

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التعليم المتوسط

المفتشية العامة للتربية الوطنية

**موقع عيون البصائر التعليمي**

المخططات السنوية

المادة: لغة انجليزية

المستوى: السنة الرابعة من التعليم المتوسط

سبتمبر 2022

## مقدمة:

ضمانا لجودة التعليم وتحسين الأداء التربوي والبيداغوجي خلال السنة الدراسية 2023/2022، عملت وزارة التربية الوطنية على إعداد المخططات السنوية للتعلّات قصد تنظيم وضبط عمليّة بناء وإرساء وإدماج وتقويم الموارد اللازمة لتنصيب الكفاءات المستهدفة وإنمائها لدى تلاميذ مرحلة التعليم المتوسط. إنّ هذه المخططات هي أدوات عمل مكّلة للسّنات المرجعية المعتمدة (المناهج والوثيقة المرافقة) يتوجّب مراجعتها وتحيينها حتى تستجيب لمختلف المستجدّات التنظيمية والبيداغوجية بغرض تيسير وقراءة وتنفيذ المنهاج وتوحيد مضامين المقطع التعليمي.

بناء على قرار العودة التدريجية لنظام التّمدرس العادي بعد أكثر من سنتين من نظام التمدرس الاستثنائي بسبب جائحة كورونا (covid 19) التي مسّت بلادنا، تضع وزارة التربية الوطنية بين أيدي الممارسين التربويين المخططات السنوية لبناء التعلّات لهذه السنة الدراسية تناسب مع الحجم الساعي السنوي المتاح لكلّ مادة تعليمية.

وعليه، فإنه يتعيّن على الجميع قراءة ووعي ما ورد في هذه المخططات السنوية من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليها كلما دعت الحاجة، مع إمكانية تدخّل المفتشين ومرافقة الأساتذة لتعديل أو تكييف الوضعيات بما يروونه مناسبا لتحقيق الكفاءات المستهدفة.

# Yearly Learning Plan

## Key Stage 3

Level: Key stage 3 / MS 4		Time devoted: Time devoted: 3 hours and a half (3 hours + one hour tutorial session- once per 2 weeks)
<p><b>Exit Profile (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.</p>		
<p style="text-align: center;"><b>VALUES</b></p> <p><b>National identity:</b> The learner can use the markers of his identity to value our country, and communicate about teenage dressing habits (traditional and modern) and different dwelling types.</p> <ul style="list-style-type: none"> <li>❖He is proud of our writers and poets and our oral heritage (fables, legends, proverbs ... )</li> <li>❖He praises the beauty and diversity of the historical and religious places in Algeria attracting visitors from all over the world.</li> </ul> <p><b>National conscience:</b> ❖ The learner demonstrates his respect for the nation's symbols and his readiness to protect them.</p> <ul style="list-style-type: none"> <li>❖He behaves as a responsible and committed citizen.</li> <li>❖He is aware of the need to respect and protect his environment.</li> <li>❖He enhances our cultural heritage and is proud of our Algerian figures and heroes known for their culture and spirit of peace and openness to the world.</li> </ul> <p><b>Citizenship :</b></p> <ul style="list-style-type: none"> <li>❖He can share his knowledge of dietary restrictions for religious reasons for the sake of tolerance and acceptance of others.</li> </ul> <p><b>Openness to the world :</b>❖He is keen on communicating about outstanding figures (historians, scientists, artists, writers, champions,...) and any( well-known or anonymous) person for their involvement in humanitarian actions, at the national level or worldwide.</p>		<p style="text-align: center;"><b>CROSS-CURRICULAR COMPETENCES</b></p> <p><b>1. Intellectual competency:</b> The learner can use his critical thinking skills when gathering information for learning and project work-he can understand and interpret verbal and non-verbal messages-He can solve problem situations using a variety of communication means-He can show creativity when producing oral and written messages-He can show some degree of autonomy in all areas of learning.</p> <p><b>2. Methodological competency:</b> -He can work in pairs or in groups-He can use strategies for listening and interpreting oral discourse-He can develop effective study methods, mobilize his resources efficiently and manage his time rationally-He can use information and communication technology whenever he needs it for learning and research-He can evaluate himself-He can evaluate his peers.</p> <p><b>3. Communicative competency:</b> -He can use drama and role-play to communicate appropriately-He can use information and communication technology such as blogs, websites page, discussion forums, and platforms to interact with learners of other cultures-He can process digital data.</p> <p><b>4. Personal and social competencies:</b> -He is aware of his role and others' roles 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 identity and behaves with self-confidence-he socializes through oral or written exchanges-He develops attitudes of solidarity.</p>
<b>Domains</b>		<b>Oral- Written</b>
<b>Target competencies</b>	<p>☞In a situation of meaningful communication, the learner will be able <i>to interact and produce oral messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual, or oral support.</i></p>	
	<p>☞In a situation of meaningful communication, the learner will be able to <i>interpret oral or written messages/ texts of descriptive, narrative, prescriptive, or argumentative type, using written, visual, or oral support.</i></p>	
	<p>☞In a situation of meaningful communication, the learner will be able to <i>produce oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.</i></p>	

