

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الأساسي

المفتشية العامة للبيداغوجيا

موقع **عيون البصائر التعليمي**

المخططات السنوية

مادة اللغة الإنجليزية

السنة الثالثة من التعليم المتوسط

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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 3

| Level: Key stage 2 / MS 3 | | | Time devoted: Learners: 3 hours and a half (3 hours + 1 hour tutorial session once per 2 week) | |
|--|--|-------------------|--|--|
| Term | Projects | Learning Sequence | Planning Learning | |
| visual aids) and in meaningful situations related to his environment and interests. | | | | |
| <i>Exit Profile: By the end of Key Stage 2 (end of MS3),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.</i> | | | | |
| VALUES | | | CROSS-CURRICULAR COMPETENCES | |
| <p>National identity: He can use the markers of his identity to value our country, and communicate about teenage dressing habits (traditional and modern) different dwelling types.</p> <p>National conscience: He is keen on communicating about outstanding Algerian figures</p> <p>Citizenship : _He demonstrates a civic behaviour, inherited from our ancestral values, emblematic figures of our cultural heritage.*He also adopts a civic behaviour anchored in the universal values for the protection of the environment.</p> <p>Openness to the world He is eager to know about the lifestyles ,eating habits, dressing habits, and dwellings of other countries who use English for communication</p> | | | <p>1. Intellectual competency: The learner can use his critical thinking skills when gathering information for learning and project work \mathcal{A}he can understand and interpret verbal and non-verbal messages\mathcal{A}can solve problem situations using a variety of communication means\mathcal{A}he can show creativity when producing oral and written messages \mathcal{A} he can show some degree of autonomy in all areas of learning</p> <p>2. methodological competency : he can work in pairs or in groups -he can use strategies for listening and interpreting oral discourse \mathcal{A}he can develop effective study methods , mobilize his resources efficiently and manage his time rationally \mathcal{A}he can use information and communication technology whenever he needs it for learning and research \mathcal{A}he can evaluate himself \mathcal{A}he can evaluate his peers</p> <p>3. communicative competency: -he can use drama and role-play to communicate appropriately \mathcal{A}he can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures \mathcal{A}he can use information and communication technology such as blogs , websites page, forums of discussion , to interact with learners of other cultures \mathcal{A}he can process digital data</p> <p>4. personal and social competencies : he is aware of his role and others' role in the development of projects \mathcal{A}he is keen in promoting the work of his peers \mathcal{A}he respects our national values and behaves consistently\mathcal{A}he is honest and accountable for his work and respects others work \mathcal{A}he asserts his personal identity and behaves with self-confidence \mathcal{A}he socializes through oral or written exchanges\mathcal{A}he develops attitudes of solidarity</p> | |
| Domains | | | Oral- Written | |
| Target competencies | In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | | | |
| | In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support | | | |
| | In a situation of meaningful communication, the learner will be able to produce oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support | | | |

