

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

مديرية التعليم الأساسي

المفتشية العامة للبيداغوجيا

**موقع عيون البصائر التعليمي**

المخططات السنوية

**مادة اللغة الإنجليزية**

السنة الأولى من التعليم المتوسط

جويلية 2019

## Introduction

In preparation for the 2019/2020 academic year, and in an attempt to improve the quality of teaching as well as pedagogical performance and pursue the reforms that have been undertaken, the Ministry of National Education via the General Inspectorate of Pedagogy has issued the following learning plans as a complementary tool to the reference documents in use in basic education cycles (Primary – middle). The present document is thus intended to facilitate understanding and implementation of the curriculum as clearly stated in the support documents. These plans also allow the achievement of coherence with the pedagogic assessment plan and the continuous assessment scheme. Henceforth, practitioners (teachers, inspectors,...) are requested to get an insight into the underlying principle of these plans to put them into practice. Moreover, these pedagogical tools are intended to be a road map that unifies the vision of the teaching and learning process through the different sequences.

## Methodological Note

The results of the national consultation on assessment presented at the national conference held on April 29th, 2017, highlighted the need to review the current assessment practices. A necessity reinforced by the field follow-up reports of the inspectors, which revealed imbalances in the implementation of the curricula due to ineffective reading and associated interpretations. This fact has prompted the General Inspectorate of Pedagogy to provide practitioners with tools that illustrate the vision, dispel misinterpretations and allow for educational performance improvement, which is one of the axes of the reform namely the training of trainers and professionalization of the main actors of the education system.

The tools designed by the General Inspectorate of Pedagogy include: the annual learning plan, the annual pedagogic assessment plan and the annual continuous assessment plan for each of the subjects of primary and middle school education in the key stages concerned by the implementation of the re-written curriculum.

### 1- The Yearly Learning Plan:

The yearly learning plan is a comprehensive template which contains learning objectives, resources, integration and assessment as well as educational projects that aims to achieve the global competence of a learning level on the basis of the target competency stated for each domain (oral interaction, interpretation of oral and written messages and production of oral and written messages) and through an integrated set of learning sections.

Each plan starts from the target competency to achieve ; its development is carried out through a problem-solving situation in its general context that the learner may encounter in his or her school or social life and a set of partial situations conducive to integration and potential remediation. The plan also contains instructions from the “support document” and the “teacher’s guide” and the estimated time to devote to the learning section to ensure an adequate implementation of this latter. **In this planning, the pre-requisites are included in order to draw teachers’ attention to the importance of the learners’ background knowledge while preparing lessons and help them regulate their teaching. Teachers are requested to check the level of assimilation of the pre-requisites regulate their teaching accordingly.**

### 2- The Yearly Pedagogic Assessment Plan

The yearly pedagogic assessment plan is a plan that synchronizes the learning implementation process with the verification of the competency development. It starts from the target competency, which is framed by standards that include the three following aspects: knowledge, methodology and values. These standards allow for both learning assessment and assessment of the learner’s effort and offer opportunity to provide learners with objective and constructive feedback.

### 3- The Yearly Continuous Assessment Plan:

This plan is another means to help teachers assess the learners’ performance during the term. They can evaluate their learners’ performance in relation to the achieved objectives in the frame of the topic dealt with.

