

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للتربية الوطنية

التدرجات السنوية
المادة: لغة إنجليزية
المستوى: السنة الثانية ثانوي
الشعب: علوم تجريبية/رياضيات/تقني رياضي

سبتمبر 2022

مقدمة:

تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقييمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقييم وطرق المعالجة.

وحتى تستجيب هذه التدرجات السنوية لمختلف المستجدات التنظيمية البيداغوجية، فإنه يتوجب مراجعتها وتحديثها عند الاقتضاء.

ضمن هذا السياق، وفي إطار التحضير للموسم الدراسي 2022 - 2023، وسعياً من وزارة التربية الوطنية لضمان جودة التعليم وتحسين الأداء التربوي البيداغوجي، وإثر إقرار العودة إلى تنظيم التمدرس العادي بعد التنظيم الاستثنائي الذي فرضته الأوضاع الصحية جراء وباء كوفيد 19 الذي مسّ بلادنا على غرار بلدان العالم، تضع المفتشية العامة للتربية الوطنية بالتنسيق مع مديريةية التعليم الثانوي العام والتكنولوجيا، بين أيدي الممارسين التربويين التدرجات السنوية للتعلّمات كأداة عمل مكّمة للسّنّدات المرجعية المعتمدة، والمعمول بها في الميدان في مرحلة التعليم الثانوي العام والتكنولوجيا، بغرض تيسير قراءة المنهاج وفهمه وتنفيذه، وتوحيد تناول مضامينه كما هو منصوص عليه.

وتجسيدا لهذه المعطيات، نطلب من الأساتذة قراءة وفهم مبدأ هذه التدرجات السنوية من أجل وضعها حيز التنفيذ، كما نطلب من السيدات والسادة المفتشين التدخّل باستمرار لمراقبة الأساتذة لتعديل أو تكيف الأنشطة التي يرونها مناسبة وفق ما تقتضيه الكفاءة المستهدفة.

Level: Secondary Education: Year Two (SE2)

Streams: Scientific

Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Unit	Theme	Time
1. Make Peace	Peace and Conflict Resolution	7 weeks / 21 hours
2. Waste not ,want not	Poverty and World Resources	7 weeks / 21 hours
3. Budding scientist	Technology and Innovation	6 weeks / 18 hours
4. No Man is an Island	Disasters and Safety	6 weeks / 18 hours

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 Competences	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 1: Make Peace	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - define the word conflict and list types of conflicts (family, classroom, community, world). - identify and discuss sources of conflict. - discover and discuss the role of international organizations (UNO) in settling conflicts - Figure out ways for conflicts resolutions -Recognize bias and prejudice and write a poem denouncing prejudice - Apologise for and criticize wrong actions - express obligation, prohibition, absence of obligation and deduction -set a list of school regulations - Design a charter focusing on form, content and style - distinguish between duties and rights - talk about abuse of human rights - express appreciation - identify the characteristics of the oratorical style - write a public address	*Lexis related to the theme - Acronyms and abbreviations *Grammar: - Ability and possibility using “can” - Verb idiom “be able to” in different tenses -could/ managed to” - Should (not) have + PP(v) - Obligation: must / have to / had to + stem - Deduction: must be / have (or their negatives.) + adj / noun - Prohibition, abs of obligation: mustn’t, don’t have to... - Concession *Phonology: - Intonation in polite requests and QQ - Primary stress in connected speech	- interact about conflicts, peace, solutions, using pictures, video... - Use “can” to express ability and possibility - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to”/ “was/were able to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes - write a poem for a UNESCO competition to denounce prejudice. - interact orally about daily conflicts (conflicts at school, between classmates...)	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a paragraph on a conflict, its sources, consequences and suggest possible solutions.	7 weeks 21hours
Project Outcome	Example : write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.					

