

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 الثانية ثانوي
الشعبة: علوم تجريبية/ رياضيات/ تقني رياضي

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 للتعليمات، المعدلة بصفة استثنائية بما يتماشى والحجم الزمني المتاح.

يشكل التخطيط لتنفيذ المناهج التعليمية عاملاً مؤثراً في تحقيق أهداف العملية التعليمية /التعليمية 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 للتعليمات أداة بيداغوجية أساسية توضح كيفية تنفيذ المناهج التعليمية بحيث:

- تراعي التوافق بين حجم التعليمات والزمن البيداغوجي المتاح،
 - تضبط السير المنهجي للتعليمات بما يكفل تنصيب الكفاءات المستهدفة في المناهج التعليمية،
 - تضمن بناء المفاهيم الهيكلية 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 سيورة التعليمات 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 إنجازهِ للمهام بتقديم تعليمات تيسر الحل،

Level: Secondary Education: Year Two (SE2)

Streams: Scientific

Time devoted: 2 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 / Topic	Time
1. Make Peace	Peace and Conflict Resolution	7 weeks / 14 hours
2. Waste not, Want not	Poverty and World Resources	7 weeks / 14 hours
3. Budding Scientist	Technology and Innovation	6 weeks / 12 hours
4. No Man is an Island	Disasters and Safety	6 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 : Make Peace Peace and Conflict Resolution	Demonstrate awareness and ability to work together to deal with conflicts - Design a bulletin board on the responsibility at school - Write a charter on an ideal class	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 paragraph on a conflict, its sources, consequences and suggest possible solutions	7 weeks 14 hours
			Learning Objectives. SWBA To: - define the word conflict and list types of conflicts (family, classroom, community, world). - identify and discuss sources of conflict. - express obligation, prohibition, absence of obligation and deduction - express appreciation - talk about abuse of human rights - discover and discuss the role of international organizations (UNO) in settling conflicts - analyse what a charter is; focusing on form, content and style - distinguish between duties and rights - identify the characteristics of an oratorical style	Learning Objectives. SWBA To: - write about ways for conflicts resolution in your region. - write a public address		

			Resources: - ability and possibility using 'can' - verb idiom 'be able to' in different tenses - could /managed to... - expressing concession: however, although - criticize/ apologize : should (not) have + PP(v) - prohibition : can't - deduction : must be / can't be...	Resources: - obligation: must / have to / had to + stem absence of obligation: don't have to... prohibition: mustn't (revision)		
			Lexis related to : *peace and conflict			
Project :	Example: write a statement of achievements about Nobel Peace Prize winners. 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
First Term	Unit 2: Waste not, Want not Poverty and World Resources	- Demonstrate awareness and understanding of the issue of sustainable development and the ways natural resources are shared	Targeted Competency: Interacting Interpreting Producing Learning Objectives. SWBA To: <ul style="list-style-type: none"> - 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 - 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 	Targeted Competency: Interpreting Producing Learning Objectives. SWBA To: <ul style="list-style-type: none"> - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences 	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 14 hours
Second Term			Resources: <ul style="list-style-type: none"> - Passive voice with: modals (could/ must/ should/ ought to...) present, past, future simple and present perfect. - Why don't you? If I were you... - You'd better... It would help if... - Suggesting: could/ may/ might -Form nouns (poor/ poverty) hungry/ scarce / homeless Lexis related to the theme.	Phonology: -pronunciation of the final 's'.		
Project :		Example: Write a charter to fight poverty Or make a poster with alternative energies. 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: - Budding Scientist <					

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: No Man is an Island 					

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المديرية العامة للتعليم
مديرية التعليم الثانوي العام والتكنولوجي

التدرجات السنوية وآليات تنفيذها

المادة: اللغة الإنجليزية

المستوى: السنة الثانية ثانوي
الشعبة: تسيير واقتصاد

جوان 2021

Level: Secondary Education: Year Two (SE2)

Streams: Economy and Management

Time devoted: 2 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 / 14 hours
2. Waste not, Want not	Poverty and World Resources	7 weeks / 14 hours
3. No Man is an Island	Disasters and Safety	6 weeks / 12 hours
4. Business is Business	Management and Efficiency	6 weeks / 12 hours

