

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الأساسي

المفتشية العامة للبيداغوجيا

موقع عيون البصائر التعليمي

المخططات السنوية
مادة اللغة الإنجليزية
السنة الثانية 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 2/Level 2

stage 2 / MS 2

Time devoted: 2 hours and a half (2 hours + 1 hour tutorial session once per 2 weeks) Level: Key

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: Exit Profile: At the end of MS2, the learner will be able to interact, interpret and produce short oral and written messages / texts of descriptive, narrative and prescriptive type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.

VALUES	CROSS-CURRICULAR COMPETENCES
<p><u>National identity:</u> The learner can describe lifestyles, eating habits, dressing habits and dwellings of Algeria</p> <p><u>National conscience:</u> He is keen on communicating about outstanding Algerian figures</p> <p><u>Citizenship :</u> He demonstrates a civic behaviour, conscious of his rights and duties as well as those of others.</p> <p><u>Openness to the world :</u> He is eager to know about the lifestyles ,eating habits, dressing habits, and dwellings of other countries who use English for communication</p>	<p><u>1.Intellectual competency:</u> The learner can: use his critical thinking skills when gathering information for learning and project work* 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*he can show some degree of autonomy in all areas of learning</p> <p><u>2.methodological competency :</u> 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* information and communication technology whenever he needs it for learning and research* evaluate himself * evaluate his peers</p> <p><u>3.communicative competency:</u> The learner can: he can use drama and role-play to communicate appropriately* he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures* he can use information and communication technology such as blogs , websites page , forums of discussion , to interact with learners of other cultures* he can process digital data</p> <p><u>4.personal and social competencies :</u> The learner: is aware of his role and others' role in the development of projects* is keen in promoting the work of his peers*respects our national values and behaves consistently* is honest and accountable for his work and respects others work* 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, narrative and prescriptive 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, narrative and prescriptive 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, narrative and prescriptive messages/texts .</i>

Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
1		①Me, my Friends and my Family	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking) Example: You have read an advertisement. Actors and actresses aged from 14 to 20 are needed for an Algerian show. One of your classmates likes the offer. Help her / him write an e-mail to apply for this job</p>	<p>Weeks11 37 H (both sequences)</p>																			
			<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> *Describing physical appearance *Describing daily and free time activities *Describing and locating places *Reading and interpreting a house plan *Recording daily activities on a schedule *Describing family relationships *Expressing likes and dislikes *Expressing abilities and inabilities *Expressing cause or reason </td> <td> * Lexis related to topics (physical appearance , routine, activities,...) </td> <td> *The simple present tense for description *Adjective for description(colour, height, build, hairstyle, beauty and physical attraction) *Possessive pronouns for description *Location markers (prepositions and adverbs) for description *"Can" for ability *"Can't" for inability *Cause and reasons(why, because) </td> <td> *Pronunciation of /l/ and /ɹ/ *Pronunciation of /r/ *Silent "r" </td> </tr> <tr> <td> Pre- requisites </td> <td> <ul style="list-style-type: none"> Present simple of " be" and " have" Colours </td> <td colspan="2"> Preposition of location " in" </td> </tr> <tr> <td> Communicative tasks </td> <td colspan="3"> - Interview - Role play - Daily schedule- Guessing game-- Family tree- Songs </td> </tr> </tbody> </table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	*Describing physical appearance *Describing daily and free time activities *Describing and locating places *Reading and interpreting a house plan *Recording daily activities on a schedule *Describing family relationships *Expressing likes and dislikes *Expressing abilities and inabilities *Expressing cause or reason	* Lexis related to topics (physical appearance , routine, activities,...)	*The simple present tense for description *Adjective for description(colour, height, build, hairstyle, beauty and physical attraction) *Possessive pronouns for description *Location markers (prepositions and adverbs) for description *"Can" for ability *"Can't" for inability *Cause and reasons(why, because)	*Pronunciation of /l/ and /ɹ/ *Pronunciation of /r/ *Silent "r"	Pre- requisites	<ul style="list-style-type: none"> Present simple of " be" and " have" Colours 	Preposition of location " in"		Communicative tasks	- Interview - Role play - Daily schedule- Guessing game-- Family tree- Songs		
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			Communicative tasks		- Interview - Role play - Daily schedule- Guessing game-- Family tree- Songs																		
			<p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) group work Example: You are entering a national competition organised by the Algerian Ministry of National Education for middle school students about the "Best Personal Profile" written in English. Competitors are required to upload their profiles to the website of the Algerian Ministry of National Education before December 20th.The first three winners will be offered a four-week English language course in London next summer.</p>																				
			<p>Situation4 : Integration ❖ PDP (I Think and Write+ self assessment) solo work_ Your English friend Liz is asking you to tell her about the place where you live. Send her an email with a detailed description of your house and your room with a plan of your house as an attached document.</p>																				

Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
1	My Classmates' Shopping Habits	②Me and my Shopping	<p align="center">Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: It is Akram's birthday. His mother wants to make a big birthday cake .She asks Akram to buy the ingredients she needs. Help Akram to write his shopping list and show him the way to the supermarket</p>																				
			<p>Situation2 :learning ❖ PPU/PDP lessons (language & reading and writing)</p>																				
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			<p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) group work</p>																				
			<p>Example: Sandra your English friend wants to know about shopping in Algeria. Write to her an email to give her information about shopping in malls , supermarkets, street markets and traditional craft shops in the place where you live. Tell her also about how Algerian teenagers dress and what they usually eat. Attach to you email a street map showing the shopping amenities in your neighbourhood and the location of your home.</p>																				
<p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p>																							
<p>Example: You are spending your summer holiday in another town in Algaria (or a foreign country). When you return to school, your English teacher asks you to write a report about your shopping there (the local shops, markets, malls, traditional craft shops, bazaars, souks, and the local products that attract your attention). Describe these products and draw a street map to explain to your classmates the location of all these location places.</p>																							

Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
2	My Health Food & Exercise Poqter / My Dietary Flyer	③Me and my Health	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking) Example: In a forum of discussion, you read Mona’s message asking for help. She suffers from obesity . She weighs 98 kilos. She feels tired and sick. Write a reply to Mona and help her lose weight.</p> <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>*Expressing obligation *Giving advice and recommendations *Planning a healthy balanced meal *Planning a healthy weekly diet</td> <td>*Lexis related to shopping, food, health... *Basic lexis (words and expressions/ formulaic language) : polite forms / greetings...</td> <td>*“Have to” (interrogative and affirmative forms) *“Have got to” *“Must” with the 3 forms * “Should” / “Shouldn’t” *The imperative</td> <td>Pronunciation of must : /məst/, /mɑst/ and /mɑsnt/ *Pronunciation of “should”: /ʃəd/, /ʃəd/ *Pronunciation of “shouldn’t”: /ʃədnt/ *Pronunciation of “sh”:/ʃ/ *Pronunciation of “ch”:/tʃ/</td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3">• The imperative</td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">-Shopping list - Bills - maps - Poster - Leaflets - Information panels - Charters</td> </tr> </tbody> </table> <p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) Example Nacer,your Tunisian friend, is overweight wants to kow what kind of diet your dietician recommends because he knows you have the same problem. Send him a detailed email in which I explain your doctor’s dietary advice and recommendations about food and exercise. Send him also a weekly diet plan and a typical daily menu as attached documents.</p> <p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work Example: You want to make a poster, put it up in your school and post it on your school website and your blog to help other teenagers stay healthy. The poster should contain ‘ five dietary keys ‘ (or recommendations), each with “ one important reason explaining why it should be followed and respected “. You can add drawings or pictures to your poster.</p>	Learning objectives	Resources			Lexis	Grammar	Pronunciation	*Expressing obligation *Giving advice and recommendations *Planning a healthy balanced meal *Planning a healthy weekly diet	*Lexis related to shopping, food, health... *Basic lexis (words and expressions/ formulaic language) : polite forms / greetings...	*“Have to” (interrogative and affirmative forms) *“Have got to” *“Must” with the 3 forms * “Should” / “Shouldn’t” *The imperative	Pronunciation of must : /məst/, /mɑst/ and /mɑsnt/ *Pronunciation of “should”: /ʃəd/, /ʃəd/ *Pronunciation of “shouldn’t”: /ʃədnt/ *Pronunciation of “sh”:/ʃ/ *Pronunciation of “ch”:/tʃ/	Pre- requisites	• The imperative			Communicative tasks	-Shopping list - Bills - maps - Poster - Leaflets - Information panels - Charters			weeks10
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Term	Projects	Learning Sequence	Planning Learning			Estimated Time	
3	A Memorable Holiday Report/ What to See in Algeria/ Planning an Itinerary for my next Holiday..	⊕ Me and my Travels	Situation1 : Initial ❖PDP lesson(s) (listening & speaking)			7 weeks	
			<p>Example: In the international” travel forum” of tripadvisor.com website, you read a message of a tourist from England . He wants to visit Algeria. Think of a nice place you visited and write some information about it. Turn these information into a travel brochure to be posted in the “ travel forum “.</p>				
			Situation2 :learning ❖ PPU/PDP lessons (language & reading and writing)				
			Learning objectives	Resources			
			<ul style="list-style-type: none"> *Describing amenities and places of interest *Describing environmental sites *Reading and interpreting a map *Planning and interpreting itineraries 	Lexis related to topics Basic lexis (words and expressions/ formulaic language) : polite forms / greetings../ *Word formation	*Simple future tense with the 3 forms *”be going to” for future activities with the 3 forms *Past simple tense with the 3 forms *regular and irregular verbs *Demonstratives : this/these, that/those *Word formation with “ tion ” *Adjectives ending with”y”		*Pronunciation of “will”- “’ll”- “won’t”: */wiʌ/,/ /wəʊnt/ *Pronunciation of “ed”: /ɪd/,/t/,/d/ *Pronunciation of “th”:/ θ/, ð/ *Pronunciation of “tion “/ʃən/
			Pre- requisites	<ul style="list-style-type: none"> • Demonstratives : this /that 			
			Communicative tasks	-Information panels - notices - Brochure for holidays - Map route - Information transfer (from weather forecast symbols to text) - Poster - Pictionary			
Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)							
<p>Example : Andrew Williams, your Australian friend is going to visit Algeria next summer. You will be his guide. So, organise a three-day tour for him to visit the most interesting places in the region where you live (museums, parks, forests, mountains, old medinas, souks, “ksours”, traditional craft shops, etc.).Prepare a detailed itinerary of this tour using a map of my region with the necessary map icons. Then, send him this itinerary and the map by email.</p>							
Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work							
<p>Last winter holidays, you went on a weekend tour to another region in Algeria (or abroad, to a foreign country). When you returned home, you decided to write a report about this tour (the places you visited and the activities you did) but you didn’t have time to do it. Write this report now and post it on your blog with a detailed map of your itinerary.</p>							

