

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم المتوسط

المفتشية العامة للتربية الوطنية

المخططات السنوية
المادة: لغة انجليزية
المستوى: السنة الثالثة من التعليم المتوسط

سبتمبر 2022

مقدمة:

ضمانا لجودة التعليم وتحسين الأداء التربوي والبيداغوجي خلال السنة الدراسية 2023/2022، عملت وزارة التربية الوطنية على إعداد المخططات السنوية للتعلّيمات قصد تنظيم وضبط عملية بناء وإرساء وإدماج وتقويم الموارد اللازمة لتنصيب الكفاءات المستهدفة وإنمائها لدى تلاميذ مرحلة التعليم المتوسط. إنّ هذه المخططات هي أدوات عمل مكّملة للسّنندات المرجعية المعتمدة (المناهج والوثيقة المرافقة) يتوجّب مراجعتها وتحيينها حتى تستجيب لمختلف المستجدّات التنظيمية والبيداغوجية بغرض تيسير وقراءة وتنفيذ المنهاج وتوحيد مضامين المقطع التعلّمي.

بناء على قرار العودة التدريجية لنظام التّمدرس العادي بعد أكثر من سنتين من نظام التمدرس الاستثنائي بسبب جائحة كورونا (covid 19) التي مسّت بلادنا، تضع وزارة التربية الوطنية بين أيدي الممارسين التربويين المخططات السنوية لبناء التعلّيمات لهذه السنة الدراسية تناسب مع الحجم الساعي السنوي المتاح لكلّ مادة تعليمية.

وعليه، فإنه يتعيّن على الجميع قراءة ووعي ما ورد في هذه المخططات السنوية من تدابير وتوجيهات منهجية وبيداغوجية، والرجوع إليها كلما دعت الحاجة، مع إمكانية تدخّل المفتشين ومرافقة الأساتذة لتعديل أو تكييف الوضعيات بما يروونه مناسبا لتحقيق الكفاءات المستهدفة.

Yearly Learning Plan

Key Stage 2/Level 3

Level: Key stage 2 / MS 3		Time devoted: 3 hours and a half (3 hours +1 hour tutorial session once per two weeks)	
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.			
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.			
<u>VALUES</u>		<u>CROSS-CURRICULAR COMPETENCES</u>	
<p>-National identity: 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>-National conscience: He is keen on communicating about outstanding Algerian figures</p> <p>-Citizenship: 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>-Openness to the worldHe is eager to know about the lifestyles ,eating habits, dressing habits, and dwellings of other countries who use English for communication</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 ,and platforms 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 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		
	In a situation of meaningful communication, the learner will be able to produce oral or written messages/ texts of descriptive ,narrative, argumentative or prescriptive type, using written, visual or oral support		

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time	
① Me, My abilities, My interests and My Personality.	Situation 1 : Initial - PDP lesson(s) (listening & speaking)			❖ Oral Interaction	13 weeks (Term 1)	
	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.					
	Situation 2 : Learning - PPU/PDP lessons (language & reading and writing)					
	Learning Objective	Resources			The learner can:	
	-describing personality features -describing personal interests -expressing abilities and inabilities	Lexis -basic Lexis related to personality and interest.	Grammar - “to be” - present simple. -formation of adjectives related to personality. -affixes (prefix and suffix) -frequency adverbs: “always” and “never”. -to like, to love, to be keen on, to be interested in. -nouns / Gerunds (related to hobbies). - “can” / “can’t”		Pronunciation - / η / -strong and weak forms of ‘can’ /a:/ - /ə / (to be integrated as a skill and not as an isolated lesson).	-describe personal interests and personality features. -use words and expressions related to personal interests and personality features. -narrate past childhood memories.
	Pre-requisites	- “to be” - present simple.				
Communicative tasks	Interview ❖ Role play❖ Chat ❖ email ❖ letter❖ Short video segments					

Situation 3 : Learning to Integrate – PPU - group work

Example: 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.

Situation 4 : Integration (assessment) – PDP - Solo work

Example: 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.

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time	
② Me and My Lifestyles.	Situation 1 : Initial - PDP lesson(s) (listening & speaking)			<p>❖ <u>Interpretation of oral and written messages.</u></p> <p>The learner can:</p> <p>-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.</p> <p>- manage his work and assess his own reading strategies.</p> <p>❖ <u>Production of oral and written messages.</u></p> <p>The learner can:</p> <p>-describe facts in short narrative texts relating to the learners experiences and events (past and present).</p>		
	Example: you are a member of a blog. Your e-pals posted narratives about their childhood memories and lifestyles. Now, it is your turn to post your memories.					
	Situation 2 : Learning - PPU/PDP lessons (language & reading and writing)					
	Learning Objective	Resources				
	-narrating past events, experiences and childhood memories. -describing life and lifestyles (past and present)	Lexis -basic Lexis related to the topic : lifestyles in the past (food / clothes / activities)	Grammar -the past simple tense with regular and irregular verbs. -the semi- modal : ‘used to’			Pronunciation -pronunciation of the final ‘ed’ : /t/, /d/, /id/ (to be integrated as a skill and not as an isolated lesson).
Pre-requisites	/					
Communicative tasks	- Interview - Role play - Email- Letter- Short video segments - Poster					

