

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم

مديرية التعليم الثانوي العام والتكنولوجي

التدرجات السنوية وآليات تنفيذها

المادة: اللغة الإنجليزية

المستوى: السنة الثالثة ثانوي

الشعبة: الشعب المشتركة

جوان 2021

المقدمة:

تحضيراً للموسم الدراسي 2021 . 2022، وسَعياً من وزارة التربية الوطنية لضمان تنفيذ المناهج التعليمية في ظل الظروف الاستثنائية (كوفيد19) تضع مديرية التعليم الثانوي العام والتكنولوجي بالتنسيق مع المفتشية العامة للتربية الوطنية بين أيدي السيدات والسادة المفتشين والأساتذة التدرجات السنوية للتعلّيمات، المعدلة بصفة استثنائية بما يتماشى والحجم الزمني المتاح.

يشكل التخطيط لتنفيذ المناهج التعليمية عاملاً مؤثراً في تحقيق أهداف العملية التعليمية /التعلمية وتنمية كفاءات المتعلمين، يرتبط هذا التخطيط بعامل الوقت الذي يجب أن ينظر إليه كمورد من الموارد المتاحة التي ينبغي استثمارها بالشكل الأمثل، تشكل التدرجات السنوية للتعلّيمات أداة بيداغوجية أساسية توضح كيفية تنفيذ المناهج التعليمية بحيث:

- تراعي التوافق بين حجم التعلّيمات والزمن البيداغوجي المتاح،
- تضبط السير المنهجي للتعلّيمات بما يكفل تنصيب الكفاءات المستهدفة في المناهج التعليمية،
- تضمن بناء المفاهيم المهيكلية للمادة بأقل الأمثلة والتمثيلات الموصلة إلى الكفاءات المستهدفة،
- تضمن تناول المضامين وإرساء الموارد مع مراعاة وتيرة التعلم وقدرات المتعلم واستقلاليته،
- تقترح فترات للتقويم المرحلي للكفاءة بما يضمن الانسجام بين سيرورة التعلّيمات وعملية تقويمها وتنمية قدرة المتعلم على إدماج الموارد وحل المشكلات،

من هذا المنطلق نطلب من جميع الأساتذة قراءة وفهم مبادئ وأهداف وآليات هذا التعديل البيداغوجي للتدرجات السنوية والتنسيق فيما بينهم بالنسبة لكل مادة وفي كل ثانوية من أجل وضعها حيز التنفيذ، كما نطلب من المفتشين مرافقة الأساتذة ودعمهم بتقديم التوضيح اللازم.

مبادئ وأهداف التعديل البيداغوجي للتدرجات السنوية

المبادئ الأساسية	الأهداف
المحافظة على الكفاءات كمبدأ منظم؛ المحافظة على المفاهيم المهيكلية للمادة؛ المحافظة على تقويم القدرة على الإدماج لدى المتعلم من خلال وضعيات مشكلة مركبة تستهدف التقويم المرحلي للكفاءات؛	تنصيب لدى المتعلم الكفاءات المسطرة في المناهج التعليمية؛ تمدرس ناجع للتلاميذ يسمح بإرساء التعلّيمات الأساسية المستهدفة في المناهج التعليمية؛ تزويد المتعلم بالأسس العلمية الضرورية لمتابعة الدراسة في المستويات الأعلى