Learning Sequences	Planning Learning			Discriptors of Implementation	Estimated Time
<b>① Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts.</b>	<b>Situation 1 : Initial - PDP lesson(s) (listening &amp; speaking)</b>			<p style="text-align: center;">❖ <b>Oral interaction :</b></p> <p><b>The learner can :</b></p> <ul style="list-style-type: none"> <li>-describe famous landmarks /outstanding figures.</li> <li>- compare landmarks / monuments.</li> </ul> <p style="text-align: center;">❖ <b>Interpretation of oral and written messages :</b></p> <p><b>The learner can :</b></p> <ul style="list-style-type: none"> <li>- understand medium 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> <li>-information transfer from network research.</li> </ul>	<b>13 weeks (Term 1)</b>
	<b>Example: you</b> are among the best learners who were selected by the Ministry of National Education for a trip to Los Angeles. You are curious to know about this city. Conduct a research on the net to find out more information about the places of interest, the landmarks, food...				
	<b>Situation 2 : Learning - PPU/PDP lessons (language &amp; reading and writing)</b>				
	<b>Learning Objective</b>	<b>Resources</b>			
	<ul style="list-style-type: none"> <li>-describe famous landmarks using specific information.</li> <li>-narrate using historical information about landmarks.</li> <li>-narrate using biographical information about outstanding figures.</li> <li>-compare landmarks.</li> <li>-describe an itinerary and identify its components in chronological order.</li> </ul>	<b>Lexis</b>	<b>Grammar</b>		
<b>Pre-requisites</b>	-diphthongs/ei/- /ai/ - cause and effect (because, as, therefore, so)-				
<b>Communicative tasks</b>	Information transfer -e-mailing -chatting -networking-forums-blogs-leaflets-ads /Form-filling / ID card - Bio card- Itinerary- A fact File -A narrative account / biography - Photo captions				

	<p><b>Situation 3 : Learning to Integrate – PPU - group work</b></p> <p><b>Example :</b> you have just come back from a trip around Algeria with a group of friends. You want to post on your Facebook page the report of this trip to make people around the world aware of the cultural and historical richness of your country. Describe your itinerary and talk about the landmarks you visited and the outstanding figures in history, literature, or arts that you learned about during this trip.</p>	<p>❖ <b><u>Production of oral and written messages :</u></b></p> <p><b>The learner can :</b></p> <ul style="list-style-type: none"> <li>- write a medium-length descriptive paragraph on environmental sites, landmarks and monuments, outstanding figures in history, literature and arts.</li> <li>- compare landmarks and monuments around the world.</li> <li>-express cause and effects.</li> </ul>	
	<p><b>Situation 4 : Integration – PDP - (assessment) – Solo work</b></p> <p><b>Example:</b> your English web e-pal Richard has asked you about famous Algerian writers. Write him an e-mail in which you give him some biographical information about Kateb Yacine, an outstanding modern Algerian writer.</p>		
<p>❖ To set <i>a new complex situation</i> that provides context for meaningful communication related to the learner’s country and the world (Travelling /comparing landmarks and monuments around the world/ Outstanding figures in history, literature, and art).</p> <p><b>N.B. The situation is based on the learning objectives of sequence 1 and incorporates the topics and linguistic resources dealt with in this sequence.</b></p>			
<p><b>End of Term 1</b></p>	<p><b>First Term Exam (one week)</b></p>		

