الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المفتشية العامة للبيداغوجيا

مديريةالتعليم الثانوي العام والتكنولوجي

موقع عيون البصائر التعليمي

التدرّجات السنوية

مادةاللغة الانجليزية

السنةالثالثة ثانوي الشعب االمشتركة

جويلية 2019

Level: Secondary Education: Year Three **(SE3)** **Streams: Common streams** **Time devoted: 3 Hours a week**
EXIT PROFILE **At the end of SE3, the learner will be able to produce oral /written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.**

Theme	Unit
1. Ethics in Business	Ill Gotten Gains never prosper
2. Advertising, Consumers and safety	Safety First
3. Astronomy and the Solar system	It's a Giant Leap for Mankind
4. Feelings, emotions, Humour and related topics	We are a Family

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 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 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
- Ethics in Business **- fighting fraud, corruption and money laundering** **Unit 1 :** **"Ill Gotten Gains Never Prosper"**	**Interactive** **Interpretive** **Productive**	- Making a public statement - Writing an opinion article - Writing a dialogue about two people agreeing/ disagreeing on the issue of ethics in business - Initiating a debate - Writing a policy statement	- Expressing condition: providing that/provided that/as long as. - Expressing wishes(present, past, future) - Advising: had better/not. - Expressing desire: it's high time, it's about time. - Cause/effect relationship **(so+adjective+that),(**such+noun phrase - **Review of the passive form** - **Making concessions**	The tasks should be made more communicative providing opportunities for speaking. For instance, performing dialogues using the target functions such as : agreeing, disagreeing, contrasting, expressing opinions through writing newspaper articles, debating, role-play, writing a charter, designing a poster.	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work	8 weeks 24 hours
Project Outcome	**Example: Writing a charter of ethics in business. Or refer back to the textbook for alternative projects.**					

Theme and unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Advertising, consumers and safety **Unit 2 :** **Safety First**	- Interact orally - interpret an oral / written message -produce oral /written messages	- Making hypotheses about future changes. - arguing for/against an issue - interpreting, reacting to and creating an advert - Writing a report for a consumers' magazine - Writing a dialogue on pros and cons on advertising - Writing a letter of complaint - Making a survey on the impact of advertising on Algerian consumers	- May, Might, Could, Can used to express hypotheses. - Dependent prepositions. -Weak/strong forms of modals. - **Present simple** - because, since, as, because of**, owing to,…** - **as a result, consequently, therefore,…** -opposite items related to consumption and safety. - Stressing content and function words. **Expressions of concession**. - Expressions of certainty and doubt. - Imperatives. - Language of persuation. - Vocabulary related to adverts and holidays.	The tasks should be made more communicative providing opportunities for speaking. - Designing pie charts/ graphs/ posters - Writing an argumentative speech - Prescribing a set of rules - creating commercials	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	8 weeks 24 hours
Project Outcome	**Example: Making a survey on the impact of advertising on Algerian consumers. Or refer back to the textbook for alternative projects.**					

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

"Astronomy and the Solar System"
 	
Unit 3 : "It's a Giant leap for Mankind"
	Interactive
	
	Interpretive
	
	productive
		1- Make suppositions and set hypotheses.
		2- Compare and contrast.
		3- Use the metric system.
		4-Predict the content of a text from the headline.
		5-Identify main ideas.
		6-Read and comprehend an article about astronomy.
		1- Use deductive and concessive reasoning to write a short article.
			- **Review of the conditionals: unless, if+ not, etc.**
			- **Concession: however, even though, etc**.
			- Expressing similarities and differences: whereas, while, like, unlike, etc.
			-**plural form**
			- Vocabulary related to astronomy
			- **Word formation**
			-Vocabulary related to dimensions, size and weight.
				- Brainstorming
				- Whole class discussion.
				- Reference questions
				- Inference questions
				- Information transfer
				- Cohesion (reference)
				- Sentence ordering using cohesive devices to express:
				  - Cause/effect
				  - Purpose
				  - Contrast
				  - Concession
				- Selecting relevant ideas and drafting
				- Editing
					1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods
					2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.
						6 weeks
						
						18 hours

Project Outcome	**Designing an astronomy booklet (a short presentation of the history of space travel, ID cards about two major planets in our solar system, a short imaginary dialogue with a famous astronomer). Or refer back to the textbook for alternative projects.**					

