

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم
مديرية التعليم المتوسط

المخطط السنوي للتعليمات وآليات تنفيذه

المادة: اللغة الإنجليزية

المستوى: السنة الثالثة من مرحلة التعليم المتوسط

السنة الدراسية: 2022/2021

جويلية 2021

مقدمة:

تعدّ مخططات التعلّم المستهدفة في المناهج التعليمية لدى تلاميذ مرحلة التعليم السنوية سندات بيداغوجية أساسية لتنظيم وضبط عملية بناء وإرساء وإدماج وتقييم الموارد اللازمة لإنماء وتنصيب الكفاءات المتوسط مع تحديد سبل ومعايير تقويمها، وحتى تستجيب هذه المخططات لمختلف المستجدات التنظيمية والبيداغوجية فإنّه يتوجب تحيينها مطلع كل سنة دراسية بصفة آلية.

ضمن هذا الإطار، وفي ظل إقرار مواصلة العمل بنظام التمدرس الاستثنائي خلال السنة الدراسية 2022/2021 جراء استمرار تهديد وباء كورونا (كوفيد-19)، فقد عملت وزارة التربية الوطنية على إعداد مخططات التعلّم لهذه السنة الدراسية على أساس الحجم الساعي السنوي الفعلي الذي يوفره هذا النظام الاستثنائي لدراسة مادة اللغة الإنجليزية في مستوى السنة الثالثة من مرحلة التعليم المتوسط. ونظرا لتقلص هذا الحجم الساعي نوعا ما، مقارنة بما يوفره التنظيم العادي للتمدرس، فقد عمل في إعداد مخططات التعلّم لهذه السنة الدراسية على مبدأ الاقتصاد في الموارد المعرفية، قدر المستطاع، وفي مراحل بنائها وإرسائها لدى التلاميذ في القسم بما يتناسب والحجم الساعي السنوي المتاح.

وعليه، فإنه يتعيّن على الأستاذ قراءة ووعي ما ورد في هذا المخطّط التعلّمي من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليه كلما دعت الحاجة مع التحضير الجيّد والجاد لكل الحصص التعليمية/ التعلّمية بما يكفل تنفيذ المخطّط التعلّمي وفق وتيرة تعلّم ملائمة للتلاميذ، ويضمن إنماء وتنصيب الكفاءات المرصودة لهم في المنهاج التعليمي للمادة.

Guidelines for Implementation

- All levels will be taught 2 hours per week.
- Prerequisites are mentioned. No need to re-teach them unless there is a need.
- The resources are to be installed in class.
- Pronunciation should be taught implicitly, in an integrated way and not through isolated sessions.
- In order to be able to cover the syllabus, some activities will be given to the learners as homework. It can be divided into three main categories:
 - o Preparatory (initial situation, reading, listening, learning to integrate...)
 - o More practice(installing resources situation: grammar, lexis ,pronunciation.)
 - o Reinvesting and integrating: 'learning to integrate situation and projects.
- Suggested mechanical activities: reordering- gap filling - classifying- matching- selecting the correct answer- substitution or transformation drills- Listening/Reading and repeating/saying- Finding and correcting errors- Question and Answer (Q&A)- completing a sentence or question starter- sorting- word prompts...)
- The situations suggested in the plans are examples; adapt or adopt them according to the learners' needs and interests.
- The homework activities suggested in the plans are just suggestions; teachers can adopt or adapt them according to their learners' needs and interests.
- There is **one test per term**; it should be done when about 50% of learning is covered.
- In order to stay safe, teachers should remind learners to keep physical distance while working in groups.