# **Yearly Learning Plan**

**Key Stage 1/Level 1**

<b>Level: Key stage 1 / MS 1</b>		<b>Time devoted: 2 hours and a half ( 2 hours + 1 hour tutorial session once per 2 weeks)</b>
<b>Middle school Exit profile</b> 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 <u>descriptive</u> , <u>narrative</u> , <u>argumentative</u> or <u>prescriptive</u> type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.		
<b>Exit Profile:</b> 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 <u>descriptive</u> type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.		
<b>VALUES</b>	<b>CROSS-CURRICULAR COMPETENCES</b>	
<b>National identity:</b>	<p><b>1. Intellectual competency:</b> The learner can :<b>understand</b> and <b>interpret</b> verbal and non-verbal messages ❖ <b>solve</b> problem situations using a variety of communication means ❖ <b>show</b> creativity when producing oral and written messages ❖ <b>show</b> some degree of <b>autonomy</b> in all areas of learning.</p> <p><b>2. methodological competency :</b> The learner can: work in pairs or in groups ❖ <b>use</b> strategies for listening and interpreting oral discourse ❖ <b>develop</b> effective study methods , <b>mobilize</b> his resources efficiently and manage his time rationally ❖ <b>use</b> information and communication technology whenever he needs it for learning and research ❖ <b>evaluate</b> himself and his peers.</p> <p><b>3. communicative competency:</b> The learner can: <b>use</b> dramatization and role-play to communicate appropriately ❖ <b>use</b> information and communication technology such as blogs, websites page, discussion forums , platforms to interact with learners of other cultures ❖ <b>use</b> dramatization and role-play to communicate appropriately ❖ <b>use</b> information and communication technology such as blogs, websites page, discussion forums , platforms to interact with learners of other cultures-<b>process</b> digital data.</p> <p><b>4. personal and social competencies :</b> 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>	
The learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ...		
<b>National conscience:</b> He can speak about our school days, weekend and national public holidays (historic, religious, etc)		
<b>Citizenship :</b> He shows respect for the environment and protects it continually		
<b>Openness to the world :</b>		
He is keen on learning about others' markers of identity		
	<b>Domains</b>	<b>Oral- Written</b>
<b>Target competencies</b>	In meaningful communicative situations related to his/ her 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><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b></p> <p><b>Example:</b> You want to join an international friendship blog . The members of the blog want to know about you. Introduce yourself to them.</p>	Weeks11 37 H ( both sequences)																			
			<p><b>Situation2 :learning ❖ PPU/PDP lessons ( language &amp; reading and writing)</b></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/ * Respond to questions about me: my age, my class and my hometown. *Ask about anew friend's name.</td> <td>*Lexis related to greeting : hi /hello... *Question words: What? /where ? *Glad/nice *Lexis related to colours</td> <td>*Auxiliary to be and to have (present simple tense) *Personal pronouns *Possessive adjectives *Demonstrative pronoun 'it'. *Preposition: in/ location ( hometown) *Numbers from 1 to 13</td> <td> <ul style="list-style-type: none"> <li>• /a/</li> <li>• /ɪ/</li> <li>• /aɪ/</li> <li>• /ei /</li> </ul> </td> </tr> <tr> <td><b>Pre- requisites</b></td> <td colspan="3"> <ul style="list-style-type: none"> <li>• Numbers ( from 0 to 13 ) _ alphabet _ colours _ commands</li> </ul> </td> </tr> <tr> <td><b>Communicative tasks</b></td> <td colspan="3">❖Labelling ❖Email❖Role play❖Songs❖Games❖Fill in an ID card❖Family tree</td> </tr> </tbody> </table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	* Greet people *Introduce myself *Give information/ * Respond to questions about me: my age, my class and my hometown. *Ask about anew friend's name.	*Lexis related to greeting : hi /hello... *Question words: What? /where ? *Glad/nice *Lexis related to colours	*Auxiliary to be and to have (present simple tense) *Personal pronouns *Possessive adjectives *Demonstrative pronoun 'it'. *Preposition: in/ location ( hometown) *Numbers from 1 to 13	<ul style="list-style-type: none"> <li>• /a/</li> <li>• /ɪ/</li> <li>• /aɪ/</li> <li>• /ei /</li> </ul>	<b>Pre- requisites</b>	<ul style="list-style-type: none"> <li>• Numbers ( from 0 to 13 ) _ alphabet _ colours _ commands</li> </ul>			<b>Communicative tasks</b>	❖Labelling ❖Email❖Role play❖Songs❖Games❖Fill in an ID card❖Family tree		
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<p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work_</b></p> <p><b>Example:</b> 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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1	My Family Profile	Me and my Family	<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b></p> <p><b>Example:</b> 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><b>Situation2 :learning ❖ PPU/PDP lessons ( language &amp; reading and writing)</b></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>           Give information/respond to questions about me :            - My age , class, hometown            - My preferences(food, clothes)            -Ask and give information about:            - My family (parents, brothers and sisters)         </td> <td>           * Basic lexis : words and expressions related to family, school things, clothes , food, jobs         </td> <td>           *Present simple tense with the verbs: to live, to go to like ( I like / I don't like )            *Numbers from 14 to 100            *Articles a/ an /the)            *Use of simple sentence pattern ( memorized/ modeled ones: affirmative and interrogative ) Use of question words ( who ? , what ? , where ? )            *Demonstratives : this / that         </td> <td>           /e/ / I : /            / θ/ / δ /            -Aspirated "h"            -Intonation in "wh" question.         </td> </tr> <tr> <td><b>Pre- requisites</b></td> <td colspan="3"> <ul style="list-style-type: none"> <li>Use of question word ( what ...? )</li> </ul> </td> </tr> <tr> <td><b>Communicative tasks</b></td> <td colspan="3">           ❖Email ❖Role play ❖- Poster ❖Family tree/ Tagging ❖ Songs ❖cartoons ❖Family game❖ Information transfer         </td> </tr> </tbody> </table> <p><b>Situation3 : Learning to Integrate ❖ PPU ( I learn to Integrate) group work</b></p> <p><b>Example:</b> Your e-pal wants to know more about you and your family . Draw your family tree, add information ( age, job..) and send it as an attached document.</p> <p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</b></p> <p><b>Example:</b> Pupils from all over the world introduce themselves on an international friendship blog. Post your information to make new friends .</p>	Learning objectives	Resources			Lexis	Grammar	Pronunciation	Give information/respond to questions about me : - My age , class, hometown - My preferences(food, clothes) -Ask and give information about: - My family (parents, brothers and sisters)	* Basic lexis : words and expressions related to family, school things, clothes , food, jobs	*Present simple tense with the verbs: to live, to go to like ( I like / I don't like ) *Numbers from 14 to 100 *Articles a/ an /the) *Use of simple sentence pattern ( memorized/ modeled ones: affirmative and interrogative ) Use of question words ( who ? , what ? , where ? ) *Demonstratives : this / that	/e/ / I : / / θ/ / δ / -Aspirated "h" -Intonation in "wh" question.	<b>Pre- requisites</b>	<ul style="list-style-type: none"> <li>Use of question word ( what ...? )</li> </ul>			<b>Communicative tasks</b>	❖Email ❖Role play ❖- Poster ❖Family tree/ Tagging ❖ Songs ❖cartoons ❖Family game❖ Information transfer			
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2		Me and my Daily Activities	<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b>  <b>Example:</b> Your e-pal Jack wants to know about your leisure activities . Send him a viber message and tell him about your leisure activities at weekends.</p>	weeks10																			
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<p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</b>  <b>Example:</b> You receive a letter from your e-pal Mark. His mother wants to know about your mother’s daily activities. Read the letter and write a reply.</p>																							