	<p>Situation 3 : Learning to Integrate – PPU - group work</p> <p>Example: it's a rainy night and the light went out. You are curious to know how your grandmother used to spend her free time in the past without electricity. Write the conversation between your grandmother and you.</p>	-use a wide range of connectors and time sequencers.	
	<p>Situation 4 : Integration (assessment) – PDP - Solo work</p> <p>Example: your school is organizing an exhibition about your town now and in the past. The teacher of English asked you to participate. Display photos and postcards with captions and short texts comparing life in your town years ago and today (dwelling, architecture, people, dress, transport, etc.).</p>	-draft, redraft and edit a text.	
<p>❖ 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).</p> <p>N.B. 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.</p>			
<p>End of term 1</p>	<p>❖ First Term Exam (one week)</p>		

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time
③ Me and the Scientific World	Situation 1 : Initial - PDP lesson(s) (listening & speaking)			<p>❖ <u>Oral Interaction.</u></p> <p>The learner can:</p> <ul style="list-style-type: none"> -select relevant biographical information - use familiar expressions and simple sentences in a spontaneous way. <p>❖ <u>Interpretation of oral and written messages.</u></p> <p>The learner can :</p> <ul style="list-style-type: none"> -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. 	<p>(Term2)</p> <p>9 Weeks</p>
	Example: we celebrate the “Knowledge Day” in Algeria, on the 16 th of April. Your teacher of English asked you to write biographical information about a famous scholar to be published in your school magazine.				
	Situation 2 : Learning - PPU/PDP lessons (language & reading and writing)				
	Learning Objective	Resources			
	<p>- telling about a scientist’s life. (biography)</p>	<p>Lexis</p> <p>-basic lexis related to the topic: famous /scholar (timeline discoveries ,inventions, technology, devices).</p>	<p>Grammar</p> <p>-the past simple tense. -the past continuous tense. - relative clauses: who / which</p>		
Pre-requisites	-Past simple tense - / ɪ / - Pronunciation of the final ‘ed’				
Communicative tasks	-Diary/ journal - Survey - Posters - Charters - Formal letters - Newspaper article				

	<p>Situation 3 : Learning to Integrate – PPU - group work</p> <p>Example: 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>❖ Production of oral and written messages.</p> <p>The learner can:</p> <p>-transfer biographical information from one format (ID card) to another.</p>	
	<p>Situation 4 : Integration (assessment) – PDP - Solo work</p> <p>Example: 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>		
<p>❖ A new complex situation that provides context for meaningful communication related to learner’s enlarged environment (Outstanding figures in sciences and sport; discoveries in sciences and technology.... inventions and discoveries in sciences and technology....</p> <p>N.B. The situation is based on the learning objectives of sequence 3 and incorporates the topics and linguistic resources dealt with in this sequence.</p>			
<p>End of term 2</p>	<p>❖ Second Term Exam (one week)</p>		

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time
④ Me and My Environment	Situation 1 : Initial - PDP lesson(s) (listening & speaking)			<p>❖ Oral interaction.</p> <p>The learner can : -make recommendations on how to protect the environment.</p> <p>-use familiar expressions and simple sentences in a spontaneous way.</p> <p>❖ Interpretation of oral and written messages.</p> <p>The learner 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.</p> <p>- understand and anticipate meaning in clearly stated opinions and viewpoints.</p>	(Term 3)
	<p>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.</p>				
	Situation 2 : Learning - PPU/PDP lessons (language & reading and writing)				
	Learning Objective	Resources			
	-expressing obligation/prohibition. -making recommendations. -comparing environmental sites. -expressing cause and effect.	Lexis -basic Lexis related to the topic: pollution /endangered species/litter/recycling/ reusing.	Grammar - ”must”/ “mustn’t” - “should” (Review) -the imperative (Review) -the comparatives of inferiority and superiority (short and long adjectives) -discourse connectors: “as”, “because”, “so”, “therefore”.		
Pre-requisites	-should / shouldn’t - imperative				

	Communicative tasks	Pictionary - Id cards - diagrams /charts - Table completion	<p>❖ <u>Production of oral and written messages.</u></p> <p>The learner can</p> <p>- write, “School Eco-Charter demonstrating.</p> <p>-use the acquired lexis and expressions having a relation with the need for written expression.</p>	
<p>Situation 3 : <u>Learning to Integrate</u> – PPU – group work</p> <p>Example: 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>Situation 4 : <u>Integration (assessment)</u> – PDP - Solo work</p> <p>Example: 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>				
<p>❖ 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.</p> <p><i>N.B. The situation is based on the learning objectives of all sequences and incorporates the topics and linguistic resources dealt with in these sequences.</i></p>				
End of term 3		❖ Third Term Exam (two weeks)		