Guidelines for implementation:

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-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 Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 2: Waste not, Want not	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - identify natural resources in your country and in the world - explain the concept of sustainable development and its relationship with environmental issues - discuss the issue of equality and sharing wealth (solidarity towards deprived people). - suggest a fair way of sharing wealth - explore ways natural resources are shared in your country and in the world - analyse the organization of a coherent paragraph - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences - Enrich their lexical memory with new words related to the topic of the unit.	*Lexis related to the theme Grammar: -Sequencers: first, then.... -Why don't you? If I were you... You'd better... It would help if... - Passive form (present, past, future simple / present perfect) - Passive voice Modals could/must/should/ ought to/ - in order to/so as to/ so that... - Suggesting: Could/ may/ might - Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) Phonology: -Pronunciation of the final 'ed' - Intonation in listing	- Talk about the greatest conservation challenges - Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources - Write a press release - Write the presentation of a solar home - Analyse the impact of technological development on people - Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial - newspaper / magazine article	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a newspaper article to preserve natural resources for future generations.	7 weeks 21hours
Project Outcome	Example : Write a charter against poverty Make a poster with alternative energies. Or refer back to the textbook for alternative projects.					

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Theme / Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Technology and Innovation Unit 3: -Budding Scientist/	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA TO: - identify and discuss how advancements in technology have changed the world positively. - discuss issues related to human discoveries. - write on famous individuals' contributions - read and respond to an expository text about an experiment. - discuss the impact of technology on people's life - make and reply to suggestions (agreeing and disagreeing). - write a letter seeking and giving advice.	<u>Lexis</u> related to the theme <u>Grammar:</u> - If conditional (type 0/1) - Other functions of conditional type 1(threat, advice, promise, prediction, offer) - Comparative form of adjectives - Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible) <u>Phonology:</u> - Diphthongs -Stress in words ending with: gy, ical, ics, tion, ic. - Intonation in complex sentences with if.	-Listen and analyse the structure and/ or take notes to write a summary -Read about scientific experiments and analyse/study the impact on people's life/ development/ Explain famous individual contributions. -Write a paragraph to describe the physical properties of a natural resource (e.g. : water) -write letter to ask for advice -Write a reply making suggestions. -Write a reply revealing contingency plan.	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article on how technology is used for the welfare of human beings.	6 weeks 18 hours
Project Outcome	Example : Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human being. Or refer back to the textbook for alternative projects.					

Guidelines for implementation:

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-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
Disasters and Safety Unit 4: No Man is an Island	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA To: - list types of disasters and where they occur -discuss the value of charity and solidarity - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disasters - interpret a chart. - discuss international aid as a permanent solution - write a report on the results of the interview - write a report interpreting the data presented on a chart. - write a public announcement on earthquake safety measures. - quote someone - disagree politely -write an opinion article	Lexis related to the topic <u>Grammar:</u> -Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Reporting using summarizing verbs -Link words expressing cause Pronunciation: -Silent letters -Final /ed/ pronunciation	Additional activities to: 1-Discovering language (MCQ/ matching /cohesive markers/ T-F) 2-listening and speaking: (table filling). 3-reading and writing: -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article.	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article for or against international aid as a permanent solution	6 weeks 18 hours
Project Outcome	Example : Conduct a survey focusing on people's readiness to face natural or man-made disasters. Or refer back to the textbook for alternative projects.					

وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للتربية الوطنية

التدرجات السنوية المادة: لغة إنجليزية المستوى: السنة الثانية ثانوي الشعبة: تسيير و اقتصاد

سبتمبر 2022

مقدمة:

تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقييمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقييم وطرق المعالجة.

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Level: Secondary Education: Year Two (SE2)
Streams: Economy and Management
Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Unit	Theme	Time
1. Make Peace	Peace and Conflict Resolution	7 weeks / 21 hours
2. Waste not, Want not	Poverty and World Resources	7 weeks / 21 hours
3. No Man is an Island	Disasters and Safety	6 weeks / 18 hours
4. Business is Business	Management and Efficiency	6 weeks / 18 hours

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.

