

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 1

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.

Level: Secondary Education Year One (SE1)

Stream: Literary stream

Time devoted: 4 hours / week

GLOBAL COMPETENCE

At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.

First term

UNIT	THEME/ TOPIC	Learning Objectives	Disciplinary Competences	Communicative tasks / SARSed activities	Linguistic Resources	Assessment & Integration	Time allotted
Diagnostic assessment							SEPT week 2
ONE - GETTING THROUGH	Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						

ONE - GETTING THROUGH	Intercultural Exchanges	<p>*state point of view and justify it</p> <p>*write short notes to invite, refuse and accept invitation.</p> <p>*write short notes to express sympathy and apology.</p> <p>*write a letter of inquiry.</p> <p>* write about advantages and drawbacks of the internet</p> <p>*fill in a résumé (CV).</p> <p>*write a letter of application.</p> <p>*hold a telephone conversation.</p> <p>*- Write some class rules.</p> <p>*express obligation.</p> <p>*express purpose.</p>	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<p>...*Correlative conjunctions : Neithernor / eitheror / bothand ...*Definite and indefinite articles: a , an , the ,</p> <p>*Instructing & comparing</p> <p>*Expressing preferences & purpose.</p> <p>*Describing people’s regular activities.</p> <p>*Describing a place.</p> <p>*Expressing obligation: must /have to....</p> <p>*Inviting / accepting and refusing invitation.</p> <p>*Apologising.</p> <p>Lexis:</p> <p>* related to computing and messages</p> <p>* voc related to description: to the west, to the north, it’s bordered.....</p> <p>- Phone tactics: phone number, I’m afraid....</p> <p>Phonology:</p> <p>*Intonation in polite requests.</p> <p>*Stress in two syllables words</p>	<p><i>3- Integration:</i> <i>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 :</i></p> <ul style="list-style-type: none"> • <i>The issue /problem</i> • <i>The task</i> • <i>The audience</i> • <i>The objective</i>
		PROJECT PRESENTATION			Peer assessment

<p>TWO: OUR FINDINGS SHOW</p>	<p>Project: Conducting a survey</p>	<p>5 w e e k s 20 hours</p>
--------------------------------------	--	--

Communication – The Press	<p>Students will be able to:</p> <ul style="list-style-type: none"> *speak/write about means of communication (TV, newspapers, magazines ...) * compare sensational newspapers with serious ones *conduct surveys * read and interpret reports, newspaper articles and graphs *write a report/an article * record the main ideas of a survey * write about people’s reading habits *conduct an interview *Summarize what people say (report statements, questions, orders, greeting..) * express a point of view/ opinion * make requests/suggestions / recommendations. *narrate a story reporting the events of an accident *write a memo 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *Filling in a questionnaire * Summarizing dialogues *choosing the appropriate Reporting verbs. *Asking for and giving information. 	<p>Grammar:</p> <ul style="list-style-type: none"> *Degree adverbs: quite , absolutely... *Direct & indirect speech: questions, orders, requests, modals... *Quotation marks . *Reporting verbs: suggested /ordered *Adverbs of manner: politely, fast... *Adjectives *Giving advice/ inviting. *Expressing like and dislikes Expressing contrast: on the contrary, but... <p>Phonology:</p> <ul style="list-style-type: none"> *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... *Pronunciation of final « s » / « ed » *Formation of words with suffixes ‘ful’/‘ less’ 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p> <p><i>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, should comprise the following aspects :</i></p> <ul style="list-style-type: none"> • The issue /problem • The task • The audience • The objective
	First term exams				
	Correction of the first term examination and remediation				

		PROJECT PRESENTATION	Peer assessment	
WINTER HOLIDAYS				

UNIT	THEME / TOPIC	Learning Objectives	Disciplinary Competences	Communicative tasks / SARSed activities	Linguistic Resources	Assessment & Integration	Time allotted
THREE- BACK TO NATURE	Project: Designing a consumer's guide						5 w e e k s

Unit	Theme/ Topic	Learning objectives	Disciplinary Competences	Communicative tasks SARSed activities	Linguistic Resources	Assessment & integration	Time allotted
FIVE - ONCE UPON A TIME							7 w e e k s 21

