

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الأساسي

المفتشية العامة للبيداغوجيا

المخططات السنوية

مادة اللغة الإنجليزية

السنة الرابعة من التعليم المتوسط

جويلية 2019

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 3/Level 4

Level: Key stage 3 / MS 4		Time devoted: 3 hours and a half (3 hours + 1 hour tutorial session once per 2 weeks)	
Exit Profile (Middle school Exit profile) 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.			
VALUES		CROSS-CURRICULAR COMPETENCES	
<p>National identity: The learner 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>❖ He is proud of our writers and poets and our oral heritage (fables, legends, proverbs ...)</p> <p>❖ He praises the beauty and diversity of the historical and religious places in Algeria attracting visitors from all over the world.</p> <p>National conscience: ❖ The learner demonstrates his respect for the nation's symbols and his readiness to protect them</p> <p>❖ He behaves as a responsible and committed citizen</p> <p>❖ He is aware of the need to respect and protect his environment</p> <p>❖ 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.</p> <p>Citizenship :</p> <p>❖ He can share his knowledge of dietary restrictions for religious reasons for the sake of tolerance and acceptance of others.</p> <p>Openness to the world : ❖ He is keen on communicating about outstanding figures (historians, scientists, artists, writers, champions,...) and any person (well-known or anonymous) for their involvement in humanitarian action, at the national level or worldwide.</p>		<p>1. Intellectual competency: 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>2. methodological competency : ☞ 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>3. communicative competency: ☞ He can use drama and role-play to communicate appropriately ☞ He can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures -he can use information and communication technology such as blogs , websites page , forums of discussion , to interact with learners of other cultures ☞ 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 ☞ He is keen in 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 personal identity and behaves with self-confidence -he socializes through oral or written exchanges -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	

Term	Projects	Learning Sequence	Planning Learning	Time																			
1	Our Universal Landmarks Brochure . / Our Mini-Anthology of Outstanding Universal Figures.	①Me , Universal Landmarks and Outstanding Figures In History, Literature and Arts	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: You 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...</p> <p>Situation2 :learning ❖ PPU/PDP lessons (language & reading and writing)</p> <table border="1"> <thead> <tr> <th rowspan="2">Learning objectives</th> <th colspan="3">Resources</th> </tr> <tr> <th>Lexis</th> <th>Grammar</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td> -Seek exchange information on the web -Describe famous landmarks using specific information -Narrate using historical information about landmarks -Narrate using biographical information about outstanding figures -Compare landmarks -Locate landmarks on a map -Describe an itinerary and identify its components -Organise discourse in chronological order </td> <td> --Basic lexis(words and expressions/ formulaic language):- lexis related to travel/tourism -types of landmarks (monument /mosque/ tower / bridge /castle/temple...) -Names of international landmarks/ famous figures </td> <td> -Comparative of equality /inferiority (as...as ; not asas) -Qualifiers -strong adjectives to describe and value outstanding figures and landmarks -The passive voice(past simple tense) -Discourse markers(review and expansion): -chronology(first,then, next,after that,finally,shortly/soon/afterward, later) -cause and effect(because, as , since/therefore,so,as a result) </td> <td> -Diphtongs -Consonant clusters 1-Initial consonant clusters 2-Final consonant clusters </td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3"> <ul style="list-style-type: none"> • Cause and effect (as _ because _ so _ therefore) </td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3"> -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 </td> </tr> </tbody> </table> <p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</p> <p>Example from the coursebook: 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 learnt about during this trip.</p> <p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Example from the coursebook: Your English web pal Richard has asked you about famous Algerian writers .You have decided to write him an e-mail in which you will give him some biographical information about Kateb Yacine ,an outstanding modern Algerian writer .</p>	Learning objectives	Resources			Lexis	Grammar	Pronunciation	-Seek exchange information on the web -Describe famous landmarks using specific information -Narrate using historical information about landmarks -Narrate using biographical information about outstanding figures -Compare landmarks -Locate landmarks on a map -Describe an itinerary and identify its components -Organise discourse in chronological order	--Basic lexis(words and expressions/ formulaic language):- lexis related to travel/tourism -types of landmarks (monument /mosque/ tower / bridge /castle/temple...) -Names of international landmarks/ famous figures	-Comparative of equality /inferiority (as...as ; not asas) -Qualifiers -strong adjectives to describe and value outstanding figures and landmarks -The passive voice(past simple tense) -Discourse markers(review and expansion): -chronology(first,then, next,after that,finally,shortly/soon/afterward, later) -cause and effect(because, as , since/therefore,so,as a result)	-Diphtongs -Consonant clusters 1-Initial consonant clusters 2-Final consonant clusters	Pre- requisites	<ul style="list-style-type: none"> • Cause and effect (as _ because _ so _ therefore) 			Communicative tasks	-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			11 Weeks 37 H (both sequences)
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1 & 2	Our Online School Magazine Special issue / Our Dream Careers Video Survey .	©Me, my Personality and Life Experiences.	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example:Lalla Fatma N'Soumer is one of the most famous women freedom fighters who fought for the independence of our country. Write an article in which you tell about her personal profile, life experiences and victories to be posted in an international, education blog.</p>	10weeks																			
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<p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) group work</p> <p>Example from the course book : To commemorate the 1st of November 1954, your English and history teachers have asked you to search the internet and write a web article for your school's website ,in which you will compare Kateb Yacine's and Zohra Drif's childhood school memories and experiences, with special focus on the impact of these memories and experiences on their personalities ,their awareness of their national identity and their decision to take part in the fight against the French .</p>																							
<p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>After reading the extract from Mrs Drif's book in class and searching the internet for more information about her life , you still have a lot of questions to ask this legendary woman .So, you have decided to write her a letter and ask her those questions about her childhood and adolescence memories ,dreams and experiences during the French occupation.</p>																							