Learning Sequences	Planning Learning			Discriptors of Implementation	Estimated Time
<b>② Me, my Personality and Life Experiences.</b>	<b>Situation 1 : Initial - PDP lesson(s) (listening &amp; speaking)</b>			<p style="text-align: center;">❖ <b>Oral interaction :</b></p> <p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>-ask questions and answer briefly.</li> <li>- deal with situations related to his personal life and experience and his community.</li> <li>- use familiar expressions relating everyday situations, and simple sentences in a spontaneous way.</li> <li>- speak about his plans and projects.</li> </ul> <p style="text-align: center;">❖ <b>Interpretation of oral and written messages :</b></p> <p><b>The learner can :</b></p> <ul style="list-style-type: none"> <li>-understand instructions in easy classroom language.</li> <li>- guess meaning of instruction from context.</li> <li>-understand gist and details in medium-length texts describing topics familiar to him relating to his everyday life, to his interests (sports, hobbies), his needs, wants, expectations, and current events occurring in the world, etc.</li> </ul>	<b>9 weeks ( Term2)</b>
	<b>Example:</b> your teacher of history told you about one of the Algerian freedom fighters. You want to know more about him/her. Conduct research to collect more information about him/her and share it with your classmates.				
	<b>Situation 2 : Learning - PPU/PDP lessons (language &amp; reading and writing)</b>				
	<b>Learning Objective</b>	<b>Resources</b>			
	<ul style="list-style-type: none"> <li>- make a profile.</li> <li>- report significant events and life experiences.</li> <li>- give information and respond to questions about me, my dreams, and my projects.</li> <li>- express similarities and differences.</li> </ul>	<b>Lexis</b>  Basic lexis related to the topic. Examples: -adjectives (self-confident, ambitious, - dream careers (future job...) -childhood memories/lives and personalities)	<b>Grammar</b>  -the superlative with long and short adjectives. -the present simple, past simple and simple future tenses. -the past continuous and the past simple tenses in a narrative ( <b>while, when</b> ). -comparison and contrast markers (like, unlike, whereas) - word formation using affixes: <ul style="list-style-type: none"> <li>○ Prefixes      adjectives (negative meaning: dis / un / in / il / ir / im)</li> </ul> Suffixes (ful / less)		
<b>Pre-requisites</b>	Final pronunciation of “ ed” ❖ Present simple				
<b>Communicative tasks</b>	-A profile - Information gap - information transfer -writing a journal -an interview/conversations -an oral presentation -formal letter -video survey - web articles.				

