

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المديرية العامة للتعليم
مديرية التعليم المتوسط

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المخططات السنوية
مادة اللغة الإنجليزية
السنة الأولى من التعليم المتوسط

سبتمبر 2020

Introduction

The learning plans are essential pedagogical supports meant to organise set and control the process of installing, integrating and assessing the resources required to construct a set of target competencies for learners in all educational levels. Along this process, these pedagogical scaffoldings help establish smooth and logical transition between what has been constructed and new constructions. Because of the aftermath of Covid-19 pandemic, much learning has unfortunately been missed during the third term of the school year 2019-2020, and the new school comeback (2020-2021) has also been postponed. Accordingly, to bridge this gap and ensure the continuity of learning in higher levels safely and without any learning constraint, the Ministry of National Education has decided to adapt the current annual learning plans as an exception for the school year 2020-2021.

Methodological Note

In the present document, the learning objectives and the resources which were not dealt with in the **2019-2020** academic year are included. On the other hand, certain learning objectives and resources which have been already dealt with or are not really essential to install different competencies have been **exceptionally** left out.

The items which were not taught in the previous academic year (2019-2020) are written in **bold and underlined** in the next level learning plan. They are integrated in higher levels as **learning objectives and resources** and **not** as isolated **learning sequences**.

The Yearly Learning Plan:

The yearly learning plan is a comprehensive template which contains learning objectives, resources, integration and assessment as well as educational projects 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. **In this planning, the pre-requisites are included in order to draw teachers’ attention to the importance of the learners’ background knowledge while preparing lessons and help them regulate their teaching. Teachers are requested to check the level of assimilation of the pre-requisites regulate their teaching accordingly.**

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Yearly Learning Plan

Key Stage 1/Level 1

Level: Key stage 1 / MS 1		Time devoted: 2 hours and a half (2 hours + 1 hour tutorial session once per 2 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: Exit Profile: At the end of level 1 (1st year middle school), the learner will be able to interact, interpret and produce short oral and written messages texts of <u>descriptive</u> type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests.		
VALUES		CROSS-CURRICULAR COMPETENCES
National identity: The learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ...		1. Intellectual competency: The learner can : 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 ❖ show some degree of autonomy in all areas of learning.
National conscience: He can speak about our school days, weekend and national public holidays (historic, religious, etc)		2. methodological competency : 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 ❖ use information and communication technology whenever he needs it for learning and research ❖ evaluate himself and his peers.
Citizenship : He shows respect for the environment and protects it continually		3. communicative competency: The learner can: use dramatization and role-play to communicate appropriately ❖ use information and communication technology such as blogs, websites page, discussion forums , platforms to interact with learners of other cultures ❖ use dramatization and role-play to communicate appropriately ❖ use information and communication technology such as blogs, websites page, discussion forums , platforms to interact with learners of other cultures- process digital data.
Openness to the world : He is keen on learning about others' markers of identity		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
Domains		Oral- Written
Target competencies	In meaningful communicative situations related to his/ her interests, based on written, visual or audio supports, <i>the learner will be able to interact and produce short and simple descriptive 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 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 messages/texts .</i>	

Term	Projects	Learning Sequence	Planning Learning	Estimated Time															
1		① Me and my Friends	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: You want to join an international friendship blog . The members of the blog want to know about you. Introduce yourself to them.</p>	Weeks 11 37 H (both sequences)															
			<p>Situation2 :learning ❖ PPU/PDP lessons (language & reading and writing)</p> <table border="1"> <thead> <tr> <th rowspan="2">Learning objectives</th> <th colspan="3">Resources</th> </tr> <tr> <th>Lexis</th> <th>Grammar</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>* Greet people *Introduce myself *Give information/ * Respond to questions about me: my age, my class and my hometown. *Ask about a new friend's name.</td> <td>*Lexis related to greeting : hi /hello... *Question words: What? /where ? *Glad/nice *Lexis related to colours</td> <td>*Auxiliary to be and to have (present simple tense) *Personal pronouns *Possessive adjectives *Demonstrative pronoun 'it'. *Preposition: in/ location (hometown) *Numbers from 1 to 13</td> <td> <ul style="list-style-type: none"> • /aɪ/ • /eɪ/ <p>(to be integrated as a skill)</p> </td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">❖ Labelling ❖ Email❖ Role play❖ Songs❖ Games❖ Fill in an ID card</td> </tr> </tbody> </table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	* Greet people *Introduce myself *Give information/ * Respond to questions about me: my age, my class and my hometown. *Ask about a new friend's name.	*Lexis related to greeting : hi /hello... *Question words: What? /where ? *Glad/nice *Lexis related to colours	*Auxiliary to be and to have (present simple tense) *Personal pronouns *Possessive adjectives *Demonstrative pronoun 'it'. *Preposition: in/ location (hometown) *Numbers from 1 to 13	<ul style="list-style-type: none"> • /aɪ/ • /eɪ/ <p>(to be integrated as a skill)</p>	Communicative tasks	❖ Labelling ❖ Email❖ Role play❖ Songs❖ Games❖ Fill in an ID card		
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<p>NB: No pre-sequence</p>																			
<p>Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate) group work</p> <p>Example: You are a new member of your school blog , your friends want to know more about you. Introduce yourself to them.</p>																			
<p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work_</p> <p>Example: You want to join your school English Language Club. Fill in your ID card then introduce yourself to the club members.</p>																			

