# الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للبيداغوجيا

موقع عيون البصائر التعليمي

التدرّجات السنوية مادة اللغة الانجليزية السنة الأولى ثانوي جذع مشترك آداب

جويلية 2019

**Level: Secondary Education Year One (SE1)** 

**Stream: Literary stream** 

Time devoted: 4 hours/ week

### **EXIT PROFILE**

At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.

Theme / Topic	Unit
1-Intercultural Exchanges)	Getting Through
2- Communication –The Press	Our Findings Show
3-Environment, Pollution and The World of Animal	Back to nature
4-Innovation and Technology	Eureka
5-Famous People	Once Upon a Time.

## **Introduction:**

In an attempt to improve the quality of both teaching and the pedagogical performance for the 2019/2020 academic year, the Ministry of National Education via the General Inspectorate of Pedagogy has issued the following learning progressions as a complementary tool to the reference documents in use. In addition to the accompanying documents, the present document is thus intended to facilitate understanding and implementation of the curriculum. These progressions also allow the achievement of coherence with the pedagogic assessment plan. Henceforth, practitioners (teachers, inspectors...) are requested to get an insight into the underlying principles of these progressions to put them into practice. The inspectors are expected to accompany teachers, particularly the newly appointed ones.

# Methodological note

The educational curricula and their accompanying documents state in their preambles important pedagogical orientations related to their implementation. However, the adoption by the Ministry of time-bound linear annual distributions of the programs and the field practices showed their limits. This led to the necessity to provide an alternative for effective learning bythe implementation of learning progressions.

Unlike the yearly distributions whichimpose the date, time, the number of sessions in order to respond to the desire to unify content, the pace of programs' achievement, deadlines for officialexams, the learning progressions focuson the syllabus implementation methods. The latter take into account the learners' learning pace, their abilities and learning autonomy.

In these progressions, the pre-requisites are highlighted in order to draw teachers' attention to the importance of the learners' background knowledge while preparing lessons and help them regulate their teaching.

- The items in bold refer to pre-requisites
- At the beginning of each unit, teachers are requested to check the level of assimilation of the pre-requisites through a diagnostic test and regulate their teaching accordingly

Theme and Unit	Targeted	Learning Objectives	Resources	Tasks	Assessment and	Time
	Competency				Remediation	
		* Name the main parts of a	Grammar:	*labelling	Assessment and	
		computer.	*The imperative.		remediation should occur	
		* speak/write about means of	*Sequencers: first, next	*ordering instructions	at regular intervals during	
		intercultural exchanges	*Modals: need to, have to.		the sequence and at the	
Intercultural		(computer, internet,	*Comparatives of	* write a composition about	end of the sequence in	
Exchanges	Interacting	telephone)	adjectives and adverbs:	advantages and drawbacks of	addition to designated	6
		* manipulate some common	less/ more +adj + than.	the internet	exam periods.	weeks
	Interpreting	means of intercultural	*Expressing purpose: in	*hold a telephone conversation	_	24
		exchanges.	order to, so as to ,to.	* Filling in a form.	After 3/4 weeks of	hours
Unit 1:	Producing		*Frequency adverbs:	*fill in a résumé (CV).	teaching, learners will be	
		*identify the different types	always, often	*write an application letter	able to mobilize their	
		of letters.	*Degree adverbs : very ,	*write a letter of inquiry.	resources and reinvest them	
Getting		*write a letter or an e-mail.	quite	*responding to an e-mail/	in a problem solving	
Through.		* differentiate between	*Reflexive pronouns:	advert	situation through pair work	
		formal and informal letters	myself , yourself	*write short notes to invite,	or group work .	
		and write messages on that	*Modals: have to , had to ,	refuse and accept invitation.		
		way.	must	*write short notes to express		
		*state point of view and	* Extreme adjectives: boiling	sympathy and apology.		
		justify it	exhausted			
			*- Types of pronouns:	*- Write some class rules.		
		*express obligation.	subject, object,	*Instructing & comparing		
			*Prepositions of time and	*Expressing preferences &		
		*express purpose.	place: in , on , at	purpose.		
			*Correlative conjunctions:	*Describing people's regular		
			Neithernor / eitheror	activities.		
			/ bothand	*Describing a place.		
			*Definiteand indefinite			
			articles: a , an , the ,			

