a graphic novel <b>Ressources:</b> Tintin comic book, power point presentation, Youtube video on how to make a comic, Ipad application	-Through various activities and explicit teaching, students learn the different conventions of comic books and create a group graphic novel using Ipad applications.
	-Travelling.	Fictional travel agency <b>Ressources:</b> unusual places website, google flight website, internet, youtube video	Students create a travel agency poster to convince their classmates to visit the unusual place they have selected. They give various information ( hotel price, flight expenses, choice of activities, time zone)

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<p><b>SECONDARY 3</b></p> <p><b>PHASE 3</b></p> <p><b>COHORTE 6</b> <b>2016-2021</b></p>	-Survival.	-Individual reading <b>Ressources:</b>	-Students read a compilation of stories of survival and answer comprehension questions.
	Idioms.	-Book : <u><i>Stories of Survival</i></u>  <b>Ressources :</b> -English popular idioms list (internet).	Explicit teaching of various idioms, the students have to use 3 idioms of their choice and incorporate them into a group improvisation task.
	-Anglophone culture -Beatles.	-Exploring the Anglo Saxon culture. <b>Ressources:</b> -Language assistant Book Beatles' biography.	-The English language assistant does various activities with the students throughout the year (grammar activities, one on one help, cultural presentations) -Student read the Beatles' biography and answer comprehension questions
	-Sailing.	-Exploring the world of sailors <b>Ressources:</b> -IB Unit Let Your Dreams Set Sail, Youtube video Monique the Hen, Youtube video origami boat, Vendée Globe text.	Through various activities, students develop knowledge and vocabulary about sailing. At the end of the task, students create.
	-Segregation.	-Movie integration and comprehension. <b>Ressources:</b> -Hairspray movie.	Students watch a movie and answer opinion and comprehension questions pushing their thinking further to understand how small things helped end segregation in the film.
	-Reality TV.	-Creating a reality TV show <b>Ressources:</b> -The Truman Show film, The Amazing Race DVD set, work document.	Students explore different types of reality TV programs and create one of their own.

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<p><b>SECONDARY 4</b></p> <p><b>PHASE 4</b></p> <p><b>COHORTE 4</b> <b>2014-2019</b></p>	<p>-Classic American Authors.</p> <p>-Self esteem.</p> <p>-Influential people .</p> <p>-UK Culture.</p>	<p>-Reading adapted novels John Grisham Robert Ludlum</p> <p>-Videos of the way different people react to a lack of self-esteem . -Videos of ways to de-stress from different cultures.</p> <p>-Study of the social engagement of celebrities (Emma Watson, Jamie Oliver, etc)</p> <p>-Discussions about modern UK culture with the language assistant</p>	<p>-Reading + comprehension evaluation + complimentary activities.</p> <p>-Videos followed by discussions and suggestions – end of unit task = create a poster about self esteem to put on the 2<sup>nd</sup> floor for the younger students.</p> <p>-Videos relating to the social engagement of Anglophone celebrities with an analysis and comparison with Quebec.</p> <p>-Discussions and questions with the UK language assistant. Comparisons with Quebec and even American and Canadian culture.</p>

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<p><b>SECONDARY 5</b></p> <p><b>PHASE 4</b></p> <p><b>COHORTE 4</b></p> <p><b>2014-2019</b></p>	<p>-The Big Apple.</p> <p>-USA Contemporary history.</p> <p>-What's Happening in the UK?</p> <p>-Inventions.</p>	<p>-Tourist, economic and artistic aspects of New York city</p> <p>-Trip to New York (four days in may).</p> <p>-Forrest Gump movie appreciation and related tasks.</p> <p>-American Civil Rights.</p> <p>-Discussions avec le moniteur de langue.</p> <p>-Investigation on the process of inventions. « Protect this egg activity » (protect an egg from a drop with selected items).</p>	<p>-Showing of movies and videos with New York in background.</p> <p>-Historical research on American History during 50s through 80s decades</p> <p>-Rédaction de scènes rééditées.</p> <p>-Martin Luther King Jr et de Rosa Parks text readings</p> <p>-Picture of segregation in 2019.</p> <p>-“News from UK” class discussions about current events in UK with language assistant.</p> <p>-Text reading, reading of invention patent, group discussions about inventions steps and new technologies. Written report on experience.</p>