Term	Projects	Learning Sequence	Planning Learning	Estimated Time																			
1	My Family Profile	Me and my Family	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: Jack is your new e-pal on the international friendship blog. He is from England . He wants to know about your family. Introduce your family to Jack and send him your family tree.</p>																				
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			<p>Situation3 : Learning to Integrate ❖PPU (I learn to Integrate) group work</p> <p>Example: Your e-pal wants to know more about you and your family . Draw your family tree, add information (age, job..) and send it as an attached document.</p>																				
			<p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Example: Pupils from all over the world introduce themselves on an international friendship blog. Post your information to make new friends .</p>																				

Term	Project s	Learning Sequence	Planning Learning			Estimat ed Time	
2		③ Me and my Daily Activities	Situation1 : Initial ❖PDP lesson(s) (listening & speaking)			weeks10	
			Example: Your e-pal Jack wants to know about your leisure activities . Send him a viber message and tell him about your leisure activities at weekends.				
			Situation2 :learning ❖ PPU/PDP lessons (language & reading and writing)				
			Learning objectives	Resources			
				Lexis	Grammar		Pronunciation
			*Tell the time *Talk about daily activities *Talk about leisure activities at school	Lexis related to daily activities , digital time , leisure activities	*Discourse markers : today, every... *The present simple tense with concrete , routine actions *Wh' questions *Yes / no questions *Prepositions of time: in (the morning); at (time); on + day		The pronunciation of : /s/ , /z/ , /z
			Pre- requisites	• Question words (who /what / where ?)			
			Communicative tasks	- Role play - Games - Email - Songs - Interview			
			Situation3 : Learning to Integrate ❖ PPU (I learn to Integrate)				
			Example You are back to school after the week-end and you want to know about your friend's leisure activities. Ask your friend about his week-end leisure activities and write about them.				
Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work							
Example: You receive a letter from your e-pal Mark. His mother wants to know about your mother's daily activities. Read the letter and write a reply.							

Term	Project s	Learning Sequence	Planning Learning	Estimated Time																			
2	My School Presentation	④ Me and my School	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking)</p> <p>Example: Your friend wants to describe his school . Help him to design the plan and describe it in a short article to support his project work.</p>	7 weeks																			
			<p>Situation2 :learning ❖ PPU/PDP lessons (language & reading and writing)</p> <table border="1"> <thead> <tr> <th rowspan="2">Learning objectives</th> <th colspan="3">Resources</th> </tr> <tr> <th>Lexis</th> <th>Grammar</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Describe my school. Name and locate different places in my school. Ask and answer questions about locations. </td> <td>*Lexis related to school</td> <td>*Prepositions of place. *-Using 'what' and 'where' with 'to be' to ask about location.</td> <td>Review of the previous sounds</td> </tr> <tr> <td>Pre- requisites</td> <td colspan="3"> <ul style="list-style-type: none"> To be (present simple) 'what' and 'where' </td> </tr> <tr> <td>Communicative tasks</td> <td colspan="3">- Labelling - Email (communicative message) - Role play- Songs- games</td> </tr> </tbody> </table>		Learning objectives	Resources			Lexis	Grammar	Pronunciation	<ul style="list-style-type: none"> Describe my school. Name and locate different places in my school. Ask and answer questions about locations. 	*Lexis related to school	*Prepositions of place. *-Using 'what' and 'where' with 'to be' to ask about location.	Review of the previous sounds	Pre- requisites	<ul style="list-style-type: none"> To be (present simple) 'what' and 'where' 			Communicative tasks	- Labelling - Email (communicative message) - Role play- Songs- games		
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<p>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</p> <p>Example: Your neighbour is an architect. He wants to make a plan of a school. Design a leaflet to help him. Include a description and a plan.</p>																							

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3	My country profile/ A Tourist Brochure	© Me, my Country and the World	<p>Situation1 : Initial ❖PDP lesson(s) (listening & speaking) Example: You want to invite your e-pals to visit Algeria. You want them to visit our beautiful country, its monuments and famous places. Make a leaflet to attract them including our national dish , national currency, famous people and celebration days</p>																				
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