الآليات البيداغوجية والمنهجية للتعديل البيداغوجي

آليات التعديل البيداغوجي		
الجانب المنهجي	الجانب البيداغوجي	
تحديد ملامح التخرج والكفاءات المستهدفة، توزيع التعلّيمات على 28 أسبوعاً دون احتساب أسابيع التقويم، ضبط التقويم المرحلي للكفاءة؛ وضع مخطط زمني يسمح بمتابعة مدى تنفيذ المناهج التعليمية.	أ- الموارد المعرفية والنشاطات: تحديد الحد اللازم من الموارد الضروري لبناء الكفاءة (الموارد المهيكلية)، استغلال الحد الأدنى من الوثائق، السندات والنشاطات لبناء الموارد، الدمج بين النشاطات في إطار حل المشكلة، إدراج ضمن التقويم النشاطات التي تستهدف البناء التحصيلي للتعلّيمات،	ب- الممارسات البيداغوجية: منهجية استغلال الوثائق (استغلالها ضمن مسعى لحل مشكل)، بناء بطاقات منهجية، تقدم للمتعلّم، توضح منهجية استغلال مختلف أنماط الوثائق (جداول، منحنيات، نصوص، أعمدة بيانية، خرائط...)، مرافقة المتعلم أثناء إنجازه للمهام بتقديم تعليمات تيسر الحل،

Level: Secondary Education: Year Three (SE3)

Streams: Common streams

Time devoted: 2 Hours a week

EXIT PROFILE

At the end of SE3, the learner must produce written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.

Unit	Theme / Topic	Time
1. Ethics in Business	Ill-gotten gains never prosper	8 weeks / 16 hours
2. Safety First	Advertising, Consumers and Safety	8 weeks / 16 hours
3. Astronomy and the Solar System	It's a giant leap for Mankind	6 weeks / 12 hours
4. Feelings and Emotions	We are a family	4 weeks / 08 hours

Introduction

Due to the COVID19 pandemic repercussions on both teaching and pedagogical performance, the Ministry of National Education deemed necessary to issue these revised learning progressions as a tool to alleviate the effects of the disease on learners. In this perspective, the present document intends to facilitate the understanding and the implementation of the curricula. These progressions also allow the achievement of coherence with the pedagogical plan. For this, practitioners (Inspectors, teachers...) are requested to get an insight into the underlying principles of these progressions and put them into practice.

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.
- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.
- After 2/3 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation.

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
First Term	Unit 1 : Ethics in Business “ Ill-gotten gains never prosper ” - fighting fraud, corruption and money laundering	Demonstrate awareness of and ability to deal with ethics in business	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: writing a policy statement	8 weeks 16 hours
			Learning Objectives. SWBA To: - define the concept of ethics in business - express wishes - debate on the issue of ethics in business	Learning Objectives. SWBA To: - make a public statement - write an opinion article		
			Resources: - expressing condition: providing that / provided that / as long as. - past wish, present wish, future wish (desire) - expressing desire: It’s high time, It’s about time, It’s time... - I totally agree, I agree but... I totally disagree... - expressing result using: so + adj.+ that, such + n. phrase + that - present continuous passive form - concession with : despite, in spite of	Resources: - advising: had better / not, should, If I were you, I would - cause / effect relationship - forming opposites using negative prefixes		
			Lexis related to: *corruption, fraud and counterfeiting	Phonology: - pronunciation of final “s” (review)		
			Project : (optional)			

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
First Term	Unit 2 : Safety First Advertising, consumers and safety	Understand the issues of consumption and safety in a modern society	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article about the pros and cons of advertising and state your personal opinion	8 weeks 16 hours
			Learning Objectives. SWBA To: - make hypotheses about future changes. - debate issues related to the effects of advertising on people - interpret, react to and create an advert	Learning Objectives. SWBA To: - explore the impact of advertising on young people/ children - writing a letter of complaint		
			Resources: - expressing hypotheses using: may, might, could, can - expressing cause using: because of, due to, owing to - expressions of certainty and doubt. - quantifiers - the gerund - conditional with: unless, if + not	Resources: - dependent prepositions. -reporting statements, questions (present simple, future simple, modals) - cause/effect: *because, since, as, *as a result, consequently, therefore... - expressions of concession. - conditional type 1		
Second Term			Lexis related to: *adverts and holidays.			
Project : (optional)		Example: Making a survey on the impact of advertising on Algerian consumers. Or refer back to the textbook for alternative projects.				