Term	Projects	Learning Sequence	Planning Learning	Time																			
3	Our Online Letter Gallery / Our School Charity Project	③ Me, my Community and Citizenship	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: In the beginning of every school year, Algerian schools help learners in need. You feel concerned and wonder whether or not you can help. This raises your curiosity about your school mates attitude towards the necessity of being charitable. Conduct a survey to find out how much they feel and believe their charity may make a change in society.</p>	7 weeks																			
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<p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</p> <p>Example Unlike Dominic Cole ,many people think that cultural globalization is a new kind of colonialism or imperialism, which represents a real threat to national identities and cultures across the world. The first victims are young people. You will write an open letter to the Algerian in which you will weigh up the pros and cons of cultural globalization and express your point of view. Whatever your opinion, you will give advice and make recommendations to your young fellow citizens on how/why to protect your national identity and culture.</p>																							
<p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Example: After reading the interview about “ Ness El Khir “ and searching the internet for more information about youth charities in Algeria and other countries, you have have decided to write an article for your school magazine to sensitize your school mates to the need for volunteer charity work, and recommend an original list of humanitarian and environmental activities that can help our community.</p>																							

Yearly Plan of Assessment

Key Stage 3/ MS4

Yearly Plan of Assessment/ MS 4

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/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support.	<p>The pupil can:- ask questions and answer briefly</p> <ul style="list-style-type: none"> - deal with situations related to his personal life and experience and his community. - use familiar expressions relating everyday situations , and simple sentences in a spontaneous way. -ask and Can speak about his plans and projects . - Can give his opinion , give and understand instructions, ask for and give help, etc.
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support.	<p>The pupil can:</p> <ul style="list-style-type: none"> -understand instructions in easy classroom language - guess meaning of instruction from context. - understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interest (sports, hobbies), his needs ,wants, expectations..), current events occurring in the world ,etc - read, understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of narration , personal stories, feelings, wishes.
	Production of oral and written messages	In a situation of meaningful communication , the learner will be able to produce oral or written messages / text o descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.	<p>The pupil can: -describe facts in short narrative texts relating to the learner's environment, family ,school; work ,experiences and events (past and present)</p> <ul style="list-style-type: none"> - produce different types of texts (descriptive, narrative , argumentative and prescriptive) of a medium length /complexity using a wide range of connectors and time sequencers (first, and, but, because, so, the, next ,finally) - write a personal letter or an email to describe his environment, his life...

Second Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support. .	<p>The pupil can: - ask for and give information about food. -make recommendation for a healthy diet / table manners. -give instructions. -Compare and contrast food items. -describe food habits. -Ask for and give advice -Defend positive actions</p>
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support. ,	<p>The pupil can: - read ,understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of narration , personal stories, feelings, wishes. -read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food -understand the gist of a story, the narrator's ideas and opinions clearly expressed, a simple letter describing a person, narrating or predicting an event</p>
	Production of oral and written messages	In a situation of meaningful communication , the learner will be able to produce oral or written messages / text of descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.	<p>The pupil can: - write simple instructions for recipes ,instructions for use, itinerary ;etc... - produce coherent writing and generate ideas - build conversation/role play/interview -defend positive actions</p>
THIRD TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/ texts of descriptive types using written, visual or oral support.	<p>The pupil can:-Describe famous landmarks / outstanding figures -compare coking habits / monuments -exchange information on the web</p>
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of descriptive type using written, visual or oral support.	<p>The pupil can: - understand medium dialogues on familiar subjects (the ones dealt with in the previous domain) - understand short texts with illustrations (audio or visual: picture, graph, map, etc.) Information transfer from a network research</p>
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of descriptive type using written, visual or oral support.	<p>The pupil can: - write a medium length descriptive paragraph on environmental sites, Landmarks and monuments, outstanding figures in history , literature and arts -compare food and dishes around the world -express cause and effects / opposition / concession (unlike / whereas)</p>

Ongoing Assessment Plan

Key Stage 3 / MS4

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 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)	Me Me And my Personality and Experiences Prospects and Initiatives	Productive competence	Third week of November (3 ^{ème} semaine de novembre)	الأول	
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 the learner's personal world (Citizenship / commitment with charity clubs/ helping hand /respect of others. Healthy food and table manners/Family advice)	My World Healthy Food	Productive competence	Third week of February (3 ^{ème} semaine de février)	الثاني	السنة الرابعة متوسط
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 learner's country and the world (Travelling /compare food and dishes around the world /Landmarks and monuments /Outstanding figures in history, literature and arts)	The World The Digital World On Line Travelling	Productive competence	Fourth week of April (4 ^{ème} semaine d'avril)	الثالث	