Introduction

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- 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 : Make Peace Peace and Conflict Resolution	<p>Demonstrate awareness and ability to work together to deal with conflicts</p> <p>- Design a bulletin board on the responsibility at school</p> <p>- Write a charter on an ideal class</p>	<p>Targeted Competency: Interacting Interpreting Producing</p> <p>Learning Objectives. 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. - express obligation, prohibition, absence of obligation and deduction - express appreciation - talk about abuse of human rights - discover and discuss the role of international organizations (UNO) in settling conflicts - analyse what a charter is; focusing on form, content and style - distinguish between duties and rights - identify the characteristics of an oratorical style 	<p>Targeted Competency: Interpreting Producing</p> <p>Learning Objectives. SWBA To:</p> <ul style="list-style-type: none"> - write about ways for conflicts resolution in your region. - write a public address 	<p>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 14 hours</p>

			Resources: - ability and possibility using 'can' - verb idiom 'be able to' in different tenses - could /managed to... - expressing concession: however, although - criticize/ apologize : should (not) have + PP(v) - prohibition : can't - deduction : must be / can't be...	Resources: - obligation: must / have to / had to + stem absence of obligation: don't have to... prohibition: mustn't (revision)		
			Lexis related to : *peace and conflict			
Project :	Example: write a statement of achievements about Nobel Peace Prize winners. 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
First Term	Unit 2: Waste not, Want not Poverty and World Resources	- Demonstrate awareness and understanding of the issue of sustainable development and the ways natural resources are shared	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 newspaper article to preserve natural resources for future generations.	7 weeks 14 hours
			Learning Objectives. 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 - 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	Learning Objectives. SWBA To: - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences		
			Resources: - Passive voice with: modals (could/ must/ should/ ought to...) present, past, future simple and present perfect. - Why don't you? If I were you... - You'd better... It would help if... - Suggesting: could/ may/ might -Form nouns (poor/ poverty) hungry/ scarce / homeless Lexis related to the theme.			
Project :		Example: Write a charter to fight poverty Or make a poster with alternative energies. 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 : No Man is an Island Disasters and Safety	Demonstrate awareness of and ability to deal with disasters at home and abroad	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 for or against international aid as a permanent solution	6 weeks 12 hours
			Learning Objectives. SWBA To: - list types of disasters and where they occur - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disaster - conduct an interview - interpret a chart. - discuss international aid as a permanent solution	Learning Objectives. SWBA To: - 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.		
			Resources: - Reporting statements / questions (present perfect), orders - had better - ought to - should - If I were you... - Link words expressing cause	Resources: - Reporting statements / questions (past simple, modals)		
			Lexis related to the theme. Phonology: - silent letters - final ‘ed’			
Project :		Example: conduct a survey focusing on people’s readiness to face natural or made-made disasters. 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: Business is Business Management and Efficiency	Demonstrate awareness and understanding of the importance of good and efficient management	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 annual report for a given company Or write an expository paragraph on factors that contribute to the success of a company	6 weeks 12 hours
			Learning Objectives. SWBA To: - define and explain the concept of efficiency and explain how it helps in company success. - explain the difference between forms of management (eg: web-management vs pyramidal management.) - study and interpret business charts - describe the positive spirit of management. - study the different types of correspondence	Learning Objectives. SWBA To: - list basic marketing principles. - write a facsimile / reply to a fax/ email		
			Resources: - Present perfect - The best way to...is I don't think... I can't agree on this point; You're right, but I think... - disagreeing: I'm sorry to disagree with you but... - past and future tenses - Imperative: 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	Resources: - forming nouns using : ment, ship, ism, ence / ance, ee - prefixes : re, il, ir, mal, mis... - forming compound nouns -Passive: The meeting will be held... The point was discussed		
			Lexis related to the theme.			
Project :		Example: Write a business portfolio Or the profile of a good manager. Or refer back to the textbook for alternative projects.				

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مديرية التعليم الثانوي العام والتكنولوجي

التدرجات السنوية وآليات تنفيذها

المادة: اللغة الإنجليزية

المستوى: السنة الثانية ثانوي
الشعبة: اللغات الأجنبية

جوان 2021

Level: Secondary Education: Year Two (SE2)

Streams: Foreign Languages

Time devoted: 4 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	6 weeks / 24 hours
2. Make Peace	Peace and Conflict Resolution	5 weeks / 20 hours
3. Waste not, Want not	Poverty and World Resources	5 weeks / 20 hours
4. Fiction or Reality	Technology and the Arts	5 weeks / 20 hours
5. No Man is an Island	Disasters and Safety	5 weeks / 20 hours

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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 : Signs of the Time Diversity Lifestyles	Demonstrate awareness and understanding of cultural differences worldwide	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 paragraph comparing and contrasting your ways of living with others', at the local or international level	6 weeks 24 hours
			Learning Objectives. SWBA To: - identify and define the concept of diversity. - explore, compare cultural differences among people and their lifestyles throughout time - compare people’s values and accept them as they are. - making predictions/ expressing certainty and doubt - define the concept of twin towns. - planning / making arrangements	Learning Objectives. SWBA To: - explore the contributions of famous people in the world in different fields.		
			Resources: - used to... -going to , planning to, 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	Resources: - Formation of adjectives - Formation of nouns		
			Lexis related to the theme. Phonology: - final “s” - stress shift from noun to adjective			
			Project :			