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
Feelings, Emotions, Humour and related topics Unit 4 : "We are a Family"	- Interact orally - interpret an oral message / written message -produce a written message	*Developing understanding of the concept of humour * raising awareness of others' thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love , patriotism , generosity , courage	* **Present simple** ***Past simple, past perfect** ***Enjoy/like/dislike +gerund** *I'd rather do… I'd rather do …than… I'd prefer …to… ***Should, ought to, if I were you** *articles: omission before abstract nouns (love, anger, humour …) *Quantifiers: a lot of, a great deal of , few, little, some of us , all of us … *each other, one another ***forming adjectives from nouns with: -ful , -ic, -ous** ***forming nouns with: -ness,-ty** ***Forming verbs with -en** *Pronouncing the cluster ngth *Weak form of **of** in phrasal	*Ordering statements as they occur in an interview With an humourist *Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement. * Writing a newspaper article about feelings and emotions *Responding to a letter (writing a letter of advice) * Story-telling/ joke telling	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	6 weeks 18 hours
Project Outcome	**Writing a booklet coping with strong emotions. Or refer back to the textbook for alternative projects.**					

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المفتشية العامة للبيداغوجيا

مديريةالتعليمالثانويالعاموالتكنولوجي

التدرّجات السنوية

مادةاللغة الانجليزية

السنةالثالثة ثانوي آداب و فلسفة / لغات أجنبية

جويلية 2019

Level: Secondary Education: Year Three **(SE3)** **Streams: Literature and Philosophy and Foreign Languages** **Time devoted: 4 Hours a week**
EXIT PROFILE **At the end of SE3, the learner will be able produce oral / written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.**

Theme	Unit
1-**Exploring the past**	**Ancient civilizations**
2-**Ethics in Business**	**Ill Gotten Gains never prosper**
3-**Education in the World: Comparing Educational systems**	**Schools Different and Alike.**
4- Feelings, emotions, Humour and related topics	**We are a Family**

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 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 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**

Themeand Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
EXPLORING THE PAST **Unit 1 :** **Ancient civilizations**	**Interacting** **Interpreting** **Producing**	**Students will be able to :** *****Identify he five major ancient civilizations *****speak/write about the rise and fall of civilizations * speak/write about the contributions of civilizations to the growth of man * describe people's past habits, lifestyles and achievements * make a historical account about the development of a civilization *Speak/write about world heritage sites *****write about the challenges faced by modern civilization *to recite a version of ancient beliefs and myths using related vocabulary and the past simple tense.	**Grammar:** * **Past simple** ***Past perfect** ***Used to ….** ***Had to …..** ***Was/were able to …** ***Articles: use and omission before abstract nouns** ***Quantifiers: Few/little** ***Comparatives and superlatives of quantifiers** *Expressing concession using: though, in spite of,but, however… **Morphology:** *Forming new words with: - prefixes **de** and **dis** to form opposites **- suffixes –ic, -ment, -y , -able** -ed **Lexis related to :** ***rise and fall of civilizations (verbs)** * to beliefs and myths. **Phonology:** *Weak/strong forms of 'was' and 'were'. * **Pronunciation of 'ch' and final "-ed"** ***Stress shift (nouns/verbs)**	*****Reading a map to identify the ancient civilizations represented *Drawing the wheel of civilizations and ordering the civilizations chronologically *Gap-filling (use of verbs related to the rise and fall of civilizations) *Filling in a spidergram about achievements in Islamic civilization *Completing a network tree about the major threats to our civilization	1- Assessmentshouldoccur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	**7 weeks** **28 hours**
Project Outcome	The goal is to explore the rise and collapse of civilisations Examples : -draw the wheel of civilisation -make a timeline from the most ancient civilisations (Chinese, Sumerians, Azteks, Egyptians, etc)to the most modern ones -display the timeline on a bulletin board					