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	Lexis:  * related to computing and messages  * related to description: to the west, to the north, it's bordered  - Phone tactics: phone number, I'm afraid Phonology:  *Intonation in polite requests.  *Stress in two syllables words	
Project Outcome	Taking a job application booklet/Creating a web page/Writing a letter/ an e-mail	

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
	Interacting	*speak/write about means of communication ( TV,	Grammar: *Degree adverbs: quite, absolutely	* compare sensational newspapers with serious ones	Assessment and remediation should occur at regular intervals during	
Communication		newspapers,	*Direct & indirect speech:	*Filling in a questionnaire	the sequence and at the	
-The Press		magazines)	questions, orders,	I ming in a questionnaire	end of the sequence in	
THE TTESS		*conduct surveys	requests, modals	* Summarizing dialogues	addition to designated	
		* read and interpret	*Quotation marks .		exam periods.	5 weeks
Unit 02.	Interpreting	reports, newspaper	*Reporting verbs:	*choosing the appropriate	exam perious.	e weeks
CIII	interpreting	articles and graphs	suggested /ordered	Reporting verbs.	After 3/4 weeks of	20
Our Findings		*write a report/an	*Adverbs of manner:	Trop ording version	teaching, learners will be	hours
Show.		article	politely, fast	*Asking for and giving	able to mobilize their	1100115
210 111	Producing	* record the main	*Adjectives	information.	resources and reinvest them	
	2 2 0 0 0 0 0 0 0	ideas of a survey	*Giving advice/ inviting.		in a problem solving	
		* write about people's	*Expressing like and	*narrate a story reporting the	situation through pair work	
		reading habits	dislikes	events of an accident	or group work .	
		*conduct an interview	Expressing contrast: on			
		*Summarize what	the contrary, but			
		people say	Phonology:			
		(report statements,	*Stress in compound			
		questions, orders,	words: newspaper			
		greeting)	*Stress shift ( from noun			
		* express a point of	to adjective)			
		view/ opinion	*Silent letters: would			
		* make	*Pronunciation of final			
		requests/suggestions /	« s » / « ed »			
		recommendations.	*Formation of words			
		*write a memo	with suffixes 'ful'/'			
			less'			
<b>Project Outcome</b>	Conducting a sur	vey				

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Theme and Unit	Targeted	<b>Learning Objectives</b>	Resources	Tasks	Assessment and	Time
	Competency				Remediation	
	Interacting	* speak and write about:	* If conditional (type 0/1/2)	*Reading a world	Assessment and remediation	
		- different climates.	*Sequencers: firstly, secondly	climate map	should occur at regular	
Environment,		- different types of	*Expressing cause / effect relationship.	_	intervals during the	
<b>Pollution and</b>		pollution.	*Link words: as a result, so, consequently	*Interpreting pictures	sequence and at the end of	
The World of		- natural and man-made			the sequence in addition to	
Animal		disasters.	*Quantifiers: some, a little of most of,	*Answering	designated exam periods.	
	Interpreting	- causes and effects of	all of, half of, few	questions	After 3/4 weeks of	5 weeks
		global warming.	*Expressing opinion / feelings :	•		
		- recycling and	-agreeing and disagreeing	*Using pictures and	teaching, learners will be able to mobilize their	20
Unit 3		renewable energies	- arguing for and against.	cues to make a	able to mobilize their resources and reinvest them	hours
Back to nature	Producing	*write SOS messages.	*Polite requests	dialogue		
		*write an expository	Morphology:		in a problem solving	
		paragraph about	*Forming adjectives using	*Matching	situation through pair work	
		pollution	suffixes: al, ic, ical		or group work .	
		*conduct a meeting	*Deriving opposites using prefixes	*Gap-filling		
		*write the minutes of a	Lexis related to:			
		meeting	- pollution, natural disasters and	*Table completion		
		*read /interpret/write an	climate change	1		
		advert	Phonology:			
		*write a letter of	*Intonation in yes /no questions			
		complaint	*Stress in words ending in « tion »			
		*write a memo	*Stress in words starting with prefixes			
<b>Project Outcome</b>	Designing a cons	sumer's guide				