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Theme and Unit	Targeted Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
<p>Peace and Conflict Resolution</p> <p>Unit 1:</p> <p>Make Peace</p>	<p>- Interact orally</p> <p>- interpret an oral / written message</p> <p>-produce oral/written messages</p>	<p>SWBA to:</p> <ul style="list-style-type: none"> - define the word conflict and list types of conflicts (family, classroom, community, world). - identify and discuss sources of conflict. - discover and discuss the role of international organizations (UNO) in settling conflicts - Figure out ways for conflicts resolutions -Recognize bias and prejudice write a poem denouncing prejudice - Apologise for and criticize wrong actions - express obligation, prohibition, absence of obligation and deduction -set a list of school regulations - Design a charter focusing on form, content and style - distinguish between duties and rights - talk about abuse of human rights - express appreciation - identify the characteristics of the oratorical style - write a public address 	<p>*Lexis related to the theme</p> <ul style="list-style-type: none"> - Acronyms and abbreviations <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Ability and possibility using “can” - Verb idiom “be able to” in different tenses -could/ managed to” - Should (not) have + PP(v) - Obligation: must / have to / had to + stem - Deduction: must be / have (or their negatives.) + adj / noun - Prohibition, abs of obligation: mustn’t, don’t have to... - Concession <p><u>Phonology:</u></p> <ul style="list-style-type: none"> - Intonation in polite requests and QQ - Primary stress in connected speech 	<ul style="list-style-type: none"> - interact about conflicts, peace, solutions, using pictures, video... - Use “can” to express ability and possibility - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to”/ “was/were able to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes - write a poem for a UNESCO competition to denounce prejudice. - interact orally about daily conflicts (conflicts at school, between classmates...) 	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods</p> <p>2- After 3/4 weeks of teaching, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a paragraph on a conflict, its sources, consequences and suggest possible solutions.</p>	<p>7 weeks</p> <p>21hours</p>
Project Outcome	Example: write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.					

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Theme and Unit	Targeted Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 2: Waste not, Want not	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - identify natural resources in your country and in the world - explain the concept of sustainable development and its relationship with environmental issues - discuss the issue of equality and sharing wealth (solidarity towards deprived people). - suggest a fair way of sharing wealth - explore ways natural resources are shared in your country and in the world - analyse the organization of a coherent paragraph - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences - Enrich their lexical memory with new words related to the topic of the unit.	*Lexis related to the theme *Grammar: -Sequencers: first, then.... -Why don't you? If I were you... You'd better... It would help if... -Passive form (present, past, future simple / present perfect) -Passive voice Modals could/must/should/ ought to/ - in order to/so as to/ so that... -Suggesting: Could/ may/ might -Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) *Phonology: -Pronunciation of the final 'ed' -Intonation in listing	-Talk about the greatest conservation challenges -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources -Write a press release -Write the presentation of a solar home -Analyse the impact of technological development on people -Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial newspaper / magazine article	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a newspaper article to preserve natural resources for future generations.	7 weeks 21hours
Project Outcome	Example : Write a charter against poverty Make a poster with alternative energies. 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 Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Disasters and Safety Unit 3: No Man is an Island	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA To: - list types of disasters and where they occur -Discuss the value of charity and solidarity - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disasters - interpret a chart. - discuss international aid as a permanent solution - write a report on the results of the interview - write a report interpreting the data presented on a chart. - write a public announcement on earthquake safety measures. - Quote someone - Disagree politely -Write an opinion article	*Lexis related to the topic *Grammar: -Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Reporting using summarizing verbs -Link words expressing cause Pronunciation: -Silent letters -Final /ed/ pronunciation	1-Discovering Language (MCQ/ matching /cohesive markers/ T-F) 2- Listening and Speaking: (table filling). 3- Reading and Writing: -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article.	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article for or against international aid as a permanent solution	6 weeks 18 hours
Project Outcome	Example : Conduct a survey on people's readiness to deal with natural or man-made disasters. 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 Competences	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Management and Efficiency Unit 4: Business is Business	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBAT: - describe the positive spirit of management. - list different forms of management (eg: web-management /pyramidal management.) - Explore the concept of innovation in management -define and explain the concept of efficiency and explain how it helps in company success. - list basic marketing principles. - study the different types of business correspondence - write a facsimile / reply to a fax/ email - read a job application / job offer advert - study and interpret business charts - conduct a job interview - write an annual report - write a confidential report -make inferences -Enrich their lexical memory with new words related to the topic of the unit.	*Lexis related to the theme *Grammar: -Present perfect - Disagreeing : I'm sorry to disagree with you but... -The best way to...is... / I don't think... / I can't agree on this point / You're right, but I think... -Passive: the meeting will be held... point was disc -Past and future Imperatives: do this/do that / I want this to be done /want that to be done today -Be capable OF -Have confidence IN -Deal WITH - Conscious OF -Interested IN Ready FOR - Persuading/ Convincing -Suggesting/ Advising / Agreeing/ Reporting -Expressing purpose with so as to / in order to /to / so that... -Making decisions -Making previsions -Instructing/ Negotiating *Phonology: -Sentence stress	-Identify types of correspondence -Read a text to deduce the meaning -Summarise a dialogue -Act out dialogues making comments -Write a facsimile and a reply -Write an annual report for a company -Write a business report. - Act out a dialogue	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an annual report for a given company Or write an expository paragraph on factors that contribute to the success of a company	6 weeks 18 hours
Project Outcome	Example: Write a business portfolio or the profile of a good manager. Or refer back to the textbook for alternative projects.					