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
Ethics in Business **Unit 2 : ILL GOTTEN GAINS NEVER PROSPER**	**Interacting** **Interpreting** **Producing**	**Students will be able to :** ***** consider honesty in business as a sign of active/good citizenship *define the concept of ethics in business *debate on the importance of ethics in business * identify and define the concept of ethics in other professional contexts *raise awareness about the negative effects of counterfeiting and the dangers of counterfeit products *develop a sense of active citizenship (the pupil as a conscious consumer) *speak/write about social auditing and ethics in business * write a policy statement to inform potential fund contributors about an ethical investment fund	**Grammar**: ***** Expressing condition using: Provided/providing that/as long as *Expressing wish and desire with "wish" , "It's high time" ***Asking for and giving advice and warning using: should, ought to,had better** ***Present simple and present continuous** *Expressing cause and result using: because, so+ adj +that, So, as aresult, thus, consequently… ***Expressing obligation and necessity with must/have to** **Morphology:** - Forming nouns by adding suffix "**-ty**" to adjectives - Forming opposites by adding prefixes : "**dis-**", "**il-**"… **Lexis related to:** - corruption and fraud - counterfeiting **Phonology:** - Pronouncing words ending in "ics"	* Interpreting a picture (identifying the unethical practice illustrated) * Gap-filling (definition of lexical items related to fraud and corruption *****Writing a public statement using a spidermap *****Answering questions on a text about counterfeiting *Filling in a word map with words related to fraud *Writing an opinion article following the outlined procedure in the diagram provided *Expanding notes to make a speech in favour of ethics in business *Responding to a text on social auditing and ethics in business * Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement	1-Assessmentshouldoccur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	**7 weeks** **28 hours**
PROJECT OUTCOME	**Example: Writing a charter of ethics in business. Or refer back to the textbook for alternative projects.**					

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 according

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Education in the World: Comparing Educational systems **Unit 3 :** **SCHOOLS DIFFERENT AND ALIKE**	**Interacting** **Interpreting** **Producing**	**Students will be able to :** *****identify the characteristics of different educational systems * state what educational systems have in common at world level ***** write reports comparing different systems in the world *speak/write about ways to improve our educational system * write an expository article on the causes and effects of examination stress on students	**Grammar:** ***Present simple, present continuous passive** ***If-conditional: type 1,2,3** ***Expressing desire and wish: I wish I were/ I had** ***Asking for and giving advice: should, ought to, If I were you** ***Expressing obligation : must, have to** *Expressing similarities and differences with "like", "whereas" **Morphology:** *collocation with "**school**" and "education" * **Forming adjectives with suffixes–ive**and–**al** Lexis - related to education Phonology: * Pronouncing weak forms of could,should ***Pronouncing final "s"**	* Paragraphing ideas *Speaking/writing one's ideal school using a spidermap * Designing a home-page for the lycée (describing my school) * Writing a checklist of recommendations for the Baccalauréat examination	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners will beable to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	**7 weeks** **28 hours**
Project Outcome	The goal is to increase understanding of educational systems in the world Exemples :-be involved in a panel discussion - make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres -write reports comparing different systems in the world -make "commercial" flyers on this theme					

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

ThemeandUnit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Feelings, Emotions , Humour and related topics **Unit 4 :** **WE ARE A FAMILY**	**Interacting** **Interpreting** **Producing**	*Developing understanding of the concept of humour * raising awareness of others' thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love , patriotism , generosity , courage	**Grammar:** * **Present simple** ***Past simple, past perfect** ***Enjoy/like/dislike +gerund** ***I'd rather do…** **I'd rather do …than…** **I'd prefer …to…** ***Should, ought to, if I were you** ***articles: omission before abstract nouns(love, anger, humour …)** ***Quantifiers: a lot of, a great deal of , few, little, some of us , all of us …** ***each other, one another** **Morphology:** ***forming adjectives from nouns with: -ful , -ic, -ous** ***forming nouns with: -ness,-ty** ***Forming verbs with -en** **Phonology:** ***Pronouncing the cluster ngth** ***Weak form of phrasal adjectives (proud of, full of**	*Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement *Ordering statements as they occur in an interview with a humourist *Responding to a letter (writing a letter of advice) * Writing a newspaper article about feelings and emotions	**1**- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods **2**- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work	**7 weeks** **28hours**
Project Outcome	Exemples-design a webpage to establish contact with students of their age -have a panel discussion on friendship ,love, generosity, selfishness -write a play involving humour, sarcasm - write a love song/poem -select one or two characters of friendship and love from a play/ novel/ film and write about them -create a networkof friends through the web -write an essay /a poem on the topic of "Love your country"					