Yearly Learning Plan

Key Stage 2/Level 3

Level: <u>Keystage 2 / MS 3</u>		Time devoted: 2hours
<p>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 descriptive, narrative , argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.</p>		
<p>Exit Profile: By the end of Key Stage 2 (end of MS3),the learner will be able to interact , interpret and produce oral and written messages/ texts of average complexity, of a descriptive, narrative , argumentative or prescriptive type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.</p>		
<u>VALUES</u>		<u>CROSS-CURRICULAR COMPETENCES</u>
<p><u>-National identity:</u> He 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><u>-National conscience:</u> He is keen on communicating about outstanding Algerian figures</p> <p><u>-Citizenship :</u> He demonstrates a civic behaviour, inherited from our ancestral values, emblematic figures of our cultural heritage.*He also adopts a civic behaviour anchored in the universal values for the protection of the environment.</p> <p><u>-Openness to the world</u>He is eager to know about the lifestyles ,eating habits, dressing habits, and dwellings of other countries who use English for communication</p>		<p><u>1.Intellectual competency:</u> 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><u>2.Methodological competency :</u>-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><u>3.Communicative competency:</u>-He can use drama and role-play to communicate appropriately -He can use information and communication technology such as blogs , websites page , discussion forums ,and platforms to interact with learners of other cultures- He can process digital data</p> <p><u>4.Personal and social competencies :</u> He is aware of his role and others' role in the development of projects -He is keen on promoting the work of his peers- He respects our national values and behaves consistently - He is honest and accountable for his work and respects others work- He asserts his 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, argumentative or prescriptive 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 , argumentative or prescriptive type, using written, visual or oral support	
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Term	Projects	Learning Sequence	Planning Learning	Time																									
1		①Me, my Abilities, my Interests and my Personality	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example:your school magazine is announcing a writing contest (competition) “The Idol Teenage Character”. Write an article to participate and win. Tell about your personality features, interests, spare time; hobbies, ability and inability.</p> <p>Suggested homework:</p> <p>*Creating one’s pictionary or dictionary about adjectives related to personality, talents , interests or a song.</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>*Describing personality features</td> <td>*Basic Lexis related to the topic :</td> <td>*Asking questions about interests and personality</td> <td rowspan="4">Pronunciation of the final’s’: <i>/s/ , /z/ ,/vz/</i> To be integrated as a skill and not as an isolated lesson (review)</td> </tr> <tr> <td>*Describing personal interests</td> <td>friendly ,</td> <td>*Formation of adjectives</td> </tr> <tr> <td>*Expressing abilities and inabilities</td> <td>tidy, interested in, keen on,...</td> <td>*Frequency adverbs: “always”/ “never” *Asking about frequency: “How often ...?” *Questions about abilities and inabilities (with positive and negative answers) * “Can” for ability / “can’t” for inability</td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3">❖ Pronunciation of final “ s”</td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">Interview ❖ Role play❖ Chat ❖ email ❖ letter❖ Short video segments</td> </tr> </tbody> </table>	Learning objectives	Resources			Lexis	Grammar	Pronunciation	*Describing personality features	*Basic Lexis related to the topic :	*Asking questions about interests and personality	Pronunciation of the final’s’: <i>/s/ , /z/ ,/vz/</i> To be integrated as a skill and not as an isolated lesson (review)	*Describing personal interests	friendly ,	*Formation of adjectives	*Expressing abilities and inabilities	tidy, interested in, keen on,...	*Frequency adverbs: “always”/ “never” *Asking about frequency: “How often ...?” *Questions about abilities and inabilities (with positive and negative answers) * “Can” for ability / “can’t” for inability	Pre- requisites	❖ Pronunciation of final “ s”			Communicative tasks	Interview ❖ Role play❖ Chat ❖ email ❖ letter❖ Short video segments			12 weeks 24 Hours
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			<p><u>Suggested homework:</u></p> <ul style="list-style-type: none"> ○ <u>Language Lessons</u> : More mechanical tasks related to language lesson for more practice and deeper use of the target structure. Examples: -classifying adjectives related to personality - Information transfer - Gap Filling. ○ <u>'Reading and writing'</u>: The pupils may be provided with a text (support) in the frame of the topic and the global competence and do a simple related task before being dealt with in class as a learning situation(lesson). Example : - Filling ID Cards - Design a profile - Filling bibliographical. <p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p> <p><u>Example:</u> Many teenagers in the Arab World heard about Mohamed Farah Djeloud who won the first Arab Reading Challenge Prize. They want to know more about him. Post on your school blog a portrait about him including his personal features, personal interests and describing his abilities.</p> <p><u>Suggested homework:</u> The learners may be asked to solve the problem mentioned above or,at least, to identify the resources needed (Filling the KSA table).</p> <p><u>Situation4 : Integration ❖ PDP (I Think and Write + self-assessment) solo work</u></p> <p><u>Example:</u>Your school is going to participate in an international competition for the best reader. Design your own reader profile telling about the books you are interested in/ read before, the languages you master and your talents. The best profile will be selected to take part in the contest.</p>	
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Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