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للتربية الوطنية

التدرجات السنوية
المادة: لغة إنجليزية
المستوى: السنة الثانية ثانوي
الشعبة: لغات أجنبية

سبتمبر 2022

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تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقويمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقويم وطرق المعالجة.

وحتى تستجيب هذه التدرجات السنوية لمختلف المستجدات التنظيمية البيداغوجية، فإنه يتوجب مراجعتها وتحسينها عند الاقتضاء.

ضمن هذا السياق، وفي إطار التحضير للموسم الدراسي 2022 - 2023، وسّعا من وزارة التربية الوطنية لضمان جودة التعليم وتحسين الأداء التربوي البيداغوجي، وإثر إقرار العودة إلى تنظيم التمدرس العادي بعد التنظيم الاستثنائي الذي فرضته الأوضاع الصحية جراء وباء كوفيد 19 الذي مسّ بلادنا على غرار بلدان العالم، تضع المفتشية العامة للتربية الوطنية بالتنسيق مع مديريةية التعليم الثانوي العام والتكنولوجيا، بين أيدي الممارسين التربويين التدرجات السنوية للتعلم كآداة عمل مكّلة للسندات المرجعية المعتمدة، والمعمول بها في الميدان في مرحلة التعليم الثانوي العام والتكنولوجيا، بغرض تيسير قراءة المنهاج وفهمه وتنفيذه، وتوحيد تناول مضامينه كما هو منصوص عليه.

وتجسيدا لهذه المعطيات، نطلب من الأساتذة قراءة وفهم مبدأ هذه التدرجات السنوية من أجل وضعها حيز التنفيذ، كما نطلب من السيدات والسادة المفتشين التدخّل باستمرار لمراقبة الأساتذة لتعديل أو تكييف الأنشطة التي يرونها مناسبة وفق ما تقتضيه الكفاءة المستهدفة.

Level: Secondary Education: Year Two (SE2)

Streams: Foreign Languages

Time devoted: 5 hours/week

Exit Profile

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Unit	Theme	Time
1. Signs of the Time	Diversity / Lifestyles	5 weeks / 25 hours
2. Make Peace	Peace and Conflict Resolution	5 weeks / 25 hours
3. Waste not, Want not	Poverty and World Resources	4 weeks / 20 hours
4. Budding Scientist	Technology and Innovation	4 weeks / 20 hours
5. Fiction or Reality	Technology and the Arts	4 weeks / 20 hours
6. No Man is an Island	Disasters and Safety	4 weeks / 20 hours

