

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للبيداغوجيا

موقع عيون البصائر التعليمي

التدرجات 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 by the implementation of learning progressions.

Unlike the yearly distributions which impose the date, time, the number of sessions in order to respond to the desire to unify content, the pace of programs' achievement, deadlines for official exams, the learning progressions focus on 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.

Guidelines for implementation:

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

			<p>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</p>			
Project Outcome	Making a job application booklet/Creating a web page/Writing a letter/ an e-mail					

Guidelines for implementation:

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

Guidelines for implementation:

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

Guidelines for implementation:

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

Guidelines for implementation:

- 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 Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Famous People Unit 5: Once Upon a Time.	Interacting Interpreting Producing	<ul style="list-style-type: none"> *listen and respond to a tale *read and respond to a short narrative * illustrate the importance of a blurb * read and interpret a literary portrait *describe people's physical appearance and personality features *read/write about literary figures * read and interpret a poem/a folktale *express literary preferences * write: <ul style="list-style-type: none"> - a book review - a biography - the summary of a story - a personal narrative/a short story/ a folktale/a poem 	Past simple and past continuous using "when", "while" *Relative pronouns "who", "whom", "which" Lexis: - "Beside", "Besides" - Describing people: dreamy, flashing, eyebrows... Phonology: *Stress in three-syllable words *Pronunciation of final 'ed' *Asking for and giving directions: Excuse me, go straight...	<ul style="list-style-type: none"> *Asking/answering questions * Table-filling *Gap –filling *Interpreting pictures/ book covers *Writing a paragraph using notes 	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem solving situation through pair work or group work .	7 weeks 28 hours
Project Outcome	Writing a biography / a book review					

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجيا

المفتشية العامة للبيداغوجيا

التدرجات 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

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 by the implementation of learning progressions.

Unlike the yearly distributions which impose the date, time, the number of sessions in order to respond to the desire to unify content, the pace of programs' achievement, deadlines for official exams, the learning progressions focus on 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.

Guidelines for implementation:

- 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 Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Intercultural Exchanges Unit 1 : Getting Through .	Interacting Interpreting Producing	<ul style="list-style-type: none"> * Name the main parts of a computer. * speak/write about means of intercultural exchanges (computer, internet, telephone...) * manipulate some common means of intercultural exchanges. *identify the different types of letters. *write a letter or an e-mail. * differentiate between formal and informal letters and write messages on that way. *state point of view and justify it *express obligation. *express purpose. 	Grammar: *The imperative. *Sequencers: first, next... *Modals: need to, have to. *Comparatives of adjectives and adverbs: less/ more +adj + than. *Expressing purpose: in order to, so as to ,to . *Frequency adverbs: always, often... *Degree adverbs : very , quite ... *Reflexive pronouns : myself , yourself *Modals: have to , had to , must * Extreme adjectives: boiling exhausted... *- Types of pronouns: subject, object,... *Prepositions of time and place: in , on , at *Correlative conjunctions : Neithernor / eitheror / bothand ... *Definiteand indefinite articles: a , an , the ,	*labelling *ordering instructions * write a composition about advantages and drawbacks of the internet *hold a telephone conversation * Filling in a form. *fill in a résumé (CV). *write an application letter *write a letter of inquiry. *responding to an e-mail/ advert *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. *- Write some class rules. *Instructing & comparing *Expressing preferences & purpose. *Describing people’s regular activities. *Describing a place.	Assessment and remediation should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem solving situation through pair work or group work .	8 weeks 24 hours

			<p>Lexis:</p> <ul style="list-style-type: none"> * related to computing and messages * related to description: to the west, to the north, it's bordered..... - Phone tactics: phone number, I'm afraid.... <p>Phonology:</p> <ul style="list-style-type: none"> *Intonation in polite requests. *Stress in two syllables words 			
Project Outcome	Making a job application booklet/Creating a web page/Writing a letter/ an e-mail					

Guidelines for implementation:

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

Guidelines for implementation:

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

Guidelines for implementation:

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