

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم المتوسط

المفتشية العامة للتربية الوطنية

المخططات السنوية
المادة: لغة انجليزية
المستوى: السنة الثانية 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 للتعليمات 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 مكّلة للسندات المرجعية المعتمدة (المناهج والوثيقة المرافقة) يتوجب مراجعتها وتحسينها حتى تستجيب لمختلف المستجدات التنظيمية والبيداغوجية بغرض تيسير وقراءة وتنفيذ المنهاج وتوحيد مضامين المقطع التعليمي.

بناء على قرار العودة التدريجية لنظام التمدرس 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 التعليمات لهذه السنة الدراسية تتناسب مع الحجم الساعي السنوي المتاح لكل مادة تعليمية.

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

Yearly Learning Plan

Key Stage 2 / MS 2

Level: Key stage 2 / MS 2		Time devoted: 2 hours and a half (2 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 <u>descriptive</u> , <u>narrative</u> , <u>argumentative</u> or <u>prescriptive</u> type, using verbal or non-verbal supports (written texts, audio and visual aids) and in meaningful situations related to his environment and interests.			
Exit Profile: At the end of MS2, the learner will be able to interact, interpret and produce short oral and written messages / texts of descriptive, and prescriptive type, using written, visual or oral support, in meaningful situations of communication related to his environment and interests.			
VALUES <u>National identity:</u> The learner can describe lifestyles, eating habits, dressing habits and dwellings of Algeria. <u>National conscience:</u> He is keen on communicating about outstanding Algerian figures. <u>Citizenship: He</u> demonstrates a civic behaviour, conscious of his rights and duties as well as those of others. <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.		CROSS-CURRICULAR COMPETENCES 1. <u>Intellectual competency:</u> the learner can: use his critical thinking skills when gathering information for learning and project work* understand and interpret verbal and non-verbal messages* solve problem situations using a variety of communication means* show creativity when producing oral and written messages*he can show some degree of autonomy in all areas of learning 2. <u>Methodological competency</u> :the learner can: work in pairs or in groups*use strategies for listening and interpreting oral discourse* develop effective study methods , mobilize his resources efficiently and manage his time rationally* information and communication technology whenever he needs it for learning and research* evaluate himself * evaluate his peers 3. <u>Communicative competency:</u> the learner can: use drama and role-play to communicate appropriately *use information and communication technology such as blogs, website pages, discussion forums, and platforms to interact with learners of other cultures*process digital data. 4. <u>Personal and social competencies</u> :the learner: is aware of his role and others' role in the development of projects* is keen on promoting the work of his peers*respects our national values and behaves consistently* is honest and accountable for his work and respects others work* asserts his personal identity and behaves with self- confidence*He socializes through oral or written exchanges*he develops attitudes of solidarity	
Domains		Oral- Written	
Target competencies	In meaningful communicative situations related to his/ her environment and interests , based on written, visual or audio supports, <i>the learner will be able to interact and produce short and simple descriptive, and prescriptive messages/texts orally.</i>		
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, <i>the learner will be able to interpret short and simple descriptive, and prescriptive messages/texts orally and in written.</i>		
	In meaningful communicative situations related to his/her environment and interests, based on written, visual or audio supports, <i>the learner will be able to produce short and simple written descriptive, and prescriptive messages/texts .</i>		

Learning Sequences	Planning Learning				Descriptors of Implementation	Estimated Time	
① Me, my Friends and my Family	Situation1 : Initial ❖PDP lesson(s) (listening &speaking) Example: actors and actresses aged from 14 to 20 are needed to take part in an Algerian TV show. One of your classmates is interested. Help him/her to make his/her profile and send it by e-mail to the national talent agent.				❖ Oral interaction The pupil can: -describe physical appearance. -describe and locate places. -understand essential details in a conversation, containing simple language and familiar expressions used in everyday life. ❖ Interpretation of oral and written messages The pupil can: -read and interpret a plan (house / school...) - read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to topics dealt with in the previous domain. ❖ Production of oral and written messages The pupil can : -write a medium length descriptive paragraph on facts related to himself and his family. -- draw an outline and the first draft of a text -generate new ideas from a model.	(Term1) 13 weeks	
	Situation2 :Learning ❖PPU /PDP lessons (language & reading and writing)						
	Learning objectives		Resources				
			Lexis	Grammar			Pronunciation
	-describing physical appearance. -describing and locating places -talking about daily and free time activities. -expressing abilities and inabilities. -expressing likes and dislikes.		-basic lexis related to physical appearance, hobbies and places: house, school...	-to be – to have -the simple present tense. -the present continuous. -adjectives (colour, height, build, hairstyle, and physical attraction) -possessive pronouns. -location markers (prepositions and adverbs). -can – can’t -to like – to love – to enjoy			/ ai / /ei / (to be integrated as a skill and not as an isolated lesson) (Review)
	Pre- requisites		Present simple - “to be” and “ to have” - colours - prepositions of location (in, at) – vowel sounds / ai / / ei /				
	Communicative tasks		Interview - Role play -Guessing game- Songs – Location map...				
	Situation3 : Learning to Integrate - PPU - group work Example: your school is organizing a contest about the “Best Personal Profile” written in English. The first three writing competition winners will be offered a special prize. Make your profile and post it on the school blog.						
	Situation4 : Integration ❖ PDP (assessment) - solo work Example: your English friend is asking you to tell her/him about the place where you live. Design the plan of your house and describe it. Then, send it by e-mail / viber.						