	1 annual 1 copy	<p>Students will be able to:</p> <ul style="list-style-type: none"> *listen and respond to a tale *read and respond to a short narrative * illustrate the importance of a blurb * read and interpret a literary portrait *describe people’s physical appearance and personality features *read/write about literary figures * read and interpret a poem/a folktale *express literary preferences * write: <ul style="list-style-type: none"> - a book review - a biography - the summary of a story - a personal narrative/a short story/ a folktale/a poem 	<p style="text-align: center;">Interacting</p> <p style="text-align: center;">Interpreting</p> <p style="text-align: center;">Producing</p>	<ul style="list-style-type: none"> *Interpreting pictures/ book covers *Asking/answering questions * Table-filling *Gap –filling *Writing a paragraph using notes 	<p>Grammar:</p> <ul style="list-style-type: none"> *Past simple and past continuous using “when”, “while” *Relative pronouns “who”, “whom”, “which” <p>Lexis:</p> <ul style="list-style-type: none"> - “Beside”, “Besides” - Describing people: dreamy, flashing, eyebrows... <p>Phonology:</p> <ul style="list-style-type: none"> *Stress in three-syllable words *Pronunciation of final ‘ed’ *Asking for and giving directions: Excuse me, go straight... 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>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.</i></p>	hours	
		PROJECT PRESENTATION						Peer assessment
		Third term exams						
		Correction of the third term examination and remediation						

Level: Secondary Education : Year One (SE1)

Stream: Scientific and Technological Stream

Time devoted: 3 hours /week

GLOBAL COMPETENCE

At the end of SE1, the learner will be able to produce written/oral messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words, using written or oral support

First term

UNIT	THEME/ Topic	Learning objectives	Disciplinary Competency	Communicative tasks SARSed activities	Linguistic Resources	Assessment & integration	Time allotted
Diagnostic assessment							SEPT week 2
ONE - GETTING THROUGH	Project: Making a job application booklet/Creating a web page/Writing a letter/ an e-mail						6 weeks 18hours

	Intercultural Exchanges	<p>Students will be able to :</p> <ul style="list-style-type: none"> * speak/write about means of intercultural exchanges (computer, internet, telephone...) * Name the main parts of a computer. * write a paragraph on the advantages and drawbacks of Internet. * manipulate some common means of intercultural exchanges. *identify the different types of letters. *write a letter or an e-mail. * differentiate between formal and informal letters and write messages on that way. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *labelling *ordering instructions * Filling in a form and writing an application letter *responding to an e-mail/ advert *Recognizing the layout / Writing an application letter * conducting interviews * giving opinion * agreeing /refusing. 	<p>Grammar:</p> <ul style="list-style-type: none"> *The imperative. *Sequencers: first, next... *Modals: need to, have to. *Comparatives of adjectives and adverbs: less/ more +adj + than. *Expressing purpose: in order to, so as to ,to . *Frequency adverbs: always, often... *Degree adverbs : very , quite ... *Reflexive pronouns : myself , yourself ... *Modals: have to , had to , must * Extreme adjectives: boiling exhausted... *- Types of pronouns: subject, object,... 	<p><i>I- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p>	
--	--------------------------------	---	--	--	---	--	--

ONE - GETTING THROUGH	Intercultural Exchanges	<ul style="list-style-type: none"> *state point of view and justify it *write short notes to invite, refuse and accept invitation. *write short notes to express sympathy and apology. *write a letter of inquiry. * write about advantages and drawbacks of the internet *fill in a résumé (CV). *write a letter of application. *hold a telephone conversation. *- Write some class rules. *express obligation. *express purpose. 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>		<ul style="list-style-type: none"> *Prepositions of time and place: in , on , at ... *Correlative conjunctions : Neithernor / eitheror / bothand ... *Definite and indefinite articles: a , an , the , Ø. *Instructing & comparing *Expressing preferences & purpose. *Describing people’s regular activities. *Describing a place. *Expressing obligation: must /have to.... *Inviting / accepting and refusing invitation. *Apologising. Lexis: <ul style="list-style-type: none"> * related to computing and messages * voc. related to description: to the west, to the north, it’s bordered..... - Phone tactics: phone number, I’m afraid.... Phonology: <ul style="list-style-type: none"> *Intonation in polite requests. *Stress in two syllables words 	<p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p>	