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
Second Term	Unit 3 : Astronomy and the Solar System “ It’s a giant leap for Mankind ”	Explore the solar system and learn about astronomy	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a short article using deductive and/ or concessive reasoning.	6 weeks 12 hours
			Learning Objectives. SWBA To: - discover how the universe/ outer space is organized - make suppositions and set hypotheses. - read an article about astronomy and distinguish between different types of reasoning in argumentative texts	Learning Objectives. SWBA To: - write an expository presentation of a heavenly body		
			Resources: - expressing similarities and differences using whereas, while, like, unlike, etc. - use the metric system. - If conditional: type 2	Resources: - comparatives and superlatives of adjectives and adverbs - forming nouns from verbs		
			Lexis related to: * astronomy * dimensions, size and weight.			
Third Term						
Project : (optional)		Example: Designing an astronomy booklet (a short presentation of the history of space travel, ID cards about two major planets in our solar system, a short imaginary dialogue with a famous astronomer). Or refer back to the textbook for alternative projects.				

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
Third Term	Unit 4 : Feelings, Emotions “ We are a family ” Humour and related topics	Explore the realms of feelings, emotions and humour.	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a speech to promote the values of fair play, tolerance and respect.	4 weeks 08 hours
			Learning Objectives. SWBA To: - developing understanding of the concept of humour. - comparing behaviours and attitudes.	Learning Objectives. SWBA To: - exploring the concepts of friendship, love, patriotism , generosity , courage		
			Resources: - each other, one another - self + adjectives / nouns	Resources: - enjoy / like / dislike - I’d rather do... I’d rather do ...than... I’d prefer ...to... - articles: omission before abstract nouns (love, anger, humour ...) - forming adjective from noun with: ful, ic, ous - forming nouns with: ness, ty - forming verbs with ‘en’ Phonology: - the pronunciation of final ‘ed’		
			Lexis related to the theme.			
Project : (optional)		Example: Writing a booklet coping with strong emotions. Or refer back to the textbook for alternative projects.				

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

المديرية العامة للتعليم

مديرية التعليم الثانوي العام والتكنولوجي

التدرجات السنوية وآليات تنفيذها

المادة: اللغة الإنجليزية

المستوى: السنة الثالثة ثانوي

الشعبة: لغات أجنبية و آداب و فلسفة

جوان 2021

Level: Secondary Education: Year Three (SE3)
Streams: Literature and Philosophy and Foreign Languages
Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE3, the learner must produce written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.

Unit	Theme / Topic	Time
1. Ancient Civilizations	Exploring the past	7 weeks / 21 hours
2. Ethics in Business	Ill-gotten gains never prosper	8 weeks / 24 hours
3. Schools : Different and Alike	Education in the world	7 weeks / 21 hours
4. Feelings and Emotions	We are a family	4 weeks / 12 hours

Introduction

Due to the COVID19 pandemic repercussions on both teaching and pedagogical performance, the Ministry of National Education deemed necessary to issue these revised learning progressions as a tool to alleviate the effects of the disease on learners. In this perspective, the present document intends to facilitate the understanding and the implementation of the curricula. These progressions also allow the achievement of coherence with the pedagogical plan. For this, practitioners (Inspectors, teachers...) are requested to get an insight into the underlying principles of these progressions and put them into practice.

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.
- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.
- After 2/3 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation.