- ❖ A new complex situation that provides context for meaningful communication related to learner's personal life and environment (home, school, family, friends, hobbies...)

N.B. The situation is based on the learning objectives of sequences 1 and incorporates the topics and linguistic resources dealt with in this sequence.

End Term 1

❖ First Term Exam (one week)

Learning Sequences	Planning Learning			Descriptors of Implementation	Estimated Time
② Me and my Shopping	Situation1 : Initial ❖PDP lesson(s) (listening &speaking) Example: it is Akram’s birthday. His mother wants to make a big birthday cake .She asks him to buy the ingredients she needs. Help Akram to write his shopping list and show him the way to the supermarket.				❖ Oral interaction The pupil can: - describe shopping items. -locate and show the way to amenities. understand essential details in a conversation about shopping items., containing simple language and familiar expressions used in everyday life. -anticipate the meaning of messages. ❖ Interpretation of oral and written messages The pupil can: -read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to shopping items. -understand the gist of a text, the writer’s ideas and opinions clearly expressed, and simple texts about shopping. ❖ Production of oral and written messages The pupil can: -can write simple texts describing shopping items and showing the way to amenities. - write simple directions. -devise a neighbourhood street map, locate and show the way to amenities.
	Situation2 :learning ❖PPU /PDP lessons (language & reading and writing)				
	Learning objectives	Resources			
		Lexis	Grammar	Pronunciation	
	-describing shopping items. -expressing quantity. -asking information about, quantity, and price. -locating and showing the way to amenities.	-basic lexis related to shopping: food, price, markets, etc.	-plural forms. -demonstratives: this/these, that/those. -many, much, some, any. -how many? -How much? -cardinal and ordinal numbers. -the imperative	-pronunciation of the final’s’ with plurals. (to be integrated as a skill and not as an isolated lesson). (review)	
	Pre- requisites	-Demonstratives : this /that – Prepositions (next to/ near –opposite-behind...) - Cardinal and ordinal numbers- Final’s’ pronunciation.			
	Communicative tasks	Shopping list - Role play- Maps – Leaflets – Songs – Posters ...			
	Situation3 : Learning to Integrate - PPU - group work _				
	Example: your English friend wants to know about shopping in Algeria. Write an email to give him/her information about shopping in malls, supermarkets, street markets and traditional craft shops in the place where you live. Attach to your email a street map showing the shopping amenities in your neighbourhood and the location of your home.				
	Situation 4: Integration - PDP (assessment) Solo work Example: your e-pal is visiting your city during this Summer holiday. He wants to do some shopping. Send him/her a message to show him/her the way to the mall/souk/shopping centres ...				

Learning Sequences	Planning Learning				Descriptors of Implementation	Estimated Time
③ Me and my Health	Situation1 : Initial ❖PDP lesson(s) (listening &speaking) <u>Example:</u> in a forum of discussion, you read a member’s message asking for help. She suffers from obesity. She weighs 98 kilos. Write him/her a reply and help him/her to lose weight.				❖ Oral interaction The pupil can: -express recommendations and give advice. -understand essential details in a conversation about food / health, containing simple language and familiar expressions used in everyday life. -anticipate the meaning of messages. ❖ Interpretation of oral and written messages The pupil can: -read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food. -understand the gist of a text, the writer’s ideas and opinions clearly expressed, and a simple message giving pieces of advice. ❖ Production of oral and written messages The pupil can: -can write simple directions, advice to keep fit/healthy, etc. - write an outline and the first draft of a text. -can generate new ideas from a model.	(Term2) 9 weeks
	Situation2 :learning❖ PPU /PDP lessons (language & reading and writing)					
	Learning objectives	Resources				
		Lexis	Grammar	Pronunciation		
	-expressing recommendations and giving advice.	-basic lexis related to health problems and remedies. (sickness, illness, remedy,...)	- “Should” / “Shouldn’t” - Imperative (do – don’t)	-pronunciation of “sh”:/ʃ/ -Pronunciation of “ch”: /tʃ/ -Pronunciation of “ch”:/k/ (to be integrated as a skill and not as an isolated lesson).		
	Pre- requisites					
	Communicative tasks	Role play – Email – Leaflet – Games – Songs – Notices...				
	Situation3 : Learning to Integrate - PPU -group work <u>Example:</u> your friend is overweight. He asks you for some advice. Send him/her a message(email, viber, WhatsApp, messenger..)and tell him/her about your weekly diet plan and a typical daily menu prescribed by your dietician.					
	Situation4 : Integration -PDP (Assessment) Solo work <u>Example:</u> most teenagers consume too much junk food and suffer from health problems. Design a flyer for the school blog including the ‘five dietary keys’. Explain why each one should be followed and respected.					

❖ A **new complex situation** that provides context for meaningful communication related to learner's personal life and experience (shopping, eating habits; health and healthy food...)

N.B The situation is based on the learning objectives of sequences 2 and 3 and incorporates the topics and linguistic resources dealt with in this sequence.

End of Term 2

❖ **Second Term Exam (one week)**