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	Suggested Tasks	Assessment and Remediation	Time
Diversity Lifestyles Unit 1 : Signs of the Time	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - identify and define the concept of diversity. - explore, compare cultural differences among people and their lifestyles throughout time. - explore the contributions of famous people in the world in different fields. - make predictions/ express certainty and doubt - compare people's values and accept them as they are. - define the concept of twin towns. - plan / make arrangements	<u>Grammar:</u> - Used to... -Going to + stem planning to + stem intend to + Stem - Degree of certainty: might/ might well, may... -Relative pronouns , defining vs non-defining relative clause - Comparatives and superlatives -Link words comparing / contrasting <u>Morphology:</u> -Formation of adj <u>Phonology:</u> Homophones/ Homonyms/ final "s"	-Read a text to study some language points and use them. - Talk about pre-arranged plans or intentions -Write a policy - Talk about weather predictions /medicine/ development to brainstorm the topic. - Write a short dialogue predicting what might happen in different fields/ Make a short commentary on the radio talk - Write a paragraph about their town and possible changes in peoples' lifestyles in the future - Interact with pupils about the difference in food habits between the past and now - Identify techniques of avoiding repetition (Synonyms /antonyms /relative pronouns) - Compare and contrast people's clothing style evolution. - Write an email	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a paragraph comparing and contrasting your ways of living with others', at the local or international level	5 weeks 25 hours
Project Outcome	Making a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have, and predictions for the future					

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	Suggested Tasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 2 : Make Peace:	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - define the word conflict and list types of conflicts (family, classroom, community...) - identify and discuss sources of conflict. - discover and discuss the role of international organizations (UNO) in settling conflicts - Figure out ways for conflicts resolutions -Recognize bias and prejudice and write a poem denouncing prejudice - Apologise for and criticize wrong actions - express obligation, prohibition, absence of obligation and deduction -set a list of school regulations - Design a charter focusing on form, content and style - distinguish between duties and rights - talk about abuse of human rights - express appreciation - identify the characteristics of the oratorical style - write a public address	*Lexis related to the theme - Acronyms and abbreviations *Grammar: - Ability and possibility using “can” - Verb idiom “be able to” in different tenses -could/ managed to” - Should (not) have + PP(v) - Obligation: must / have to / had to + stem - Deduction: must be / have (or their negatives.) + adj / noun - Prohibition, abs of obligation: mustn’t, don’t have to... - Concession *Phonology: - Intonation in polite requests and QQ - Primary stress in connected speech	- interact about conflicts, peace, solutions, using pictures, video... - Use “can” to express ability and possibility - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to”/ “was/were able to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes - write a poem for a UNESCO competition to denounce prejudice. - interact orally about daily conflicts (conflicts at school, between classmates...)	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a paragraph on a conflict, its sources, consequences and suggest possible solutions.	5 weeks 25 hours
Project Outcome	Example: Write a statement of achievements about Nobel Peace Prize winners. 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	Suggested Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 3 : Waste not, Want not	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - identify natural resources in your country and in the world - explain the concept of sustainable development and its relationship with environmental issues - discuss the issue of equality and sharing wealth (solidarity towards deprived people). - suggest a fair way of sharing wealth - explore ways natural resources are shared in your country and in the world - analyse the organization of a coherent paragraph - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences - Enrich their lexical memory with new words related to the topic of the unit.	*Lexis related to the theme *Grammar: -Sequencers: first, then.... -Why don't you? If I were you... You'd better... It would help if... -Passive form (present, past, future simple / present perfect) -Passive voice Modals could/must/should/ ought to/ - in order to/so as to/ so that... -Suggesting: Could/ may/ might -Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) *Phonology: -Pronunciation of the final 'ed' -Intonation in listing	-Talk about the greatest conservation challenges -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources -Write a press release -Write the presentation of a solar home -Analyse the impact of technological development on people -Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial -newspaper / magazine article	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a newspaper article to preserve natural resources for future generations.	4 weeks 20 hours
Project Outcome	Example: Write a charter against poverty. 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	Suggested Tasks	Assessment and Remediation	Time
Technology and Innovation Unit 4 : Budding Scientist	<p>- Interact orally</p> <p>- interpret an oral / written message</p> <p>-produce oral /written messages</p>	<p>SWBA TO:</p> <ul style="list-style-type: none"> - identify and discuss how advancements in technology have changed the world positively. - discuss issues related to human discoveries. - write on famous individuals' contributions - read and respond to an expository text about an experiment - discuss the impact of technology on people's life - make and reply to suggestions (agreeing and disagreeing) - write a letter seeking and giving advice 	<p>*Lexis related to the theme</p> <p>*Grammar:</p> <ul style="list-style-type: none"> - If conditional (type 0/1) - Other functions of conditional type 1(threat, advice, promise, prediction, offer) - Comparative form of adjectives - Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible) <p>*Phonology:</p> <ul style="list-style-type: none"> - Diphthongs -Stress in words ending with: gy, ical, ics, tion, ic. - Intonation in complex sentences with if. 	<ul style="list-style-type: none"> -Read a text to study the language. -Write a paragraph to describe the physical properties of water as a natural resource. -Listen to a conversation and answer questions. -write a letter to ask for advice -Write a reply making suggestions. -Write a reply revealing contingency plan. <p>Additional activities:</p> <ul style="list-style-type: none"> -Match ideas with paragraphs -True /false -Word reference -Find synonyms and antonyms/match words with their synonyms-Table completion Gap filling -MCQ 	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article on how technology is used for the welfare of human beings.</p>	4 weeks - 20 hours
Project Outcome	Example: Write a report about the positive and negative impacts of technology on humanity. 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	Suggested Tasks	Assessment and Remediation	Time
Technology and the Arts Unit 5 : Science or Fiction	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA To: - explain the concept of science fiction - describe book covers/ watch videos related to fiction - list and discuss the topics of sci-fi. - read a newspaper article about science fiction and identify the basis of sci-fi. - give advice / express regrets/ wishes - write a newspaper article speculating on a given situation - ask for and give explanations in a conversation and speculate -write and recite a poem - read and react to a text -write a commentary -write an autobiography/ Tell about people who contributed to the welfare of humanity	*Lexis related to science and fiction • Compound words • Phrasal & prepositional words *Grammar: • If conditional types 2&3 • Present perfect • Past perfect • If only • Adverbs: well+ past participle (well-informed) *Phonology: • Emphatic stress(do/did) • Rising & falling intonation with unfinished statement	- Review the past simple and past perfect tense -Note taking -Write an article speculating about how things would have been different if some historical events had not taken place. - Gap filling - Synthesize the dialogue in your own words	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: tell about famous people's contributions to the welfare of humanity	4 weeks 20 hours
Project Outcome	Example: Write a repertory of inventions and discoveries. 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	Suggested Tasks	Assessment and Remediation	Time
Disasters and Safety Unit 6 : No Man is an Island	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA To: - list types of disasters and where they occur -Discuss the value of charity and solidarity - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disasters - interpret a chart. - discuss international aid as a permanent solution - write a report on the results of the interview - write a report interpreting the data presented on a chart. - write a public announcement on earthquake safety measures. - Quote someone - Disagree politely -Write an opinion article	Lexis related to the topic <u>Grammar:</u> -Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Reporting using summarizing verbs -Link words expressing cause Pronunciation: -Silent letters -Final /ed/ pronunciation	Additional activities to: 1-Discovering language (MCQ/ matching /cohesive markers/ T-F) 2-listening and speaking: (table filling). 3-reading and writing: -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article.	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article for or against international aid as a permanent solution	4 weeks 20 hours
Project Outcome	Example: Conduct a survey. Or refer back to the textbook for alternative projects.					

