

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم
مديرية التعليم المتوسط

موقع عيون البصائر التعليمي

المخطط السنوي للتعلمات وآليات تنفيذه المادة: اللغة الإنجليزية

المستوى: السنة الأولى من مرحلة التعليم المتوسط

السنة الدراسية: 2022/2021

جويلية 2021

مقدمة:

تعدّ مخططات التعلّم السنوية سندات بيداغوجية أساسية لتنظيم وضبط عملية بناء وإرساء وإدماج وتقييم الموارد اللازمة لإنماء وتنصيب الكفاءات المستهدفة في المناهج التعليمية لدى تلاميذ مرحلة التعليم المتوسط مع تحديد سبل ومعايير تقويمها، وحتى تستجيب هذه المخططات لمختلف المستجدات التنظيمية والبيداغوجية فإنّه يتوجّب تحيينها مطلع كل سنة دراسية بصفة آلية.

ضمن هذا الإطار، وفي ظل إقرار مواصلة العمل بنظام التمدرس الاستثنائي خلال السنة الدراسية 2022/2021 جراء استمرار تهديد وباء كورونا (كوفيد-19)، فقد عملت وزارة التربية الوطنية على إعداد مخططات التعلّم لهذه السنة الدراسية على أساس الحجم الساعي السنوي الفعلي الذي يوفره هذا النظام الاستثنائي لدراسة مادة **اللغة الإنجليزية في مستوى السنة الأولى** من مرحلة التعليم المتوسط. ونظرا لتقلص هذا الحجم الساعي نوعا ما، مقارنة بما يوفره التنظيم العادي للتمدرس، فقد عُمل في إعداد مخططات التعلّم لهذه السنة الدراسية على مبدأ الاقتصاد في الموارد المعرفية، قدر المستطاع، وفي مراحل بنائها وإرسائها لدى التلاميذ في القسم بما يتناسب والحجم الساعي السنوي المتاح.

وعليه، فإنه يتعيّن على الأستاذ قراءة ووعي ما ورد في هذا المخطّط التعلّمي من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليه كلما دعت الحاجة مع التحضير الجيّد والجاد لكل الحصص التعليمية/ التعلّمية بما يكفل تنفيذ المخطّط التعلّمي وفق وتيرة تعلّم ملائمة للتلاميذ، ويضمن إنماء وتنصيب الكفاءات المرصودة لهم في المنهاج التعليمي للمادة.

Guidelines for Implementation

- All levels will be taught 2 hours per week.
- Prerequisites are mentioned. No need to re-teach them unless there is a need.
- The resources are to be installed in class.
- Pronunciation should be taught implicitly, in an integrated way and not through isolated sessions.
- In order to be able to cover the syllabus, some activities will be given to the learners as homework. It can be divided into three main categories:
 - o Preparatory (initial situation, reading, listening, and learning to integrate...)
 - o More practice (installing resources situation: grammar, lexis, and pronunciation.)
 - o Reinvesting and integrating: 'learning to integrate situation and projects.
- Suggested mechanical activities: reordering- gap filling - classifying- matching-selecting the correct answer-substitution or transformation drills-Listening/Reading and repeating/saying-Finding and correcting errors-Question and Answer (Q&A)- completing a sentence or question starter- sorting- word prompts...)
- The situations suggested in the plans are examples; adapt or adopt them according to the learners' needs and interests.
- The homework activities suggested in the plans are just suggestions; teachers can adopt or adapt them according to their learners' needs and interests.
- There is **one test per term**, it should be done when about 50% of learning is covered.
- In order to stay safe, teachers should remind learners to keep physical distance while working in groups.

Yearly Learning Plan

Key Stage 1/ MS 1

Level: Keystage 1 / MS 1**Time devoted: 2 hours**

Middle school Exit profile:By the end of the middle school cycle(end of Key Stage 3) , the learner will be able to interact , interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative , argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.

Exit Profile:At the end of level 1 (1st year middle school), the learner will be able to interact, interpret and produce short oral and written messages texts of descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.

VALUES	CROSS-CURRICULAR COMPETENCES
<p><u>National identity:</u> The learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ...</p> <p><u>National conscience:</u> He can speak about our school days, weekends, and national public holidays (historic, religious, etc)</p> <p><u>Citizenship</u> : He shows respect for the environment and protects it continually.</p> <p><u>Openness to the world</u> : He is keen on learning about others' markers of identity.</p>	<p>1. Intellectual competency: The learner can :understand and interpret verbal and non-verbal messages❖solve problem situations using a variety of communication means❖show creativity when producing oral and written messages ❖show some degree of autonomy in all areas of learning.</p> <p>2. methodological competency : The learner can: work in pairs or in groups❖use strategies for listening and interpreting oral discourse❖develop effective study methods, mobilize his resources efficiently and manage his time rationally❖use information and communication technology whenever he needs it for learning and research❖evaluate himself and his peers.</p> <p>3. communicative competency: The learner can: use dramatization and role-play to communicate appropriately❖use information and communication technology such as blogs, website pages, discussion forums ,and platforms to interact with learners of other cultures❖process digital data.</p> <p>4. personal and social competencies :He is aware of his role and others' role in the development of projects❖He is keen on promoting the work of his peers❖He respects our national values and behaves consistently❖He is honest and accountable for his work and respects others work❖He asserts his personal identity and behaves with self-confidence❖He socializes through oral or written exchanges❖He develops attitudes of solidarity.</p>

