Democratic and Popular Republic of Algeria

Ministry of National Education

General Inspectorate of Pedagogy   **Department of General and Technological Secondary Education**

Learning Progressions
English
Year 3

September 2018

Introduction :

In preparation for the 2018/2019 academic year, and in an attempt to improve the quality of teaching as well as pedagogical performance and pursue the reforms that have been undertaken, the Ministry of National Education via the General Inspectorate of Pedagogy has issued the following learning progressions as a complementary tool to the reference documents in use. The present document is thus intended to facilitate understanding and implementation of the curriculum as clearly stated in the accompanying documents. These progressions also allow the achievement of coherence with the pedagogic assessment plan and the continuous assessment scheme. Henceforth, practitioners (teachers, inspectors,…) are requested to get an insight into the underlying principle of these progressions to put them into practice. The inspectors are expected to accompany teachers, particularly the newly appointed ones, by training them to SARSing activities and making the best use of ICT's to install and develop the targeted competencies.

Methodological note

Although the educational curricula and their accompanying documents have stated in their preambles important pedagogical orientations related to their implementation, the field practices on the one hand and the adoption by the Ministry of time-bound linear annual distributions of the programs focusing on quantity rather than quality and the establishment of commissions to supervise and evaluate the rate of syllabus implementation on the other hand have led to the necessity to raise the issue again in order to provide an alternative for effective learning by the implementation of learning progressions .

Unlike the yearly distribution that sets pre-established contents, binding on the agenda (it imposes the date, time, the number of sessions), responds to the desire to unify content, the pace of programs' achievement and deadlines for official exams and gives priority to taxonomic levels of memorization, the learning progression focuses on the syllabus implementation methods with respect to learners' learning pace, their abilities and autonomy. Besides, not only does it revolve around the notion of competency which is considered as a starting point and an end for any pedagogical practice but also considers knowledge content (linguistic components) as mere resources that serve the competency within the conceptual framework structuring the discipline.

Unit 1	Theme Topics	Learning objectives	Disciplinary Competences	Communicative tasks/ SARSed Activities	Linguistic RESOURCES	Assessment & integration	Time allotted
		Level: Secondary Education : Year Three **(SE3)** **Streams : Common Streams** **Time devoted: 3 hours/week**					
		GLOBAL COMPETENCE **At the end of SE3, the learner will be able to produce oral or written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 200 words, using written or oral support.**					

		Project outcomes: Writing a charter of ethics in business,				

III Gotten Gains Never Prosper	**Ethics in Business**	**SWBA To:**
		o Use the conditional and "should/had better to" to give advice.
		o consider honesty in business as a sign of active/good citizenship
		Use appropriate conjunctions to express consequences and give arguments to defend viewpoint
		o Express opinions/consequences, give advice, instruct and make suggestions using appropriate language forms in context (ethics)
		Write a policy statement to inform potential fund contributors about an ethical investment fund.
			Interpreting
			
			Interacting
			
			Producing
				-Brainstorming
				-Whole class discussion
				-MCQ
				-Answering comprehension questions:
				   Reference questions
				   Inference questions
				-Information transfer
				-Selection of relevant ideas
				-paragraph identification
				-table completion
				-word categorization
				-sentence ordering
				-reference words identification
				-Debating
					(Expressing condition)
					Provided/providing that/as long as…
					(Wish /It's (about/high) time….)
					(had better (not)…)
					-Phonology:
					Shift of stress/syllable stress
					(so+ adjective +that)/ such + noun phrase +that)+ cause/effect relationship
					(Review of the passive with modal verbs) Task p 56
					- (formation of nouns and opposites)
					The tasks should be made more communicative providing opportunities for speaking. For instance, performing dialogues using the target functions such as: agreeing, disagreeing, contrasting, expressing opinions etc…
					- Reference words and discourse.
						1- Assessment should occur at
						
						regular intervals during the sequence and at the end of the sequence in addition to designated exam periods
						
						2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work
							8 weeks
							
							24 h

Unit 2	Theme Topic	Learning objectives	Disciplinary Competency	Communicative tasks/ SARSed Activities	Linguistic RESOURCES	Assessment & integration	Time allotted
Safety First	**Advertising, Consumers and Safety.**	**Project outcomes: make a survey on the impact of advertising.**				*3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free and which should comprise the following aspects* • *The issue /problem* • *The task* • *The audience* • *The objective*	7 weeks 21h
		SWBA To: make hypotheses about future changes using 'may, might, could, can' justify and state the effects of a phenomenon using conjunctions expressing cause/effect relationship argument for and against an issue using appropriate state connectors and expressions of concession interpret, create and react to an advert	Interacting Interpreting Producing	-Anticipating -Answering comprehension questions -Responding to a text -debating -Making a speech -Summarising -table completion -Cloze passage -Gap fill -Reordering /jumbled sentences -letter writing	- May, Might, Could, Can used to express hypotheses. - Dependent prepositions. -Weak/strong forms of modals. - Present simple (review). - because, since, as, because of, owing to,… - as a result, consequently, therefore,… -opposite items related to consumption and safety. - Stressing content and function words. Expressions of concession. - Expressions of certainty and doubt. - Imperatives. - Language of persuasion. - Vocabulary related to adverts and holidays.		