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للتربية الوطنية

التدرجات السنوية
المادة: لغة إنجليزية
المستوى: السنة الثانية ثانوي
الشعبة: آداب و فلسفة

سبتمبر 2022

مقدمة:

تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقويمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقويم وطرق المعالجة.

وحتى تستجيب هذه التدرجات السنوية لمختلف المستجدات التنظيمية البيداغوجية، فإنه يتوجب مراجعتها وتحديثها عند الاقتضاء.

ضمن هذا السياق، وفي إطار التحضير للموسم الدراسي 2022 - 2023، وسعياً من وزارة التربية الوطنية لضمان جودة التعليم وتحسين الأداء التربوي البيداغوجي، وإثر إقرار العودة إلى تنظيم التمدرس العادي بعد التنظيم الاستثنائي الذي فرضته الأوضاع الصحية جراء وباء كوفيد 19 الذي مسّ بلادنا على غرار بلدان العالم، تضع المفتشية العامة للتربية الوطنية بالتنسيق مع مديريةية التعليم الثانوي العام والتكنولوجي، بين أيدي الممارسين التربويين التدرجات السنوية للتعلّمات كأداة عمل مكّمة للسّنّدات المرجعية المعتمدة، والمعمول بها في الميدان في مرحلة التعليم الثانوي العام والتكنولوجي، بغرض تيسير قراءة المنهاج وفهمه وتنفيذه، وتوحيد تناول مضامينه كما هو منصوص عليه.