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 : Make Peace Peace and Conflict Resolution	<p>Demonstrate awareness and ability to work together to deal with conflicts</p> <p>- Design a bulletin board on the responsibility at school</p> <p>- Write a charter on an ideal class</p>	<p>Targeted Competency: Interacting Interpreting Producing</p> <p>Learning Objectives. 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. - express obligation, prohibition, absence of obligation and deduction - express appreciation - talk about abuse of human rights - discover and discuss the role of international organizations (UNO) in settling conflicts - analyse what a charter is; focusing on form, content and style - distinguish between duties and rights - identify the characteristics of an oratorical style 	<p>Targeted Competency: Interpreting Producing</p> <p>Learning Objectives. SWBA To:</p> <ul style="list-style-type: none"> - write about ways for conflicts resolution in your region. - write a public address 	<p>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>5 weeks 20 hours</p>

			<p>Resources:</p> <ul style="list-style-type: none"> - ability and possibility using 'can' - verb idiom 'be able to' in different tenses - could /managed to... - expressing concession: however, although - criticize/ apologize : should (not) have + PP(v) - prohibition : can't - deduction : must be / can't be... 	<p>Resources:</p> <ul style="list-style-type: none"> - obligation: must / have to / had to + stem absence of obligation: don't have to... prohibition: mustn't (revision) 		
			<p>Lexis related to : *peace and conflict</p> <p>Phonology: - intonation in questions and polite requests</p>			
Project :	<p>Example: write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.</p>					

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 : Waste not, Want not Poverty and World Resources	- Demonstrate awareness and understanding of the issue of sustainable development and the ways natural resources are shared	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 newspaper article to preserve natural resources for future generations.	5 weeks 20 hours
			Learning Objectives. 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 - 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	Learning Objectives. SWBA To: - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences		
			Resources: - Passive voice with: modals (could/ must/ should/ ought to...) present, past, future simple and present perfect. - Why don't you? If I were you... - You'd better... It would help if... - Suggesting: could/ may/ might -Form nouns (poor/ poverty) hungry/ scarce / homeless			
			Lexis related to the theme.	Phonology: -pronunciation of the final 's'.		
Project :		Example: Write a charter to fight poverty Or make a poster with alternative energies. 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 4 : Fiction or Reality Technology and the Art	Demonstrate abilities to make speculations	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: tell about famous people’s contributions to the welfare of humanity	5 weeks 20 hours
			Learning Objectives. 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 - ask for and give explanations in a conversation and speculate - read and react to a text	Learning Objectives. SWBA To: - write a newspaper article speculating on a given situation - write a commentary.		
			Resources: - If conditional types 2 & 3 - Present perfect - Past perfect - If only - Adjectives: well+ past participle (well-informed) - Compound words - Phrasal & prepositional words			
			Lexis related to the theme. Phonology: - stress in words ending in: gy, ical, ic / ics, tion			
			Project :			

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 5 : No Man is an Island Disasters and Safety	Demonstrate awareness of and ability to deal with disasters at home and abroad	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 for or against international aid as a permanent solution	5 weeks 20 hours
			Learning Objectives. SWBA To: - list types of disasters and where they occur - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disaster - conduct an interview - interpret a chart. - discuss international aid as a permanent solution	Learning Objectives. SWBA To: - 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.		
			Resources: - Reporting statements / questions (present perfect), orders - had better - ought to - should - If I were you... - Link words expressing cause	Resources: - Reporting statements / questions (past simple, modals)		
			Lexis related to the theme. Phonology: - silent letters - final ‘ed’			
Project :		Example: conduct a survey focusing on people’s readiness to face natural or made-made disasters. 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

التدرُّجات السَّنوية وآليات تنفيذها

المادة: اللغة الإنجليزية

المستوى: السنة الثانية ثانوي
الشعبة: آداب وفلسفة

جوان 2021

Level: Secondary Education: Year Two (SE2)