1	My Birthplace 100 Years Ago (photo album)/ Teenage Lifestyle around the World (wall display)/ Intangible Cultural Heritage of Humanity	②Me and my Lifestyles	<p>Situation1 : Initial ❖PDP lesson(s) (listening &speaking)</p> <p>Example: You are a member of a blog. Your e-pals posted narratives about their childhood memories and lifestyles. Now, it's your turn to post your memories.</p> <p>Suggested homework: Creating one's Pictionary / dictionary about lifestyles in the past.</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>*Narrating past events, experiences and childhood memories. *Describing life and lifestyles (past and present)</td> <td>* Basic Lexis related to the topic : lifestyles in the past (food / clothes / activities)</td> <td>*<u>The past simple tense with regular and irregular verbs (consider that it is a new language form)</u> *The semi- modal : 'used to' *Frequency adverbs</td> <td>*Pronunciation of the final 'ed':/t/, /d/, /id/ <i>To be integrated as a skill and not as an isolated lesson</i></td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3"></td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">- Interview - Role play - Email- Letter- Short video segments - Poster</td> </tr> </tbody> </table>	Learning objectives	Resources			Lexis	Grammar	Pronunciation	*Narrating past events, experiences and childhood memories. *Describing life and lifestyles (past and present)	* Basic Lexis related to the topic : lifestyles in the past (food / clothes / activities)	* <u>The past simple tense with regular and irregular verbs (consider that it is a new language form)</u> *The semi- modal : 'used to' *Frequency adverbs	* Pronunciation of the final 'ed':/t/, /d/, /id/ <i>To be integrated as a skill and not as an isolated lesson</i>	Pre- requisites				Communicative tasks	- Interview - Role play - Email- Letter- Short video segments - Poster			
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Term	Projects	Learning Sequence	Planning Learning	Time																			
2	Innovations/ discoveries/ Inventions	③ Me and the Scientific World	<p>Situation1 : Initial ❖ PDP lesson(s) (listening & speaking)</p> <p>Example: We celebrate the “Knowledge Day” in Algeria, on the 16th of April .Your teacher of English asked you to write biographical information about a famous scholar to be published in your school magazine.</p> <p>Suggested homework: creating one’s Pictionary / dictionary about inventions / a poster (Muslim scientists)</p>	8 weeks /16 hours																			
			<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>* Telling about a scientist’s life (biography)</td> <td>*Basic Lexis related to the topic: famous /scholar (timeline discoveries ,inventions), technology,devices.</td> <td>*The past simple tense with “ago”. *The past continuous tense *The past continuous and simultaneous actions *Sentence connector: “while” * Relative clauses: who / which</td> <td>*Pronunciation of the final ‘ed’:/t/, /d/, /id/ <i>To be integrated as a skill and not as an isolated lesson (review)</i></td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3">* Past simple tense - *Pronunciation of the final ‘ed’</td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">-Diary/ journal - Survey - Posters - Charters - Formal letters - Newspaper article</td> </tr> </tbody> </table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	* Telling about a scientist’s life (biography)	*Basic Lexis related to the topic: famous /scholar (timeline discoveries ,inventions), technology,devices.	*The past simple tense with “ago”. *The past continuous tense *The past continuous and simultaneous actions *Sentence connector: “while” * Relative clauses: who / which	* Pronunciation of the final ‘ed’ :/t/, /d/, /id/ <i>To be integrated as a skill and not as an isolated lesson (review)</i>	Pre- requisites	* Past simple tense - *Pronunciation of the final ‘ed’			Communicative tasks	-Diary/ journal - Survey - Posters - Charters - Formal letters - Newspaper article		
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		<p><u>Suggested homework:</u></p> <ul style="list-style-type: none"> ○ <u>Language Lessons</u> : More mechanical tasks related to language lesson for more practice and deeper use of the target structure/ pattern. – MCQ (past continuous tense) – gap filling (in – last – ago) – combining statements using who / which. ○ <u>'Reading and writing'</u>: The learners may be provided with a text(support) in the frame of the topic and the global competence and do a simple related task before being dealt with in class as a learning situation(lesson). <p><u>Example:</u> Filling scholar's ID Cards / Suggesting a title / Completing a table (Scientists / Discoveries)</p> <hr/> <p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p> <p><u>Example</u> : It is “the National Inventor’s Day” in Algeria. To celebrate the event, your teacher of English asked you to write the biography of a famous scientist or inventor and display it in the public local library where an official ceremony will be held. The best works will be awarded prizes.</p> <p><u>Suggested homework</u> : The learners may be asked to solve the problem mentioned above or , at least, to identify the resources needed (Filling the KSA table).</p> <hr/> <p><u>Situation4 : Integration ❖ PDP (I Think and Write + self-assessment) solo work</u></p> <p><u>Example:</u> Your teacher wants you to design a brochure in English about “The Islamic Scientific and Cultural Heritage”. The brochure should include a historical introduction, biographies of eminent Muslim Scientists and texts describing inventions, innovations and discoveries in various fields. Design the brochure.</p>	
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Term	Projects	Learning Sequence	Planning Learning			Time
3	My School Environment Litter Survey	④ Me and my Environment	Situation1 : Initial ❖ PDP lesson(s) (listening & speaking)			06 weeks /12 hours
			Example: Your school has applied to become a member of the International Eco-School Programme. Write a list of ten eco-principles that should be discussed by your class and included in your “School Eco-Charter.			
			Suggested homework: creating one’s Pictionary / dictionary about environmental problems- Song : Earth song			
			Situation2 : Learning ❖ PPU /PDP lessons (language & reading and writing)			
			Learning objectives	Resources		
	Lexis	Grammar				
*Expressing obligation *Expressing prohibition *Making recommendations *Expressing cause and effect	* Basic Lexis related to the topic :pollution /endangered species/litter/recycling/ reusing.	* ”must” (strong obligation) * “mustn’t” (prohibition) * “should” (mild obligation) (Review) *The imperative (Review) *The present perfect tense *The present perfect tense with: “for” and “since” * Asking questions with “How long ...?” *The comparative of superiority (short and long adjectives) *Discourse connectors: “as”, “because”, “so”, “therefore	<i>Silent letters: ‘k’, ‘w’, ‘h’, ‘t’ To be integrated as a skill and not as an isolated lesson</i>			
Pre- requisites	*Should / shouldn’t *Pronunciation of “k”, “w”, “h”, “t”	*Imperative *Discourse connector “ because “				
Communicative tasks	- Pictionary - Id cards - diagrams /charts - Table completion					