- The items in bold refer to pre-requisites
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Theme and Unit	Targeted Competency	<b>Learning Objectives</b>	Resources	Tasks	Assessment and Remediation	Time
	Interacting	*speak /write about:	Grammar:	*Matching	Assessment and	
		- inventions,	* Express concession:		remediation should occur	
<b>Innovation and</b>		discoveries and	" however", "although"	* Interpreting a picture	at regular intervals during	
Technology		developments in			the sequence and at the	
		technology		* Table- filling	end of the sequence in	
		- the development of	* Use definite and		addition to designated	
	Interpreting	telecommunications	indefinite articles	*Note- taking	exam periods.	5 weeks
Unit 4:		- the evolution of an		_	_	
		invention - scientists	*Express result: so+adj+	*Asking /answering questions	After 3/4 weeks of	20
Eureka.		and their inventions	that		teaching, learners will be	hours
	Producing	or discoveries			able to mobilize their	
		- the historical	*Describe an object:	* Making an oral presentation or	resources and reinvest them	
		background of the	shape, colour, etc.	writing a paragraph from notes	in a problem solving	
		invention of a washing	- Dimensions: deep,		situation through pair work	
		machine	width		or group work .	
		* state/identify	*Relative pronoun	* Write a paragraph out of a flow		
		advantages and	"whom"	chart		
		drawbacks of some	*Lexis related to			
		inventions	telecommunication			
		* Take sides in a	Phonology			
		debate	*Intonation in indirect			
		* make an oral	questions			
		presentation of a	*Stress of words ending			
		product from product	in: y + ical			
		specifications				
		* write a business				
		letter				
		*write an opinion				
		letter				
		* Write a biography				
		about a scientist				
		- present a product.				
<b>Project Outcome</b>	Making an inventio	n profile/ Writing a biogra	aphy about a scientist			

- Guidelines for implementation:
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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Famous People	Interacting	*listen and respond to a tale *read and respond to a short narrative * illustrate the importance of a blurb	Past simple and past continuous using "when", "while"  *Relative pronouns "who", "which"	*Asking/answering questions  * Table-filling  *Gap –filling	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.	
	Interpreting	* read and interpret a literary portrait	Lexis:	*Interpreting pictures/ book covers	After 3/4 weeks of	7 weeks
Unit 5:  Once Upon a  Time.	Producing	*describe people's physical appearance and personality features *read/write about literary figures * read and interpret a poem/a folktale *express literary preferences	- "Beside", "Besides" - Describing people: dreamy, flashing, eyebrows Phonology: *Stress in three-syllable words *Pronunciation of final 'ed'	*Writing a paragraph using notes	teaching, learners will be able to mobilize their resources and reinvest them in a problem solving situation through pair work or group work.	28 hours
		* write: - a book review - a biography - the summary of a story - a personal narrative/a short story/ a folktale/a poem	*Asking for and giving directions: Excuse me, go straight			
<b>Project Outcome</b>	Writing a biograph	y / a book review				

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مديرية التعليمالثانويالعامو التكنولوجي

المفتشية العامة للبيداغوجيا

التدرّجات السنوية مادة اللغة الانجليزية السنة الأولى ثانوي جذع مشترك علوم وتكنولوجيا

جويلية 2019

**Level: Secondary Education Year One (SE1)** 

Stream: Scientific and Technological Stream

Time devoted: 3 hours/ week

## **EXIT PROFILE**

At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.