Domains	Oral- Written
Target competencies	In meaningful communicative situations related to his/ her environment and interests, based on written, visual or audio supports, <i>the learner will be able to interact and produce short and simple descriptive messages/texts orally.</i>
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, <i>the learner will be able to interpret short and simple descriptive messages/texts orally and in written.</i>
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, <i>the learner will be able to produce short and simple written descriptive messages/texts .</i>

Term	Projects	Learning Sequence	Planning Learning	Estimated Time															
1		⊙Me and my Friends	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: You want to join an international friendship blog. The members of the blog want to know about you. Introduce yourself to them.</p> <p>Suggested homework: The learners should create their own portfolio, including basic lexis related to the topic through:</p> <ul style="list-style-type: none"> - Creating one's dictionary and/or pictinary. (key words related to greeting and introducing oneself.) - Naming (the pre-sequence may be helpful in this regard)- colouring- labelling- games... - Drilling (songs/ conversations related to greeting and introducing oneself.) 	24 hours 12 weeks															
			<p>Situation2 :learning ❖PPU/PDP lessons (language & reading and writing)</p> <table border="1"> <thead> <tr> <th rowspan="2">Learning objectives</th> <th colspan="3">Resources</th> </tr> <tr> <th>Lexis</th> <th>Grammar</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td> * Greet people *Introduce myself *Give information and respond to questions about me: my age, my class and my hometown. *Ask about a new friend's name. </td> <td> Basic lexisrelated to the topic: -Greeting: Hi/ hello -Glad/ nice -colours -Numbers </td> <td> *verb 'to be' (present simple tense) *Personal pronouns [I - you] *Possessive adjectives [my - your] *Use of question words (what ? How old ?, where ?) *Prepositions of location:in+ hometown/at + School *Numbers from 1 to 13 </td> <td> /aɪ/-/ei / To be integrated as a skill and not as an isolated lesson. </td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">❖Labelling ❖Email ❖Role play ❖Songs ❖Games ❖Fill in an ID card</td> </tr> </tbody> </table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	* Greet people *Introduce myself *Give information and respond to questions about me: my age, my class and my hometown. *Ask about a new friend's name.	Basic lexisrelated to the topic: -Greeting: Hi/ hello -Glad/ nice -colours -Numbers	*verb 'to be' (present simple tense) * Personal pronouns [I - you] *Possessive adjectives [my - your] *Use of question words (what ? How old ?, where ?) * Prepositions of location:in+ hometown/ at + School *Numbers from 1 to 13	/aɪ/-/ei / To be integrated as a skill and not as an isolated lesson.	Communicative tasks	❖Labelling ❖Email ❖Role play ❖Songs ❖Games ❖Fill in an ID card		
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		<p>Suggested homework:</p> <ul style="list-style-type: none"> ○ Language Lessons (More practice) -further mechanical tasks related to language lesson may be provided for more practice and deeper use of the target structure/ pattern. ○ Reading and writing(Preparation):The learners may be provided with a text(support) in the frame of the topic (Me and my Friends) and related to the final competence and do a related simple task that involves interpreting the text before being dealt with in class as a learning situation (lesson). <p>Example: Read the text and pick up 2 colours/ numbers ...</p> <p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</p> <p>Example: You are a new member of your school blog and your friends want to know more about you. Introduce yourself to them.</p> <p>Suggested Homework: (Preparation) the learners may be asked to solve the problem (introduce themselves) or at least to identify the resources (grammar& lexis) needed to do so.</p> <p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Example: You want to join your school English Language Club. Fill in your ID card then introduce yourself to the club members.</p>	
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Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
1	My Family Profile	②Me and my Family	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: Jack is your new e-pal on the international friendship blog. He is from England. He wants to know about your family. Introduce your family to Jack and send him your family tree.</p> <p>Suggested homework:The learners should create their own portfolio, including basic lexis related to the topic through: -Creating one's dictionary and/or pictinary. (family-jobs-numbers) - Family game – tagging- naming- poster –cartoons -family tree (family members and their jobs and ages) - Drilling (songs/ conversations related to the topic: family and friends)</p>																				
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Term	Project s	Learning Sequence	Planning Learning	Estimat ed Time																			
2	Designing a schedule	③Me and my Daily Activities	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: Your e-pal Jack wants to know about your leisure activities . Send him a message and tell him about your favourite hobbies.</p> <p>Suggested homework: The learners should create their own portfolio, including basic lexis related to the topic through:</p> <ul style="list-style-type: none"> - Creating one's dictionary and/or pictinary. (time-daily activities) - Designing a clock -Tagging - Drilling (songs/ conversations related to the topic: Me and my Daily Activities) 	16 hours 8 weeks																			
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Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
3	My country profile/ A Tourist Brochure	④Me, my Country and the World	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: You want to invite your e-pals to visit Algeria and discover our beautiful country. Share a brochure including famous places, our national dish, national currency, and celebration days.</p> <p>Suggested homework: The learners should create their own portfolio, including basic lexis related to the topic through:- Creating one's dictionary and/or picture. (colours, key words related to the topic.)</p> <ul style="list-style-type: none"> - Drilling (songs/ conversations related to the topic: giving information about countries. - Collect information about countries (Nationalities/ Flags / Currencies/ Celebration days) 	12 hours 6 weeks																			
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Yearly Plan of Assessment