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2	My School Presentation	Me and my School	<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b></p> <p><u>Example:</u> You have rights and duties at school . You want to remind your mates about them . Write a poster of your rights and duties and publish it on your school blog.</p>	7 weeks																			
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			Learning objectives		Resources																		
				Lexis	Grammar	Pronunciation																	
			*Ask and give information about : - My country ( currency/ flag/national and religious days - Other countries ( nationalities/ Flags / currencies/ celebration days)	<b>Basic lexis</b> words and expressions related to countries , flags , currencies , celebrations ( national , religious and others)	<b>*The articles :</b> -indefinite /a/ an - definite/the <b>* Plural forms</b> <b>*Preposition of location :in</b> <b>*The auxiliaries to be / to have</b> <b>*The present simple</b> with related concrete details about countries	/ɪ/ "p *Sile *Siler / ɒ / ,ɔ:/																	
			<b>Pre- requisites</b>	<ul style="list-style-type: none"> <li>indefinite articles a / an</li> <li>preposition of location “ in “</li> <li>present simple of “ be “ and “ have “</li> <li>present simple with related concrete details about routines</li> </ul>																			
			<b>Communicative tasks</b>	-Interview Email - Role play - Songs - Poster - l																			
			<p><b>Situation3 : Learning to Integrate ❖ PPU ( I learn to Integrate)</b></p> <p><b>Example :</b> This is an e-mail from Kathleen . Read it and help your partner to write a reply to Kathleen.</p>																				
			<p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</b></p> <p><b>Example :</b> You want to invite your friend to visit your beautiful country and its wonderful places and monuments. Make a leaflet to attract tourists from all over the world ( include national dish, national currency, famous people, national and religious celebration days, languages....)</p>																				