Theme / Topic	Unit
1-Intercultural Exchanges)	Getting Through
2- Communication –The Press	Our Findings Show
3-Environment, Pollution and The World of Animal	Back to nature
4-Innovation and Technology	Eureka

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	Competency	, and the second			Remediation	
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		computer.	*The imperative.		remediation should occur	
		* speak/write about means of	*Sequencers: first, next	*ordering instructions	at regular intervals during	
Intercultural		intercultural exchanges	*Modals: need to, have to.		the sequence and at the	
Exchanges		(computer, internet,	*Comparatives of	* write a composition about	end of the sequence in	
	Interacting	telephone)	adjectives and adverbs:	advantages and drawbacks of	addition to designated	8
		* manipulate some common	less/ more +adj + than.	the internet	exam periods.	weeks
	Interpreting	means of intercultural	*Expressing purpose: in	*hold a telephone conversation	_	
		exchanges.	order to, so as to ,to .	* Filling in a form.	After 3/4 weeks of	24
	Producing		*Frequency adverbs:	*fill in a résumé (CV).	teaching, learners will be	hours
		*identify the different types of	always, often	*write an application letter	able to mobilize their	
		letters.	*Degree adverbs : very ,	*write a letter of inquiry.	resources and reinvest them	
Unit 1:		*write a letter or an e-mail.	quite	*responding to an e-mail/	in a problem solving	
		* differentiate between formal	*Reflexive pronouns:	advert	situation through pair work	
		and informal letters and write	myself , yourself	*write short notes to invite,	or group work .	
Getting		messages on that way.	*Modals: have to , had to ,	refuse and accept invitation.		
Through.		*state point of view and justify	must	*write short notes to express		
		it	* Extreme adjectives: boiling	sympathy and apology.		
			exhausted			
		*express obligation.	*- Types of pronouns:	*- Write some class rules.		
			subject, object,	*Instructing & comparing		
		*express purpose.	*Prepositions of time and	*Expressing preferences &		
			place: in , on , at	purpose.		
			*Correlative conjunctions:	*Describing people's regular		
			Neitheror / eitheror	activities.		
			/ bothand	*Describing a place.		
			*Definiteand indefinite			
			articles: a , an , the ,			

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		Lexis:  * related to computing and messages  * related to description: to the west, to the north, it's bordered  - Phone tactics: phone number, I'm afraid Phonology:  *Intonation in polite requests.  *Stress in two syllables words	
<b>Project Outcome</b>	Making a job	b application booklet/Creating a web page/Writing a letter/ an e-mail	

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
		*speak/write about	Grammar:	* compare sensational newspapers	Assessment and	
	Interacting	means of	*Degree adverbs: quite,	with serious ones	remediation should occur	
Communication		communication (TV,	absolutely		at regular intervals during	
-The Press		newspapers,	*Direct & indirect speech:	*Filling in a questionnaire	the sequence and at the	
		magazines)	questions, orders,		end of the sequence in	
		*conduct surveys	requests, modals	* Summarizing dialogues	addition to designated	
<b>Unit 02.</b>		* read and interpret	*Quotation marks .		exam periods.	6 weeks
	Interpreting	reports, newspaper	*Reporting verbs:	*choosing the appropriate		
Our Findings		articles and graphs	suggested /ordered	Reporting verbs.	After 3/4 weeks of	18
Show.		*write a report/an	*Adverbs of manner:		teaching, learners will be	hours
		article	politely, fast	*Asking for and giving	able to mobilize their	
	Producing	* record the main	*Adjectives	information.	resources and reinvest them	
		ideas of a survey	*Giving advice/ inviting.		in a problem solving	
		* write about people's	*Expressing like and	*narrate a story reporting the	situation through pair work	
		reading habits	dislikes	events of an accident	or group work .	
		*conduct an interview	Expressing contrast: on			
		*Summarize what	the contrary, but			
		people say	Phonology:			
		(report statements,	*Stress in compound			
		questions, orders,	words: newspaper			
		greeting)	*Stress shift ( from noun			
		* express a point of	to adjective)			
		view/ opinion	*Silent letters: would			
		* make	*Pronunciation of final			
		requests/suggestions /	« s » / « ed »			
		recommendations.	*Formation of words			
		*write a memo	with suffixes 'ful'/'			
			less'			
<b>Project Outcome</b>	Conducting a surv	vey	1	ı	1	1