	PROJECT PRESENTATION	Peer assessment	
TWO: OUR FINDINGS SHOW	Project: Conducting a survey		6 w e e k s

Communication – The Press	<p>Students will be able to:</p> <ul style="list-style-type: none"> *speak/write about means of communication (TV, newspapers, magazines ...) * compare sensational newspapers with serious ones *conduct surveys * read and interpret reports, newspaper articles and graphs *write a report/an article * record the main ideas of a survey * write about people’s reading habits *conduct an interview *Summarize what people say (report statements, questions, orders, greeting..) * express a point of view/ opinion * make requests/suggestions / recommendations. *narrate a story reporting the events of an accident *write a memo 	<p>Interacting</p> <p>Interpreting</p> <p>Producing</p>	<ul style="list-style-type: none"> *Filling in a questionnaire * Summarizing dialogues *choosing the appropriate Reporting verbs. *Asking for and giving information. 	<p>Grammar:</p> <ul style="list-style-type: none"> *Degree adverbs : quite , absolutely... *Direct & indirect speech: questions, orders, requests, modals... *Quotation marks . *Reporting verbs :suggested /ordered *Adverbs of manner: politely, fast... *Adjectives *Giving advice/ inviting. *Expressing like and dislikes Expressing contrast: on the contrary, but... <p>Phonology:</p> <ul style="list-style-type: none"> *Stress in compound words: newspaper *Stress shift (from noun to adjective) *Silent letters: would... *Pronunciation of final « s » / « ed » *Formation of words with suffixes ‘ful’/‘ less’ 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p>	18 hours
	First term exams					
	Correction of the first term examination and remediation					

		PROJECT PRESENTATION	Peer assessment	
WINTER HOLIDAYS				

THIRD TERM

UNIT	THEME/ Topic	Learning objectives	Disciplinary Competences	Communicative tasks SARSed activities	Linguistic Resources	Assessment & integration	Time allotted	
FOUR - EUREKA	Innovation and Technology and famous scientists / inventors	Project: Making an invention profile/ Writing a biography about a scientist						
		<p>Students will be able to:</p> <ul style="list-style-type: none"> *speak /write about: <ul style="list-style-type: none"> - inventions, discoveries and developments in technology - the development of telecommunications - the evolution of an invention - scientists and their inventions or discoveries - the historical background of the invention of a washing machine * state/identify advantages and drawbacks of some inventions * Take sides in a debate * make an oral presentation of a product from product specifications * write a business letter *write an opinion letter * Write a biography about a scientist 	<p style="text-align: center;">Interacting</p> <p style="text-align: center;">Interpreting</p> <p style="text-align: center;">Producing</p>	<ul style="list-style-type: none"> *Interpreting a picture * Table- filling *Note- taking * Making an oral presentation or writing a paragraph from notes *Asking /answering questions *Matching * Write a paragraph out of a flow chart 	<p>Grammar:</p> <ul style="list-style-type: none"> * <i>Express concession:</i> “ however”, “although” ... * <i>Use definite and indefinite articles</i> *<i>Express result:</i> so+ adj+ that *<i>Describe an object:</i> shape, colour, etc. - <i>Dimensions:</i> deep, width... *<i>Relative pronoun</i> “whom” <p>Lexis</p> <ul style="list-style-type: none"> * related to telecommunication <p>Phonology</p> <ul style="list-style-type: none"> *<i>Intonation in indirect questions</i> *Stress of words ending in: y + ical 	<p><i>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</i></p> <p><i>2-After 3/4 weeks of teaching, learners will be able to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work.</i></p>	<p>7</p> <p>w</p> <p>e</p> <p>e</p> <p>k</p> <p>s</p> <p>21</p> <p>hours</p>	

		- present a product.					
--	--	----------------------	--	--	--	--	--

		PROJECT PRESENTATION	Peer assessment	
		Third term exams		
		Correction of the third term examination and remediation		