| | | Situation1 : Initial ❖PDP lesson(s) (listening & speaking) | | | | | | | | | | | | | | | | | | |
|---|--|---|--|---------------------|----------------|---------|---------------|---|--|---|--|------------------------|--|--|--|----------------------------|---|--|--|--|
| | | Example: More and more teenagers want to get pocket money to help their parents .You have read an advertisement on | | | | | | | | | | | | | | | | | | |
| Term | Projects | Learning Sequence | Planning Learning | | Estimated Time | | | | | | | | | | | | | | | |
| 1 | Unit 1 | Week 1 | Situation1 : Initial ❖PDP lesson(s) (listening & speaking) | | | | | | | | | | | | | | | | | |
| 1 | | ① Me, my Abilities, my Interests and my Personality | <table border="1"> <thead> <tr> <th>Learning objectives</th> <th>Lexis</th> <th>Grammar</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>*Expressing abilities and inabilities *Describing personal interests *Describing personality features</td> <td>* Lexis related to related topics *Basic lexis (words and expressions/formulaic language) : polite forms / greetings.. /</td> <td>* “Can” for ability * “can’t” for inability *Questions about abilities and inabilities (with positive and negative answers) *Asking questions about interests and personality *Frequency adverbs: “always”/ “never” *Asking about frequency: “How often ...?” *Formation of adjectives</td> <td>*Pronunciation of the vowel sounds: / ə/,/æ/,/ɑ:/ * Pronunciation of “can” and “can/kən/,/kæn/ and /kɑ:nt/ *Pronunciation of “s”ending: /iz/,/s/ and /z/’t/</td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3">“ Can “ for ability ❖ “ can’t “ for inability❖Questions about abilities and inabilities❖ Pronunciation of final “ s”</td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">Interview ❖ Role play❖ Chat ❖ email ❖ personal letter❖ Short video segments</td> </tr> </tbody> </table> | Learning objectives | Lexis | Grammar | Pronunciation | *Expressing abilities and inabilities *Describing personal interests *Describing personality features | * Lexis related to related topics *Basic lexis (words and expressions/formulaic language) : polite forms / greetings.. / | * “Can” for ability * “can’t” for inability *Questions about abilities and inabilities (with positive and negative answers) *Asking questions about interests and personality *Frequency adverbs: “always”/ “never” *Asking about frequency: “How often ...?” *Formation of adjectives | *Pronunciation of the vowel sounds: / ə/,/æ/,/ɑ:/ * Pronunciation of “can” and “can/kən/,/kæn/ and /kɑ:nt/ *Pronunciation of “s”ending: /iz/,/s/ and /z/’t/ | Pre- requisites | “ Can “ for ability ❖ “ can’t “ for inability❖Questions about abilities and inabilities❖ Pronunciation of final “ s” | | | Communicative tasks | Interview ❖ Role play❖ Chat ❖ email ❖ personal letter❖ Short video segments | | | <p>Weeks1 37 H (both sequences)</p> |
| Learning objectives | Lexis | Grammar | Pronunciation | | | | | | | | | | | | | | | | | |
| *Expressing abilities and inabilities *Describing personal interests *Describing personality features | * Lexis related to related topics *Basic lexis (words and expressions/formulaic language) : polite forms / greetings.. / | * “Can” for ability * “can’t” for inability *Questions about abilities and inabilities (with positive and negative answers) *Asking questions about interests and personality *Frequency adverbs: “always”/ “never” *Asking about frequency: “How often ...?” *Formation of adjectives | *Pronunciation of the vowel sounds: / ə/,/æ/,/ɑ:/ * Pronunciation of “can” and “can/kən/,/kæn/ and /kɑ:nt/ *Pronunciation of “s”ending: /iz/,/s/ and /z/’t/ | | | | | | | | | | | | | | | | | |
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| Communicative tasks | Interview ❖ Role play❖ Chat ❖ email ❖ personal letter❖ Short video segments | | | | | | | | | | | | | | | | | | | |
| | | | Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) group work | | | | | | | | | | | | | | | | | |
| | | | Example: Many teenagers in the Arab World heard about Mohamed Farah Jeloud who won the first Arab Reading Challenge Prize. They want to know more about him. Post on your school blog a portrait about him including his abilities, personal interests and describing his personal features. | | | | | | | | | | | | | | | | | |
| | | | Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work | | | | | | | | | | | | | | | | | |
| | | | Example: My school is going to participate in an international competition in Dubai for the best Arab Reading Challenge Poster. The winning poster will be awarded a 50.000 \$ prize and will be published by all Arab Media (Arab newspapers, magazines, press agencies and news websites). | | | | | | | | | | | | | | | | | |