		<p><u>Suggested homework:</u></p> <ul style="list-style-type: none"> ○ <u>Language Lessons</u>: More mechanical tasks related to language lesson for more practice and deeper use of the target structure/ pattern. – gap filling (must / mustn't) – turn into imperative – combining statements using linking words (so – because – as – therefore) ○ <u>'Reading and writing'</u>: The learners may be provided with a text(support) in the frame of the topic and the global competence and do a simple related task before being dealt with in class as a learning situation(lesson). <u>Example</u> : Filling animal's ID Cards / Suggest another title / Filling bibliographical notes.. <p><u>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)</u></p> <p><u>Example</u> :As a member of Greenpeace organization, you want to protect the environment where you live. Prepare a short article to be published in social networks. Make people in your city aware about the causes and bad effects of pollution, and suggest some solutions.</p> <p><u>Suggested homework:</u> The learners may be asked to solve the problem mentioned above or , at least, to identify the resources needed (Filling the KSA table).</p> <p><u>Situation4 : Integration ❖ PDP (I Think and Write + self-assessment) solo work</u></p> <p><u>Example</u> : Your school is organizing an eco-poster display at the Local Culture Centre in your Wilaya to celebrate the “ Earth Day” . Design an eco-poster about an endangered animal to raise public awareness of the urgent need to protect such species. Your poster should comprise: a descriptive text with photos about this animal, a list of the threats and a slogan for its protection.</p>	
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Yearly Plan of Assessment