وتجسيدا لهذه المعطيات، نطلب من الأساتذة قراءة وفهم مبدأ هذه التدرجات السنوية من أجل وضعها حيز التنفيذ، كما نطلب من السيدات والسادة المفتشين التدخّل باستمرار لمرافقة الأساتذة لتعديل أو تكييف الأنشطة التي يرونها مناسبة وفق ما تقتضيه الكفاءة المستهدفة.

Level: Secondary Education: Year Two (SE2)

Streams: Literary and Philosophy

Time devoted: 4 hours/week

Exit Profile

At the end of SE2, the learner will be able produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 15 lines, using written or oral support.

Unit	Theme	Time
- Signs of the time	1- Diversity / Lifestyles	6 weeks / 24 hours
- Make Peace	2- Peace and Conflict Resolution	5 weeks / 20 hours
- Waste not ,want not	3- Poverty and World Resources	5 weeks / 20 hours
- Fiction or Reality	4- Technology and the Arts	5 weeks / 20 hours
- No Man is an Island	5 - Disasters and Safety	5 weeks / 20 hours

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	Suggested Tasks	Assessment and Remediation	Time
Diversity Lifestyles Unit 1 : Signs of the Time	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - identify and define the concept of diversity. - explore, compare cultural differences among people and their lifestyles throughout time. - explore the contributions of famous people in the world in different fields. - make predictions/ express certainty and doubt. - compare people's values and accept them as they are. - define the concept of twin towns. - plan / make arrangements	*Lexis related to the topic *Grammar: - Used to... -Going to + stem planning to + stem intend to + Stem - Degree of certainty: might/ might well, may... -Relative pronouns , defining vs non-defining relative clause - Comparatives and superlatives -Link words comparing / contrasting *Morphology: -Formation of adjectives *Phonology: Homophones/ Homonyms/ final "s"	-Read a text to study some language points and use them. - Talk about pre-arranged plans or intentions -Write a policy - Talk about weather predictions /medicine/ dvpt to brainstorm the topic. - Write a short dialogue predicting what might happen in different fields/ Make a short commentary on the radio talk - Write a paragraph about their town and possible changes in peoples' lifestyles in the future. - Interact with pupils about the difference in food habits between the past and now - Identify techniques of avoiding repetition (Synonyms /antonyms /relative pronouns) - Compare and contrast people's clothing style evolution. - Write an email	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a paragraph comparing and contrasting your ways of living with others', at the local or international level	6 weeks 24 hours
Project Outcome	Making a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have, and predictions for the future					