Key Stage 1/ MS1

Yearly Plan of Assessment/ MS 1

Periods	Domains	Target Competencies	Descriptors of Implementation
First term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/texts of <i>descriptive</i> types using written, visual or oral support.	The pupil can: *Greet people, introduce himself/herself, * Respond to questions about himself/herself : name, age, class , hometown, family. *Ask about a new friend's name.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of <i>descriptive</i> type using written, visual or oral support.	The pupil can: * Interpret significant details in a conversation and in simple short texts on topics dealt with in the previous domain. *Understand short texts with illustrations (audio or visual: picture, graph, map, etc.)
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of <i>descriptive</i> type using written, visual or oral support .	The pupil can: *Give information/respond to questions about himself/ herself: age, class, family(parents, brothers, sisters) and pets. Usingsimple phrasesand sentences. * Fill out a form and give simple details. *Maintain a conversation with an interlocutor.
Second Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/texts of <i>descriptive</i> types using written, visual or oral support.	- The pupil can: *Tell the time. *Talk about daily activities.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of <i>descriptive</i> type using written, visual or oral support.	The pupil can: *Understand significant details in a conversation and in short texts dealing with topics dealt with in the previous domain. *Use paraphrases to make himself understood.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of <i>descriptive</i> type using written, visual or oral support .	The pupil can: * Write about his preferences, daily activities , leisure activities , etc. on a postcard or in an email using short phrases and sentences (subject + verb + object).

Periods	Domains	Target Competencies	Descriptors of Implementation
Third Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/texts of <i>descriptive</i> types using written, visual or oral support.	The pupil can: *Ask and give information about: - Algeria (currency/ flag/national and religious days. - Other countries (nationalities/ Flags / currencies/celebration days.)
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of <i>descriptive</i> type using written, visual or oral support.	The pupil can: * Understand very short dialogues on familiar subjects (the ones dealt with in the previous domain.) * Understand short texts with illustrations (audio or visual: picture, graph, map, etc.)
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of <i>descriptive</i> type using written, visual or oral support .	The pupil can: * Write a simple message on a postcard or in an email about Algeria using short phrases with simple vocabulary .Transform messages from verbal to nonverbal and vice versa.

Ongoing Assessment Plan

Key Stage 1/ MS1

ملاحظات	التعلّات المستهدفة بالتقويم	المقطع	الميدان	الفصل	المستوى	
The situation is based on the <i>learning objectives of sequences 1 and 2</i> and incorporates the topics and linguistic resources dealt with in these sequences.	A new complex situation that provides context for meaningful communication related to the learner's personal life (name, age, address , school, friends and relatives)	Me and my Friends & Me and my Family	Productive competence	-يجري الفرض بعد إنجاز ما بين 50 إلى 60% من التعلّات المبرجة للفصل. -يجري	الأول	السنة الأولى متوسط
The situation is based on the <i>learning objectives of sequence 3</i> and incorporates the topics and linguistic resources dealt with in this sequence.	A new complex situation that provides context for meaningful communication related to the learner's personal environment (habits and leisure activities) .	Me and my Daily Activities	Productive competence	-يجري الاختبار بعد الانتهاء من كل التعلّات المبرجة للفصل	الثاني	
The situation is based on the learning objectives of all sequences and incorporates the topics and linguistic resources dealt with in these sequences .	A new complex situation that provides context for meaningful communication related to the learner's enlarged environment (common places in her/his town, famous places in our country, national days and religious celebrations....)	Me , my Country and the World	Productive competence		الثالث	