Streams: Literary and Philosophy

Time devoted: 3 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
1. Signs of the Time	Diversity / Lifestyles	6 weeks / 18 hours
2. Make Peace	Peace and Conflict Resolution	5 weeks / 15 hours
3. Waste not, Want not	Poverty and World Resources	5 weeks / 15 hours
4. Fiction or Reality	Technology and the Arts	5 weeks / 15 hours
5. No Man is an Island	Disasters and Safety	5 weeks / 15 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 : Signs of the Time Diversity Lifestyles	Demonstrate awareness and understanding of cultural differences worldwide	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 paragraph comparing and contrasting your ways of living with others', at the local or international level	6 weeks 18 hours
			Learning Objectives. SWBA To: - identify and define the concept of diversity. - explore, compare cultural differences among people and their lifestyles throughout time - compare people’s values and accept them as they are. - making predictions/ expressing certainty and doubt - define the concept of twin towns. - planning / making arrangements	Learning Objectives. SWBA To: - explore the contributions of famous people in the world in different fields.		
			Resources: - used to... -going to , planning to, 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	Resources: - Formation of adjectives - Formation of nouns		
			Lexis related to the theme. Phonology: - final “s” - stress shift from noun to adjective			
			Project :			
Example: Make a lifestyle profile dealing with clothes, food and entertainment past, present, future. (The project can be presented in PowerPoint, wall gallery...						

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 : Make Peace Peace and Conflict Resolution	<p>Demonstrate awareness and ability to work together to deal with conflicts</p> <p>- Design a bulletin board on the responsibility at school</p> <p>- Write a charter on an ideal class</p>	<p>Targeted Competency: Interacting Interpreting Producing</p> <p>Learning Objectives. 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. - express obligation, prohibition, absence of obligation and deduction - express appreciation - talk about abuse of human rights - discover and discuss the role of international organizations (UNO) in settling conflicts - analyse what a charter is; focusing on form, content and style - distinguish between duties and rights - identify the characteristics of an oratorical style 	<p>Targeted Competency: Interpreting Producing</p> <p>Learning Objectives. SWBA To:</p> <ul style="list-style-type: none"> - write about ways for conflicts resolution in your region. - write a public address 	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 15 hours

			<p>Resources:</p> <ul style="list-style-type: none"> - ability and possibility using 'can' - verb idiom 'be able to' in different tenses - could /managed to... - expressing concession: however, although - criticize/ apologize : should (not) have + PP(v) - prohibition : can't - deduction : must be / can't be... 	<p>Resources:</p> <ul style="list-style-type: none"> - obligation: must / have to / had to + stem absence of obligation: don't have to... prohibition: mustn't (revision) 		
			<p>Lexis related to : *peace and conflict</p> <p>Phonology: - intonation in questions and polite requests</p>			
Project :	<p>Example: write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.</p>					

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 : Waste not, Want not Poverty and World Resources	- Demonstrate awareness and understanding of the issue of sustainable development and the ways natural resources are shared	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 newspaper article to preserve natural resources for future generations.	5 weeks 15 hours
			Learning Objectives. 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 - 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	Learning Objectives. SWBA To: - make the presentation of a product which helps to preserve the environment - write a coherent paragraph using the four types of sentences		
			Resources: - Passive voice with: modals (could/ must/ should/ ought to...) present, past, future simple and present perfect. - Why don't you? If I were you... - You'd better... It would help if... - Suggesting: could/ may/ might -Form nouns (poor/ poverty) hungry/ scarce / homeless			
			Lexis related to the theme.	Phonology: -pronunciation of the final 's'.		
			Project :			
		Example: Write a charter to fight poverty Or make a poster with alternative energies. 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 4 : Fiction or Reality Technology and the Art	Demonstrate abilities to make speculations	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: tell about famous people’s contributions to the welfare of humanity	5 weeks 15 hours
			Learning Objectives. 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 - ask for and give explanations in a conversation and speculate - read and react to a text	Learning Objectives. SWBA To: - write a newspaper article speculating on a given situation - write a commentary.		
			Resources: - If conditional types 2 & 3 - Present perfect - Past perfect - If only - Adjectives: well+ past participle (well-informed) - Compound words - Phrasal & prepositional words			
			Lexis related to the theme. Phonology: - stress in words ending in: gy, ical, ic / ics, tion			
			Project :			
Example: Write an imaginary account telling how you would change the course of your life if you had the ability to do so. 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 5 : No Man is an Island Disasters and Safety	Demonstrate awareness of and ability to deal with disasters at home and abroad	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 for or against international aid as a permanent solution	5 weeks 15 hours
			Learning Objectives. SWBA To: - list types of disasters and where they occur - explain the importance of safety rules and conduct (especially in disasters) - ask for and give advice and information on the right behaviour in disaster - conduct an interview - interpret a chart. - discuss international aid as a permanent solution	Learning Objectives. SWBA To: - 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.		
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Project :		Example: conduct a survey focusing on people’s readiness to face natural or made-made disasters. Or refer back to the textbook for alternative projects.				