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	Suggested Tasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 2 : Make Peace:	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - define the word conflict and list types of conflicts (family, classroom, community, world). - identify and discuss sources of conflict. - discover and discuss the role of international organizations (UNO) in settling conflicts - Figure out ways for conflicts resolutions -recognize bias and prejudice and write a poem denouncing prejudice - apologise for and criticize wrong actions - express obligation, prohibition, absence of obligation and deduction -set a list of school regulations - design a charter focusing on form, content and style - distinguish between duties and rights - talk about abuse of human rights - express appreciation - identify the characteristics of the oratorical style - write a public address	*Lexis related to the theme - Acronyms and abbreviations *Grammar: - Ability and possibility using “can” - Verb idiom “be able to” in different tenses -could/ managed to” - Should (not) have + PP(v) - Obligation: must / have to / had to + stem - Deduction: must be / have (or their negatives.) + adj / noun - Prohibition, abs of obligation: mustn’t, don’t have to... - Concession *Phonology: - Intonation in polite requests and QQ - Primary stress in connected speech	- interact about conflicts, peace, solutions, using pictures, video... - Use “can” to express ability and possibility - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to”/ “was/were able to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes - write a poem for a UNESCO competition to denounce prejudice. - interact orally about daily conflicts (conflicts at school, between classmates...)	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a paragraph on a conflict, its sources, consequences and suggest possible solutions.	5 weeks 20 hours
Project Outcome	Example: Write a statement of achievements about Nobel Peace Prize winners. 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	Suggested Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 3 : Waste not, Want not	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA to: - identify natural resources in your country and in the world - explain the concept of sustainable development and its relationship with environmental issues - discuss the issue of equality and sharing wealth (solidarity towards deprived people). - suggest a fair way of sharing wealth - explore ways natural resources are shared in your country and in the world - analyse the organization of a coherent paragraph - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences - enrich their lexical memory with new words related to the topic of the unit.	*Lexis related to the theme *Grammar: -Sequencers: first, then.... -Why don't you? If I were you... You'd better... It would help if... - Passive form (present, past, future simple / present perfect) - Passive voice Modals could/must/should/ ought to/ - in order to/so as to/ so that... - Suggesting: Could/ may/ might - Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) *Phonology: -Pronunciation of the final 'ed' - Intonation in listing	- Talk about the greatest conservation challenges - Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources - Write a press release - Write the presentation of a solar home - Analyse the impact of technological development on people - Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial - newspaper / magazine article	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a newspaper article to preserve natural resources for future generations.	5 weeks 20 hours
Project Outcome	Example: Write a charter against poverty. 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	Suggested Tasks	Assessment and Remediation	Time
Technology and the Arts Unit 4 : Science or Fiction	- Interact orally - interpret an oral / written message -produce oral /written messages	SWBA To: - explain the concept of science fiction - describe book covers/ watch videos related to fiction - list and discuss the topics of sci-fi. - read a newspaper article about science fiction and identify the basis of sci-fi. - give advice / express regrets/ wishes - write a newspaper article speculating on a given situation - ask for and give explanations in a conversation and speculate -write and recite a poem - read and react to a text -write a commentary -write an autobiography/ Tell about people who contributed to the welfare of humanity	*Lexis related to science and fiction • Compound words • Phrasal & prepositional words *Grammar: • If conditional types 2&3 • Present perfect • Past perfect • If only • Adverbs: well+ past participle (well-informed) *Phonology: • Emphatic stress(do/did) • Rising & falling intonation with unfinished statement	- Review the past simple and past perfect tense -Note taking -Write an article speculating about how things would have been different if some historical events had not taken place. - Gap filling - Synthesize the dialogue in your own words	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: tell about famous people's contributions to the welfare of humanity	5 weeks 20 hours
Project Outcome	Example: Write a repertory of inventions and discoveries. 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	Suggested Tasks	Assessment and Remediation	Time
<p>Disasters and Safety</p> <p>Unit 5 : No Man is an Island</p>	<p>- Interact orally</p> <p>- interpret an oral / written message</p> <p>-produce oral /written messages</p>	<p>SWBA To:</p> <ul style="list-style-type: none"> - list types of disasters and where they occur -Discuss the value of charity and solidarity - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disasters - interpret a chart. - discuss international aid as a permanent solution - write a report on the results of the interview - write a report interpreting the data presented on a chart. - write a public announcement on earthquake safety measures. - Quote someone - Disagree politely -Write an opinion article 	<p>*Lexis related to the topic</p> <p>*Grammar:</p> <ul style="list-style-type: none"> -Reporting statements / questions / orders (past tenses) <p>-Had better-ought to-should-if I were you...</p> <ul style="list-style-type: none"> -Reporting using summarizing verbs -Link words expressing cause <p>*Pronunciation:</p> <ul style="list-style-type: none"> -Silent letters -Final /ed/ pronunciation 	<p>Additional activities to:</p> <p>1-Discovering language (MCQ/ matching /cohesive markers/ T-F)</p> <p>2-listening and speaking: (table filling).</p> <p>3-reading and writing:</p> <ul style="list-style-type: none"> -choosing gist -reordering ideas -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing an opinion article. 	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>2-After 3/4 weeks of teaching, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article for or against international aid as a permanent solution</p>	<p>5 weeks</p> <p>20 hours</p>
Project Outcome	Example: Conduct a survey. Or refer back to the textbook for alternative projects.					