Yearly Plan of Assessment

Key Stage 2 / MS2

Yearly Plan of Assessment/ MS2

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 short oral messages / texts of descriptive type using written, visual or oral support related to his / her interests.	The pupil can: *describe and locate places * deal with situations such as: order a meal in a restaurant, going on a trip doing shopping, asking for prices ,places, train schedules, etc. *understand essential details in a conversation, containing simple language and familiar expressions used in everyday life
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive type, using written, visual or oral support.	The pupil can: *read and interpret a house plan * read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to topics dealt with in the previous domain.
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive type, using written, visual or oral support.	The pupil can write : *a medium length descriptive paragraph on facts or stories related to his environment, family, friends, school, living conditions, past family , past activities, events. * simple directions , recipes, how to do text, etc. * an outline and the first draft of a text *generate new ideas from a model *Devise a neighbourhood street map , locate and show the way to amenities
Second Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages / texts of descriptive and prescriptive type using written, visual or oral support.	The pupil can: *express obligation *give advice and recommendations * understand essential details in a conversation about food , containing simple language and familiar expressions used in everyday life * anticipate the meaning of messages

	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive and prescriptive type using written, visual or oral support.	The pupil can: * read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food * understand the gist of a story, the narrator’s ideas and opinions clearly expressed, a simple letter describing a person, narrating or predicting an event *can anticipate the end of a story
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive and prescriptive type, using written, visual or oral support.	The pupil can: * can write simple directions , recipes, how to do text, etc. * write an outline and the first draft of a text - can generate new ideas from a model
Third Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce short oral messages / texts of descriptive and narrative type using written, visual or oral support.	The pupil can: *describe amenities and places of interest *use expressions relating everyday situations , and simple sentences in a spontaneous way
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret short oral or written messages / texts of descriptive and narrative type, using written, visual or oral support.	The pupil can: *read a map and interpret itineraries *assess his reading strategies as efficient or not
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce short oral or written messages/ texts of descriptive and narrative , type, using written, visual or oral support.	The pupil can: * write a medium length descriptive paragraph on environmental sites *write an outline and the first draft of a text * generate new ideas from a model

Ongoing Assessment Plan

Key Stage 2 / MS2

Ongoing Assessment Plan ❖MS2

ملاحظات	التعلم المستهدفة بالتقويم	المقطع	الميدان	الأسبوع	الفصل	المستوى
The situation is based on the learning objectives of sequences 1 and 2 and incorporates the topics and linguistic resources dealt with in these sequences.	A new complex situation that provides context for meaningful communication related to learner's personal life and environment (home, daily life, likes and dislikes, shopping and shopping places ...)	Me	Productive competence	Third week of November (3 ^{ème} semaine de novembre)	الأول	السنة الثانية متوسط
The situation is based on the learning objectives of sequences 3 and incorporates the topics and linguistic resources dealt with in this sequence.	A new complex situation that provides context for meaningful communication related to learner's personal life and experience (physical description, eating habits; health and healthy food; physical exercise)	My World	Productive competence	Third week of February (3 ^{ème} semaine de février)	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 learner's enlarged environment (travelling , places of interest/tourist sites, itineraries, home types)	The World	Productive competence	Fourth week of April (4 ^{ème} semaine d'avril)	الثالث	