Unit3	Theme Topic	Learning objectives	Disciplinary Competences	Communicative tasks/ SARSed activities	Linguistic RESOURCES	Assessment & integration	Time allotted
		Project outcome : designing an astronomy booklet					
It's a Giant Leap for Mankind	Astronomy and the Solar System	**SWBBA To:** - Make suppositions and set hypotheses. - Compare and contrast. - Use the metric system. -Predict the content of a text from the headline. -Identify main ideas. -Read and comprehend an article about astronomy. - Use deductive and concessive reasoning to write a short article.	Interacting Interpreting Producing	- Whole class discussion. -Sentence ordering - Reference questions - Inference questions - Information transfer - Cohesion (reference) - sentence ordering - declension/ Inflection - Brainstorming - Selecting relevant ideas and drafting - Using cohesive devices to express: Cause/effect Purpose Contrast Concession - Editing	- Review of the conditional s: unless, if+ not, etc. - Concession: however, even though, etc. - Expressing similarities and differences: whereas, while, like, unlike, etc. -plural form - Vocabulary related to astronomy - Word formation -Vocabulary related to dimensions, size and weight.		*7 Weeks* *21 hrs*

Unit 4	Theme Topic	Learning objectives	Disciplinary Competences	Communicative tasks/ SARSed activities	Linguistic Resources	Integration & Assessment	Time allotted
WE ARE A FAMILY	Feelings, Emotions , Humour and related topics	**Project:** Writing a booklet for coping with strong emotions/ Writing a short collection of jokes					6 weeks 18h
		*Developing understanding of the concept of humour * raising awareness of others' thoughts and feeling *Raising awareness about the importance of emotions/ feelings for the development of the individual * Developing understanding of the expression of feelings across different cultures and societies *Exploring the concepts of friendship, love , patriotism , generosity , courage	Interacting Interpreting Producing	*Ordering statements as they occur in an interview With a humourist *Responding to a letter (writing a letter of advice) * Writing a newspaper article about feelings and emotions *Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement	**Grammar**: * Present simple *Past simple, past perfect *Enjoy/like/dislike +gerund *I'd rather do… I'd rather do …than… I'd prefer …to… *Should, ought to, if I were you *articles: omission before abstract nouns (love, anger, humour …) *Quantifiers: a lot of, a great deal of , few, little, some of us , all of us … *each other, one another **Morphology:** *forming adjectives from nouns with: -ful , -ic, -ous *forming nouns with: **-ness,-ty** *Forming verbs with **-en** **Phonology:** *Pronouncing the cluster **ngth** *Weak form of **of** in phrasal		

Level: Secondary Education : Year Three **(SE3)**

Streams : Literature and Philosophy and Foreign Languages

Time devoted: 4 hours/week

GLOBAL COMPETENCE

At the end of SE3, the learner will be able to produce oral or written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 200 words, using written or oral support.

UNIT 1	Theme Topic	Learning objectives	Disciplinary Competences	Communicative tasks/ SARSed activities	Linguistic Resources	Assessment & integration	Time allotted
		Diagnostic assessment					SEPT- week 2
		Project: Making the profile of an ancient civilization					
ONE – EXPLORING THE PAST	Ancient civilizations	**Students will be able to :** *Identify five major ancient civilizations *speak/write about the rise and fall of civilizations * speak/write about the contributions of civilizations to the growth of man * describe people's past habits, lifestyles and achievements	**Interacting** **Interpreting** **Producing**	*Reading a map to identify the ancient civilizations represented *Drawing the wheel of civilizations and ordering the civilizations chronologically *Gap-filling (use of verbs related to the rise and fall of civilizations)	**Grammar**: * Past simple *Past perfect *Used to …. *Had to ….. *Was/were able to … *Articles: use and omission before abstract nouns *Quantifiers: Few/little *Comparatives and superlatives of quantifiers	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.	7 weeks 28h

| ONE - EXPLORING THE PAST | Ancient civilizations | * make a historical account about the development of a civilization

 *Speak/write about world heritage sites

 *write about the challenges faced by modern civilization

 *to recite a version of ancient beliefs and myths using related vocabulary and the past simple tense. | **Interacting**

 Interpreting

 Producing | *Filling in a spidergram about achievements in Islamic civilization

 *Completing a network tree

 about the major threats to our civilization | *Expressing concession using: though, in spite of, but, however…
 Morphology:
 *Forming new words with:
  - prefixes <u>de</u> and <u>dis</u> to form opposites
 - suffixes –<u>ic</u>, -<u>ment</u>, -<u>y</u> , -<u>able</u>
  -<u>ed</u>
 Lexis related to :
 *rise and fall of civilizations (verbs)
 * beliefs and myths.