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
First Term	Unit 1 : Ancient Civilizations Exploring the Past	Explore the rise and collapse of civilizations	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write about the contributions of civilizations to the growth of man	7 weeks 21 hours
			Learning Objectives. SWBA To: - talk about the rise and fall of civilizations - talk about world heritage sites - discuss about the threats faced by modern civilization	Learning Objectives. SWBA To: - describe people’s past habits, lifestyles and achievements - write about the threats faced by modern civilization		
			Resources: - Past simple / Past perfect - quantifiers: few / little / a lot of - expressing concession using: though, in spite of, despite, but, however...	Resources: - used to, had to, was/ were able to - articles: use and omission before abstract nouns Morphology: - forming opposites using : de / dis - forming words using suffixes: ic, ment, y, able - well + past participle Phonology: - pronunciation of final ‘ed’		
			Lexis related to : *the rise and fall of civilizations			
Project : (optional)		Example: -draw the wheel of civilisation -make a timeline from the most ancient civilisation (Chinese, Sumerians, Aztecs, Egyptians, etc) to the most modern one. -display the timeline on a bulletin board				

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
First Term	Unit 2 : Ethics in Business “ Ill-gotten gains never prosper ”	Demonstrate awareness of and ability to deal with ethics in business	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: writing a policy statement	8 weeks 24 hours
			Learning Objectives. SWBA To: - define the concept of ethics in business - expressing wishes - debate on the issue of ethics in business	Learning Objectives. SWBA To: - make a public statement - write an opinion article		
			Resources: - expressing condition: providing that / provided that / as long as. - past wish, present wish, future wish (desire) - expressing desire: It's high time, It's about time, It's time... - I totally agree, I agree but... I totally disagree... - expressing result using: so + adj.+ that, such + n. phrase + that - present continuous passive form	Resources: - advising: had better / not, should, If I were you, I would - cause/effect relationship - forming opposites using negative prefixes		
Second Term	- fighting fraud, corruption and money laundering		Lexis related to: *corruption, fraud and counterfeiting Phonology: - syllable division and word stress.	Phonology: - pronunciation of final “s” (review)		
Project : (optional)		Example: Writing a charter of ethics in business. Or refer back to the textbook for alternative projects.				

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
Second Term	Unit 3 : Schools : Different and Alike	Increase understanding of educational systems in the world	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write reports comparing different systems in the world	7 weeks 21 hours
			Learning Objectives. SWBA To: - compare the different educational systems in the world - talk about ways to improve our educational system	Learning Objectives. SWBA To: - write about ways to improve our educational system - write an expository article on the causes and effects of examination stress on students		
			Resources: - If conditional: types 2, 3 - conditional with unless, if ... not - expressing similarities and differences with : like, whereas, unlike...	Resources: - reporting statements, questions (present simple, future simple, past, modals) - comparatives and superlatives of adjectives and adverbs		
			Lexis related to: *education Phonology: syllable stress	Morphology: - collocation with “school” and “education” - forming adjectives with suffixes: ive, al		
Third Term	Education in the World: Comparing educational systems					
Project : (optional)		Example: -make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres -make “commercial” flyers on this theme				

Term	Unit and Theme	Project Outcomes	Content to be taught in class	Content to be dealt with at home (online, email, handouts, etc.)	Assessment	Time
Third Term	Unit 4 : Feelings, Emotions “ We are a family ” Humour and related topics	Explore the realms of feelings, emotions and humour.	Targeted Competency: Interacting Interpreting Producing	Targeted Competency: Interpreting Producing	Provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write a speech to promote the values of fair play, tolerance and respect.	4 weeks 12 hours
			Learning Objectives. SWBA To: - developing understanding of the concept of humour. - comparing behaviours and attitudes.	Learning Objectives. SWBA To: - exploring the concepts of friendship, love, patriotism , generosity , courage		
			Resources: - each other, one another - self + adjectives / nouns	Resources: - enjoy / like / dislike - I'd rather do... I'd rather do ...than... I'd prefer ...to... - articles: omission before abstract nouns (love, anger, humour ...) - forming adjective from noun with: ful, ic, ous - forming nouns with: ness, ty - forming verbs with 'en' Phonology: - the pronunciation of final 'ed'		
			Lexis related to the theme.			
Project : (optional)		Example: Writing a booklet coping with strong emotions. Or refer back to the textbook for alternative projects.				