

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

Ministère de l'Education Nationale

INSPECTION GENERALE DE LA PEDAGOGIE

DIRECTION DE L'ENSEIGNEMENT FONDAMENTAL

YEARLY PLANS

ENGLISH

GRADE :3

MIDDLE SCHOOL

September 2018

INTRODUCTION

Dans le cadre de la rentrée scolaire 2018-2019, l'Inspection Générale de la Pédagogie met à la disposition des inspecteurs et des enseignants des outils de travail sous forme de plans pédagogiques annuels. Ces outils complètent les supports de référence officiels qui sont déjà utilisés dans les cycles primaire et moyen. Conformément à l'esprit et à la dynamique des réformes pédagogiques actuelles, ils visent à faciliter la lecture, la compréhension et l'exécution des programmes dans le but d'améliorer la qualité de l'enseignement. Ces planifications ont pour visée, également, d'unifier le mode de structuration des contenus lors de l'élaboration des séquences d'apprentissage dans l'esprit de ce que recommandent les nouveaux programmes et les orientations des documents d'accompagnement. D'un point de vue méthodologique, ces outils de planification pédagogique permettront d'asseoir une représentation commune du parcours d'apprentissage dans les séquences à travers les étapes de contextualisation des enseignements-apprentissages dans le cadre de situations de départ, d'installation, de mobilisation et d'intégration des ressources à des fins de transfert des compétences dans les situations de la vie.

Ces documents de travail complémentaires sont présentés ainsi :

- plans annuels de construction des apprentissages ;
- plans annuels de l'évaluation pédagogique ;
- plans annuels du contrôle continu.

Les différents plans sont conçus de façon à articuler de manière cohérente les dimensions liées à la préparation des apprentissages, à l'évaluation pédagogique et au contrôle continu. Il est attendu des inspecteurs qu'ils accompagnent les professeurs, notamment les enseignants débutants, dans la mise en œuvre effective de ces plans dans les classes d'anglais.

Methodological note

The results of the national consultation on assessment presented at the national conference held on April 29th, 2017, highlighted the need to review the current assessment practices. A necessity reinforced by the field follow-up reports of the inspectors, which revealed imbalances in the implementation of the curricula due to ineffective reading and associated interpretations. This fact has prompted the General Inspectorate of Pedagogy to provide practitioners with tools that illustrate the vision, dispel misinterpretations and allow for educational performance improvement, which is one of the axes of the reform namely the training of trainers and professionalization of the main actors of the education system.

The tools designed by the General Inspectorate of Pedagogy include: the annual learning plan, the annual pedagogic assessment plan and the annual continuous assessment plan for each of the subjects of primary and middle school education in the key stages concerned by the implementation of the re-written curriculum.

1- The annual learning plan

The annual learning plan is a comprehensive plan of a program of study within an educational project that aims to achieve the global competence of a learning level on the basis of the target competency stated for each domain (oral interaction, interpretation of oral and written messages and production of oral and written messages) and through an integrated set of learning sections.

Each plan starts from the target competency to achieve ; its development is carried out through a problem-solving situation in its general context that the learner may encounter in his or her school or social life and a set of partial situations conducive to integration and potential remediation. The plan also contains instructions from the “support document” and the “teacher’s guide” and the estimated time to devote to the learning section to ensure an adequate implementation of this latter.

2- The annual pedagogic assessment plan

The annual pedagogic assessment plan is a plan that synchronizes the learning implementation process with the verification of the competency development. It starts from the target competency, which is framed by standards that include the three following aspects: knowledge, methodology and values. These standards allow for both learning assessment and assessment of the learner’s effort and offer opportunity to provide learners with objective and constructive feedback.

YEARLY LEARNING PLAN
KEY STAGE TWO (MS3)

Learning Sequences	Topics	Projects	Planning Learning					Estimated time
Sequence 1	Me, Myabilities, My Interests And My Personality	Let’s Preserve Our Cultural and National Heritage / Teenage Lifestyle around the World	Situation1: Starting off / Initial					11 WEEKS FOR BOTH SEQUENCES 37hours
			Example: More and more teenagers want to get pocket money to help their parents .You have read an advertisement on the popular Algerian website www.bayt.com about part-time jobs. Your elder brother wants to apply for a part –time job (restaurant, farm, supermarket ...). Help him write an e-mail.					
			Situation2: Installing Resources (PDP and PPU lessons)					
			Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks	
			*Expressing abilities and inabilities *Describing personal interests *Describing personality features	* “Can” for ability * “can’t” for inability *Questions about abilities and inabilities (with positive and negative answers)*Asking questions about interests and personality *Frequency adverbs: “always”/ “never” *Asking about frequency: “How often ...?” *Formation of adjectives	** Lexis related to related topics *Basic lexis (words and expressions/formulaic language) : polite forms / greetings../	*Pronunciation of the vowel sounds: / ə/,/æ/,/ɑ:/ * Pronunciation of “can” and “can/kən/,/kæn/ and /kɑ:nt/ *Pronunciation of “s”ending: /iz/,/s/ and /z/’t/	- Interview - - Role play - - Chat / email: - personal letter - - Short video segments	
			Situation3: (Learning to integrate)					
			Example: Many teenagers in the Arab World heard about Mohamed Farah Jeloud 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 abilities, personal interests and describing his personal features.					
			Situation4: Situation of integration: Use of evaluation grids related to the competences targeted, values and Cross-curricular competences					
			Remediation					