# **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 <b>interact and produce orally very short messages/texts</b> of <i>descriptive</i> types using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>*Greet people, introduce himself/herself,</li> <li>* Respond to questions about himself/herself : name, age, class , hometown, preferences (food and clothes),family</li> <li>*Ask about a new friend's name</li> </ul>
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to <b>interpret very short oral or written messages / texts</b> of <i>descriptive</i> type using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>* Interpret significant details in a conversation and in simple short texts on topics dealt with in the previous domain</li> <li>*understand short texts with illustrations (audio or visual: picture, graph, map, etc.)</li> </ul>
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to <b>produce very short oral or written messages / texts</b> of <i>descriptive</i> type using written, visual or oral support .	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>*Give information/respond to questions about himself/ herself : age, class, family ( parents, brothers sisters) etc. using simple phrases and sentences</li> <li>* fill out a form and give simple details</li> <li>*Maintain a conversation with an interlocutor</li> </ul>
Second Term	Oral interaction	In a situation of meaningful communication, the learner will be able to <b>interact and produce orally very short messages/texts</b> of <i>descriptive</i> types using written, visual or oral support.	<p><b>- The pupil can:</b></p> <ul style="list-style-type: none"> <li>*Tell the time</li> <li>*Talk about daily activities</li> <li>*Talk about leisure activities at school</li> </ul>
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to <b>interpret very short oral or written messages / texts</b> of <i>descriptive</i> type using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>*understand significant details in a conversation and in short texts dealing with topics dealt with in the previous domain</li> <li>*use paraphrases to make himself understood</li> </ul>
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to <b>produce very short oral or written messages / texts</b> of <i>descriptive</i> type using written, visual or oral support .	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>* write about his preferences, daily activities , leisure activities , etc. on a postcard or in an email using short phrases and sentences (subject + verb + object)</li> </ul>

Periods	Domains	Target Competencies	Descriptors Of Implementation
Third Term	Oral interaction	In a situation of meaningful communication, the learner will be able to <b>interact and produce orally very short messages/texts</b> of <i>descriptive</i> types using written, visual or oral support.	<p><b>The pupil can:</b></p> <p>*ask and give information about:</p> <ul style="list-style-type: none"> <li>- Algeria ( currency/ flag/national and religious days</li> <li>- Other countries ( nationalities/ Flags / currencies/celebration days)</li> </ul>
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to <b>interpret very short oral or written messages / texts</b> of <i>descriptive</i> type using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>* understand very short dialogues on familiar subjects ( the ones dealt with in the previous domain)</li> <li>* understand short texts with illustrations (audio or visual: picture, graph, map, etc.)</li> </ul>
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to <b>produce very short oral or written messages / texts</b> of <i>descriptive</i> type using written, visual or oral support .	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>* write a simple message on a postcard or in an email about Algeria using</li> <li>*short phrases with simple vocabulary Transform messages from verbal to nonverbal and vice versa</li> </ul>

## **Ongoing Assessment Plan**

**Key Stage 1/ MS1**

**Ongoing Assessment Plan ❖MS1**

ملاحظات	التعلميات المستهدفة بالتقويم	المقطع	الميدان	الأسبوع	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, likes, friends and relatives)	<b>Me and my Friends &amp; Me and my Family</b>	Productive competence	Third week of November (3 <sup>ème</sup> semaine de novembre)	الأول	السنة الأولى متوسط
The situation is based on the <i>learning objectives of sequences 3 and 4</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 (school, school regulations; house; habits and preferences) .	<b>Me and my Daily Activities &amp; Me and my School</b>	Productive competence	Third week of February (3 <sup>ème</sup> semaine de février)	الثاني	
The situation is based on the learning objectives of <b>all sequences</b> and incorporates the topics and linguistic resources dealt with in <b>these sequences</b> .	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....)	<b>Me , my Country and the World</b>	Productive competence	Fourth week of April (4 <sup>ème</sup> semaine d'avril)	الثالث	