 Phonology:
 *Weak/strong forms of 'was' and 'were'.
 * Pronunciation of 'ch' and final "-ed"
 *Stress shift (nouns/verbs) | 2-

 After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. | |

Unit 2	Theme Topics	Learning objectives	Disciplinary Competences	Communicative tasks/ SARSed Activities	Linguistic RESOURCES	Assessment & integration	Time allotted
III Gotten Gains Never Prosper	Ethics in Business	**Project outcomes:** Writing a charter of ethics in business,					

		SWBA To:
		o Use the conditional and "should/had better to" to give advice.
		o consider honesty in business as a sign of active/good citizenship Use appropriate conjunctions to express consequences and give arguments to defend viewpoint
		o Express opinions/consequences, give advice, instruct and make suggestions using appropriate language forms in context (ethics)
		Write a policy statement to inform potential fund contributors about an ethical investment fund.
			Interpreting
			
			Interacting
			
			Producing
				-Brainstorming
				-Whole class discussion
				-MCQ
				-Answering comprehension questions:
				    Reference questions
				    Inference questions
				-Information transfer
				-Selection of relevant ideas
				-paragraph identification
				-table completion
				-word categorization
				-sentence ordering
				-reference words identification
				-Debating
					(Expressing condition)
					Provided/providing that/as long as…
					(Wish /It's (about/high) time….)
					(had better (not)…)
					-Phonology:
					Shift of stress/syllable stress
					(so+ adjective +that)/ such + noun phrase +that)+ cause/effect relationship
					(Review of the passive with modal verbs) Task p 56
					- (formation of nouns and opposites) The tasks should be made more communicative providing opportunities for speaking. For instance, performing dialogues using the target functions such as: agreeing, disagreeing, contrasting, expressing opinions etc…
					- Reference words and discourse.
						1- Assessment should occur at
						
						regular intervals during the sequence and at the end of the sequence in addition to designated exam periods
						
						2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work
							6 weeks
							
							24 h

		Students will be able to :			**Grammar**: *Present simple, present continuous passive	Assessment should occur at regular intervals
				* Paragraphing ideas		
THREE: CHOOLS DIFFERENT AND ALIKE	**Education in the World: Comparing Educational systems**	*identify the characteristics of different educational systems * state what educational systems have in common at world level * write reports comparing different systems in the world *speak/write about ways to improve our educational system * write an expository article on the causes and effects of examination stress on students	**Interacting** **Interpreting** **Producing**	*Speaking/writing one's ideal school using a spidermap * Designing a home-page for the lycée (describing my school) * Writing a checklist of recommendations for the Baccalauréat examination	*If-conditional: type 1,2,3 *Expressing desire and wish: I wish I were/ I had *Asking for and giving advice: should, ought to, If I were you *Expressing obligation : must, have to *Expressing similarities and differences with "like", "whereas" **Morphology:** *collocation with "**school**" and "**education**" * Forming adjectives with suffixes –**ive**and –**al** **Lexis** - related to education **Phonology:** * Pronouncing weak forms of could,should *Pronouncing final "s"	during the sequence and at the end of the sequence in addition to designated exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	

Annual Progressions (Secondary Education)

Unit 4	Theme Topic	Learning objectives	Disciplinary Competences	Communicative tasks/ SARSed activities	Linguistic Resources	Integration & Assessment	Time allotted
WE ARE A FAMILY	Feelings, Emotions , Humour and related topics	**Project:** Writing a booklet for coping with strong emotions/ Writing a short collection of jokes				Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods **2**- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.	**5 weeks** **20h**

		*Developing understanding of the concept of humour
		* raising awareness of others'
		thoughts and feeling
		*Raising awareness about the importance of emotions/ feelings for the development
		of the individual
		* Developing understanding of the expression of feelings across different cultures and societies
		*Exploring the concepts of friendship, love , patriotism , generosity , courage
			Interacting
			
			Interpreting
			
			Producing
				*Ordering statements as they occur in an interview
				With a humourist
				*Responding to a letter (writing a letter of advice)
				* Writing a newspaper article about feelings and emotions
				*Listening to a lecture about friendship and ordering the notes
				* Re-ordering paragraphs to get a coherent public statement
					Grammar: * Present simple
					*Past simple, past perfect
					*Enjoy/like/dislike +gerund
					*I'd rather do…
					  I'd rather do …than…
					  I'd prefer …to…
					*Should, ought to, if I were you
					*articles: omission before abstract nouns (love, anger, humour …)
					*Quantifiers: a lot of, a great deal of , few, little, some of us , all of us …
					*each other, one another
					Morphology:
					*forming adjectives from nouns with: -ful , -ic, -ous
					*forming nouns with: **-ness,-ty**
					*Forming verbs with **-en**
					Phonology:
					*Pronouncing the cluster **ngth**
					*Weak form of **of** in phrasal		