| | | | Examp Example: | | | |
|------|----------------------|-------------------|---|--|---|---|
| | | | In an international blog for fun. Members of the group posted snapshots from their childhood memories and their life styles in | | | |
| Term | Projects | Learning Sequence | Planning Learning | | | Time |
| 2 | disco verie s/ | S C I | <p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: We will celebrate the 16 th of April soon .It is the science day in Algeria. Your teacher of English asked you to write biographical information about a famous scientist to be published in your school magazine.</p> | | | Week 10 |
| | | | <p>experiences and childhood memories</p> <p>*Describing life and lifestyles (past and present)</p> <p>*Comparing life and lifestyles (past and present)</p> <p>*Devising and selecting relevant interview questions</p> <p>*Conducting an interview</p> | <p>topics</p> <p>*Basic lexis(words and expressions/ Formulaic language): polite forms / greetings../</p> | <p>*The past simple tense with regular and irregular verbs.</p> <p>*The past simple tense with ago.</p> <p>*Time marker ago</p> <p>*Asking questions using ‘ how long ago..?’</p> <p>*The semi- modal : ‘used to’</p> <p>*Frequency adverbs</p> <p>*’ made of’ – ‘ made in’</p> | <p>*Pronunciation of the vowel sounds:/u:/ and /ʊ /</p> <p>*Pronunciation of the vowel sounds: /ɜ:/ and / ə/</p> <p>*Pronunciation of the vowel sounds: /æ/, /ʌ/</p> <p>*Silent letters “ w” and “t”.</p> |
| | | | Pre- requisites | <ul style="list-style-type: none"> The past simple tense with regular and irregular verbs | | |
| | | | Communicative tasks | - Interview - Role play - Chat – email- personal letter- Short video segments - Poster - Id card | | |
| | | | <p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) group work</p> <p>Example: It is “Grandparents Day”. To celebrate the event you decide to make a video interview of our grandfather or grandmother. You will post the video on the school website and your personal blog to share it with other people around the world.</p> | | | |
| | | | <p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Our English and History teachers asked us to organize a photo and postcard exhibition with accompanying captions and short descriptive and narrative texts comparing life in some Algerian cities about hundred years ago and today(dwelling, architecture, people, dress, transport, etc..). I decided to display photos and old postcards of Setif and Constantine and write comparative texts about these two cities</p> | | | |

| Situation2 :learning ❖ PPU /PDP lessons (language & reading and writing) | | | |
|--|---------------------|---|---------|
| Learning objectives | | Resources | |
| Term | Projects | Learning Sequence | Time |
| Planning Learning | | | |
| 3 | My Self and my Envi | Situation1 : Initial ❖PDP lesson(s) (listening & speaking) | |
| | | Example As a member of Greenpeace organization, you are asked to post a message on social networks. Make polite forms / greetings. / | |
| | | *The past environments where you live. Prepare a short article to be published in social networks. Make polite forms / greetings. / | |
| | | *Sentence connector: "while" | |
| | | *Spelling rules: "V-ing" | |
| *Requests with: "can" and "may" | | | |
| * Relative clauses: that | | | |
| Pre- requisites | | | |
| Communicative tasks | | -Diary/ journal - Survey - Menu - Notices/ plans / maps - Posters - Charters - Formal letters - Newspaper article | |
| Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) | | | |
| Example It is " theNational Inventor's Day" in Algeria. To celebrate the event , your teacher of English asked you to write the biography of a famous scientist or inventor and put it on display in the public local library where an official ceremony will be held. The best works will be awarded prizes. | | | |
| Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work | | | |
| Example: Our math, biology, English, history, geography, science and technology teachers want us to design a brochure in English about " The Islamic Scientific and Cultural Heritage". The brochure will include a historical introduction(a text accompanied by Islamic timeline), biographies of eminent Muslim Scientists and texts describing inventions, innovations and discoveries in various fields. I am going to write the historical introduction to the brochure using some of the information in the timeline. | | | |
| | | | 5 weeks |

Situation2 :learning ❖ PPU /PDP lessons (language & reading and writing)

| Learning objectives | Resources | | |
|---|--|---|--|
| | Lexis | Grammar | Pronunciation |
| *Expressing obligation *Expressing prohibition *Making recommendations *Comparing and evaluating | *Lexis related to related topics *Basic lexis (words and expressions/ formulaic language): polite forms / greetings../ *Word formation | *must” (strong obligation) *“mustn’t” (prohibition) *“should” (mild obligation) *The imperative *The present perfect tense *The present perfect tense with: “for” and “since” *Asking questions with “How long ...?” *The comparative of superiority (short and long adjectives) *Discourse connectors: “as”, “because”, “so”, “therefore | *Pronunciation of the consonant sounds: /ʒ/ and /dʒ/ *Silent letters: “k” , “w”, “h”, “t” *Intonation in questions |
| Pre- requisites | ❖“ must “ for obligation ❖“ mustn’t “ for prohibition ❖Should / shouldn’t for advice ❖Imperative❖Discourse connector “ because “❖Pronunciation of “ h “ | | |
| Communicative tasks | - Biographies - Pictionary - Id cards - Timelines / diagrams /charts - Travel schedules - Table completion | | |

Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)

Example : Your school has applied to become a member of the International Eco-School Programme. Write a list of ten eco-principles that should be discussed by your class and included in your “School Eco-Charter.

Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work

Example : My school is organizing an eco-poster display at the Local Culture Centre in my Wilaya to celebrate “ Earth Day” . I have decided to design an eco-poster about a threatened native animal(Barbary Deer) to raise public awareness of the urgent need to protect such animals in our country. My poster should comprise : a descriptive text about this animal, a list of the threats facing this animal, a catchy slogan and photos of this animal.

Yearly Plan of Assessment

Key Stage 2/ MS3

3Yearly Plan of Assessment/ MS

| 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 oral messages / texts of descriptive, narrative, prescriptive or argumentative type using written, visual or oral support. | The pupil can *describe personal interests and personality features *use words and expressions related personal interests and personality features *narrate past childhood memories |
| | Interpretation of oral and written messages | In a situation of meaningful communication, the learner will be able to interpret oral or written messages / texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | The pupil can *understand gist and important details in dialogues and paragraphs written in simple and easy English and familiar expressions that describe or compare life and lifestyles * manage his work and assess his own reading strategies |
| | Production of oral and written messages | In a situation of meaningful communication, the learner will be able to produce oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | The pupil can : *conduct an interview *devise and select relevant interview questions *describe facts in short narrative texts relating to the learners experiences and events (past and present)using a wide range of connectors and time sequencers (first, and, but, because, so, the, next, finally) * draft, redraft and edit a text. |

| | | | |
|-------------|---|---|--|
| Second Term | Oral interaction | In a situation of meaningful communication, the learner will be able to interact and produce oral messages / texts of descriptive, narrative, prescriptive or argumentative type using written, visual or oral support. | The pupil can *ask for and give biographical information about a famous person *select relevant biographical information * use familiar expressions 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 oral or written messages / texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | The pupil can *organise/sequence biographical information in chronological order * understand gist and identify relevant biographical information *manage his work, develop efficient reading methods and assess his own reading strategies |
| | Production of oral and written messages | In a situation of meaningful communication, the learner will be able to produce oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | The pupil can *Transfer biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics) |
| Third Term | Oral interaction | In a situation of meaningful communication, the learner will be able to interact and produce oral messages / texts of descriptive, narrative, prescriptive or argumentative type using written, visual or oral support. | The pupil can * ask and answer question about the main sources of pollution *make recommendations on how to protect the environment *takes part in conversations with the support of her/ his peers, her/his teacher. *use familiar expressions 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 oral or written messages / texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | The pupil can * understand gist and details in medium length texts describing topics familiar to him relating to eco-behaviour, health , urban life, and animals in danger of extinction * understand and anticipate meaning in clearly stated opinions and view points |
| | Production of oral and written messages | In a situation of meaningful communication, the learner will be able to produce oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support. | The pupil can * write “School Eco-Charter demonstrating * use the acquired lexis and expressions having a relation with the need for written expression |

Ongoing Assessment Plan

Key Stage 2/ MS3

Ongoing Assessment Plan ❖MS4

| 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 (his and teenage lifestyle, personality features and personal interests ...) | Me, my Abilities, my Interests and my Personality & Me and My Lifestyles | <i>Productive competence</i> | Third week of November (3 ^{ème} semaine de novembre) | الأول | السنة الثالثة 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 enlarged environment (Outstanding inventions and figures in sciences and sport; discoveries in sciences and technology.... | Me and the Scientific World | <i>Productive competence</i> | 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 the behaviour)-protection of the environment (eco at school and in the neighbourhood | Me and my Environment | <i>Productive competence</i> | Fourth week of April (4 ^{ème} semaine d'avril) | الثالث | |