Key Stage 2/ MS3

MS3 Yearly Plan of Assessment

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 / texts of descriptive, narrative, prescriptive or argumentative type using written, visual or oral support.	The pupil can *Describe personal interests and personality features *Use words and expressions related to personal interests and personality features *Narrate past childhood memories
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages / texts of descriptive, narrative, argumentative or prescriptive type, using written, visual or oral support.	The pupil can *Understand gist and important details in dialogues and paragraphs written in simple and easy English and familiar expressions that describe or compare life and lifestyles * Manage his work and assess his own reading strategies
	Production of oral and written messages	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.	The pupil can : *Conduct an interview *Devise and select relevant interview questions *Describe facts in short narrative texts relating to the learners experiences and events (past and present) *Using a wide range of connectors and time sequencers . * Draft, redraft and edit a text.

Second Term	Oral interaction	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.	The pupil can *Ask for and give biographical information about a famous person *Select relevant biographical information * Use familiar expressions and simple sentences in a spontaneous way
	Interpretation of oral and written messages	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.	The pupil can *Organise/sequence biographical information in chronological order * Understand gist and identify relevant biographical information *Manage his work, develop efficient reading methods and assess his own reading strategies
	Production of oral and written messages	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.	The pupil can *Transfer biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics)
Third Term	Oral interaction	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.	The pupil can * Ask and answer question about the main sources of pollution *Make recommendations on how to protect the environment *Takes part in conversations with the support of her/ his peers, her/his teacher. *Use familiar expressions and simple sentences in a spontaneous way
	Interpretation of oral and written messages	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.	The pupil can * Understand gist and details in medium length texts describing topics familiar to him relating to eco-behaviour, health , urban life, and animals in danger of extinction * Understand and anticipate meaning in clearly stated opinions and view points
	Production of oral and written messages	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.	The pupil can * Write “School Eco-Charter demonstrating * Use the acquired lexis and expressions having a relation with the need for written expression

Ongoing Assessment Plan

Key Stage 2/ MS3

ملاحظات	التعلّات المستهدفة بالتقويم	المقطع	الميدان	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 learner's personal life and environment (his and teenage lifestyle, personality features and personal interests)	Me, my Abilities, my Interests and my Personality & Me and My Lifestyles	Productive competence	يجرى الفرض بعد إنجاز ما بين 50 إلى 60% من التعلّات	الأول
*The situation is based on the learning objectives of sequence 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 learner's enlarged environment (Outstanding figures in sciences and sport; inventions and discoveries in sciences and technology....)	Me and the Scientific World	Productive competence	المبرجة للفصل. -يجرى الاختبار بعد	الثاني
*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 protection of the environment (eco-behaviour) at school and in the neighbourhood	Me and my Environment	Productive competence	الانتهاء من كل التعلّات المبرجة للفصل	الثالث

السنة الثالثة متوسط