Sequence 2			Situation1: Starting off / Initial				
			Example: In an international blog for fun. Members of the group posted snapshots from their childhood memories and their life styles in the past. You want to participate. Write about your memories to be published in the blog.				
			Situation2: Installing Resources (PDP and PPU lessons)				
			Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks
			*Narrating past events, experiences and childhood memories *Describing life and lifestyles (past and present) *Comparing life and lifestyles (past and present) *Devising and selecting relevant interview questions *Conducting an interview	*Narrating past events, experiences and childhood memories *Describing life and lifestyles (past and present) *Comparing life and lifestyles (past and present) *Devising and selecting relevant interview questions *Conducting an interview	*Lexis related to related topics *Basic lexis(words and expressions/ Formulaic language): polite forms / greetings../	*Pronunciation of the vowel sounds:/u:/ and /ʊ / *Pronunciation of the vowel sounds: /ɜ:/ and / ə/ *Pronunciation of the vowel sounds: /æ/, /ʌ/ *Silent letters “ w” and “t”.	- Interview - Role play - Chat / email: personal letter - Short video segments - Poster - Id card
			Situation3: Integration				
			(Learning to integrate - situation of integration)				
Example: It is “Grandparents Day”. To celebrate the event you decide to make a video interview of our grandfather or grandmother. You will post the video on the school website and your personal blog to share it with other people around the world.							
Situation4: Assessment : Use of evaluation grids related to the competences targeted, values and Cross-curricular competences							
Remediation							

Sequence 3	ME AND THE SCIENTI FIC WORLD	A Brochure about Inventions , Innovations and Discoveries	Situation1: Starting off / Initial					10 WEEKS 34 hours
			Example: We will celebrate the 16 th of April soon .It is the science day in Algeria. Your teacher of English asked you to write biographical information about a famous scientist to be published in your school magazine.					
			Situation2: Installing Resources (PDP and PPU lessons)					
			Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks	
			*Narrating *Describing *Organising/sequencin g biographical information in chronological order *Selecting relevant biographical information *Transferring biographical information from one format (ID card) to another (plain text with specific writing rules and mechanics)	*The past continuous tense *Contracted/short forms of “be” in the past *The past continuous and simultaneous actions *Sentence connector: “while” *Spelling rules: “V-ing” *Requests with: “can” and “may” * Relative clauses: the	*Lexis related to related topics *Basic lexis (words and expressions/ formulaic language) : polite forms / greetings../	*Pronunciation of the consonant sounds: :/f/ and /v/	Diary/ journal - Survey - Menu - Notices/ plans / maps - Posters - Charters - Formal letters - Newspaper article	
			Situation3: Integration (Learning to integrate - situation of integration)					
			Example: It is “ theNational 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 put it on display in the public local library where an official ceremony will be held. The best works will be awarded prizes.					
			Situation4: Assessment : Use of evaluation grids related to the competences targeted, values and Cross-curricular competences					
			Remediation					

Sequence 4	Me And My Environ ment	My Wildlife Pictionary / My School Environment Litter Survey	Situation1: Starting off / Initial	
			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. Suggest some solutions.	
			Situation2: Installing Resources (PDP and PPU lessons)	
			Learning Objectives	Grammar
			Lexis	Pronunciation
			Communicative Tasks	
			*Expressing obligation *Expressing prohibition *Making recommendations Comparing and *evaluating	*must” (strong obligation) *“mustn’t” (prohibition *“should” (mild obligation) *The imperative *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”
			Situation3: Integration (Learning to integrate - situation of integration)	
			Example: Your school has applied to become a member of the International Eco-School Programme. Write a list of ten eco-principles that s your “School Eco-Charter.	
			Situation4: Assessment : Use of evaluation grids related to the competences targeted, values and Cross-curricular competences	
			Remediation	

7WEEKS
25 hourss

Yearly plan of Assessment
key stage Two (MS3)

Middle School Year Three (**MS3**)

PERIODS	DOMAINS	TARGET COMPETENCIES	DESCRIPTORS OF IMPLEMENTATION
DIAGNOSTIC EVALUATION			
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.	- Can: *describe personal interests and personality features *use words and expressions related 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, prescriptive or argumentative type, using written, visual or oral support.	- 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.	-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 (first, and, but, because, so, the, next, finally) * 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.	- 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.	- 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.	- 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.	- 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.	- 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.	- 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 TWO (MS3)

PLAN ANNUEL DU CONTROLE CONTINU 2^{em}PALIER (3AM)

remarks	Targeted learning for assesement	Sequence	domain	week	term	grade
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 AND LIFESTYLES	Productive competence	Second week of November	first	Year three
	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	Second week of February)	second	
	A new complex situation that provides context for meaningful communication related to the protection of the environment (ecobehaviour) at school and in the neighbourhood	ME AND MY ENVIRONME NT	Productive competence	Fourth week of April	third	