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Theme and Unit	Targeted	<b>Learning Objectives</b>	Resources	Tasks	Assessment and	Time
	Competency				Remediation	
	Interacting	* speak and write about:	* If conditional (type 0/1/2)	*Reading a world climate	Assessment and remediation	
<b>Environment</b> ,		- different climates.	*Sequencers: firstly, secondly	map	should occur at regular	
<b>Pollution and</b>		- different types of	*Expressing cause / effect		intervals during the	
The World of		pollution.	relationship.	*Interpreting pictures	sequence and at the end of	
Animal		- natural and man-made	*Link words: as a result, so,		the sequence in addition to	
		disasters.	consequently	*Answering questions	designated exam periods.	
	Interpreting	- causes and effects of	*Quantifiers: some, a little of		After 3/4 weeks of	7 weeks
		global warming.	most of, all of, half of, few	*Using pictures and cues to	teaching, learners will be	
		- recycling and	*Expressing opinion / feelings :	make a dialogue	able to mobilize their	21
Unit 3		renewable energies	-agreeing and disagreeing		resources and reinvest them	hours
Back to nature	Producing	*write SOS messages.	- arguing for and against.	*Matching	in a problem solving	
		*write an expository	*Polite requests	_	situation through pair work	
		paragraph about	Morphology:	*Gap-filling	or group work.	
		pollution	*Forming adjectives using		or group work.	
		*conduct a meeting	suffixes: al, ic, ical	*Table completion		
		*write the minutes of a	*Deriving opposites using prefixes			
		meeting	Lexis related to:			
		*read /interpret/write an	- pollution, natural disasters and			
		advert	climate change			
		*write a letter of	Phonology:			
		complaint	*Intonation in yes /no questions			
		*write a memo	*Stress in words ending in « tion »			
			*Stress in words starting with			
			prefixes			
<b>Project Outcome</b>	Designing a cons	sumer's guide				

- Guidelines for implementation:
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Theme and Unit	Targeted	<b>Learning Objectives</b>	Resources	Tasks	Assessment and	Time
	Competency				Remediation	
	Interacting	*speak /write about:	Grammar:	*Matching	Assessment and	
		- inventions, discoveries and	* Express concession:		remediation should occur	
Innovation and		developments in technology	"however", "although"	* Interpreting a	at regular intervals during	
Technology		- the development of		picture	the sequence and at the	
		telecommunications	* Use definite and indefinite		end of the sequence in	
		- the evolution of an invention	articles	* Table- filling	addition to designated	
	Interpreting	- scientists and their			exam periods.	7 weeks
Unit 4:		inventions	*Express result: so+adj+ that	*Note- taking	•	
		or discoveries			After 3/4 weeks of	21
Eureka.		- the historical background of	*Describe an object: shape,	*Asking /answering	teaching, learners will be	hours
	Producing	the invention of a washing	colour, etc.	questions	able to mobilize their	
		machine	- Dimensions: deep, width		resources and reinvest them	
		* state/identify advantages and	*Relative pronoun "whom"		in a problem solving	
		drawbacks of some inventions	*Lexis related to	* Making an oral	situation through pair work	
		* Take sides in a debate	telecommunication	presentation or	or group work .	
		* make an oral presentation of	Phonology	writing a paragraph		
		a product from product	*Intonation in indirect	from notes		
		specifications	questions			
		* write a business letter	*Stress of words ending in: y +			
		*write an opinion letter	ical	* Write a paragraph		
		* Write a biography about a		out of a flow chart		
		scientist				
		- present a product.				
<b>Project Outcome</b>	Making an invention profile/ Writing a biography about a scientist					