	<p><b>Situation 3 : Learning to Integrate – PPU - group work</b>  <b>Example:</b> your school is organizing an exhibition to commemorate the 1<sup>st</sup> of November 1954. Design a poster about a moudjahid / a moudjahida of your choice to take part in this event. Include short texts about his/her childhood memories and experiences.</p>	<p>-understand a personal letter written in simple and easy English.          -understand written texts and involve prediction of narration, personal stories, feelings, dreams.</p>	
	<p><b>Situation 4 : Integration (assessment) – PDP - Solo work</b>  <b>Example:</b> Lalla Fatma N'Soumer is one of the most famous women freedom fighters who fought for the independence of Algeria. Write an article in which you tell about her profile, life experiences, and victories to be posted in an international education blog.</p>	<p>❖ <b>Production of oral and written messages:</b>  <b>The learner can :</b>          -describe facts in short narrative texts relating to the learner's environment, family, school; work, experiences and events (past and present).          -express opposition / concession (unlike / whereas).          - produce different types of texts (descriptive and narrative) of a medium length /complexity using a wide range of connectors and time markers (first, and, but, because, so, next, finally).          - write a personal letter or an email to describe his environment, his life...</p>	
<p>❖ To set a <i>new complex situation</i> that provides context for meaningful communication related to the learner's personality features and school life and experiences (embarrassing and positive ones) Prospects and initiatives (career / education / ambitions / projects...)          Hobbies : (Cinema, literature, theatre, fashion, music, and the digital / electronic devices)  <b>N.B. The situation is based on the learning objectives of sequence 2 and incorporates the topics and linguistic resources dealt with in this sequence.</b></p>			
<p><b>End of Term 2</b></p>	<p><b>Second Term Exam ( one week)</b></p>		



Learning Sequences	Planning Learning			Discriptors of Implementation	Estimated Time	
<b>③ Me, my Community and Citizenship</b>	<b>Situation 1 : Initial - PDP lesson(s) (listening &amp; speaking)</b>			<p style="text-align: center;"><b><u>Oral interaction :</u></b></p> <p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>-talk about school charity.</li> <li>-ask for and give advice.</li> <li>-defend positive actions.</li> <li>-express likes and dislikes.</li> </ul> <p style="text-align: center;"><b>❖ <u>Interpretation of oral and written messages:</u></b></p> <p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>-read, understand and anticipate meaning in clearly stated opinions and viewpoints.</li> <li>- understand a personal letter written in simple and easy English.</li> <li>- understand written argumentative texts.</li> </ul>	<b>5 weeks ( Term 3)</b>	
	<b>Situation 2 : Learning - PPU/PDP lessons (language &amp; reading and writing)</b>					
	<b>Learning Objective</b>	<b>Resources</b>				
	<ul style="list-style-type: none"> <li>- give advice and make recommendations.</li> <li>-express likes and dislikes.</li> <li>- defend opinions and positive actions.</li> </ul>	<b>Lexis</b>	<b>Grammar</b>			<b>Pronunciation</b>
	<b>Pre-requisites</b>	Present simple – imperative.				
<b>Communicative tasks</b>	Open letter- - Interview- Debate-Speech- - Investigating- Oral presentation- Chatters					

	<p><b>Situation 3 : Learning to Integrate – PPU - group work</b></p> <p>Example: the use of the internet can have a bad influence on our culture and traditions. Give advice and make recommendations to your young fellow citizens on how / why to protect your national identity and culture.</p>	<p>❖ <b>Production of oral and written messages :</b></p> <p><b>The pupil can:</b></p> <p>-produce coherent writing and generate ideas – build conversation/role play/ interview.</p> <p>-defend positive actions.</p> <p>-write a short argumentative essay.</p>	
	<p><b>Situation 4 : Integration (assessment) – PDP -Solo work</b></p> <p><b>Example:</b> you read an interview about “Ness El Khir ” and searched the internet for more information about youth charities in Algeria and other countries. Write an article for your school magazine to sensitize your schoolmates to the need for volunteer charity work recommending a list of civic and environmental activities that can help our community.</p>		
<p>❖ To set <i>a new complex situation</i> that provides context for meaningful communication related to the learner’s world (Citizenship / commitment with charity clubs/ helping hand /respect of others. Family advice).</p> <p>N.B. <i>The situation is based on the learning objectives of <u>all sequences</u> and incorporates the topics and linguistic resources dealt with in these sequences.</i></p>			
<p><b>End of Term 3</b></p>	<p><b>Third Term Exam (two weeks)</b></p>		