

**Democratic and Popular Republic of Algeria**  
**Ministry of National Education**

**General Inspectorate of Pedagogy**

**Department of Basic Education**

**Planning Learning**

**English**

**Key Stage 3/Level 4**

**Middle School**

**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 plans as a complementary tool to the reference documents in use in basic education cycles (Primary – middle). The present document is thus intended to facilitate understanding and implementation of the curriculum as clearly stated in the support documents. These plans 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 plans to put them into practice. Moreover, these pedagogical tools are intended to be a road map that unifies the vision of the teaching and learning process through the different sequences.

## **Methodological Note**

The results of the national consultation on assessment presented at the national conference held on April 29th, 2017, highlighted the need to review the current assessment practices. A necessity reinforced by the field follow-up reports of the inspectors, which revealed imbalances in the implementation of the curricula due to ineffective reading and associated interpretations. This fact has prompted the General Inspectorate of Pedagogy to provide practitioners with tools that illustrate the vision, dispel misinterpretations and allow for educational performance improvement, which is one of the axes of the reform namely the training of trainers and professionalization of the main actors of the education system.

The tools designed by the General Inspectorate of Pedagogy include: the annual learning plan, the annual pedagogic assessment plan and the annual continuous assessment plan for each of the subjects of primary and middle school education in the key stages concerned by the implementation of the re-written curriculum.

### **1- 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.

### **2- The Yearly Pedagogic Assessment Plan**

The yearly pedagogic assessment plan is a plan that synchronizes the learning implementation process with the verification of the competency development. It starts from the target competency, which is framed by standards that include the three following aspects: knowledge, methodology and values. These standards allow for both learning assessment and assessment of the learner’s effort and offer opportunity to provide learners with objective and constructive feedback.

### **3- The Yearly Continuous Assessment Plan:**

This plan is another means to help teachers assess the learners’ performance during the term. They can evaluate their learners’ performance in relation to the achieved objectives in the frame of the topic dealt with.

# **Planning Learning**

## **English**

**Key Stage 3/Level 4**

**Middle School**

Level: <b>Key stage 3 / MS 4</b>		Time devoted: <b>3 hours and a half ( 3 hours + 1 hour tutorial session once per 2 weeks)</b>	
<p><b>Exit Profile:</b> By the end of the middle school cycle, the learner will be able to interact ,interpret and produce oral and written messages/texts of average complexity ,of a descriptive, narrative ,argumentative and prescriptive type ,using verbal and non verbal supports written texts ,audio and visual aids in meaningful situations related to his environment and interests.</p>			
<b>VALUES</b>		<b>CROSS-CURRICULAR COMPETENCES</b>	
<p><b>National identity:</b> The learner can use the markers of his identity to value our country, and communicate about teenage dressing habits (traditional and modern) different dwelling types.</p> <p>❖ He is proud of our writers and poets and our oral heritage ( fables, legends, proverbs ... )</p> <p>❖ He praises the beauty and diversity of the historical and religious places in Algeria attracting visitors from all over the world.</p> <p><b>National conscience:</b> ❖ The learner demonstrates his respect for the nation's symbols and his readiness to protect them</p> <p>❖ He behaves as a responsible and committed citizen</p> <p>❖ He is aware of the need to respect and protect his environment</p> <p>❖ He enhances our cultural heritage and is proud of our Algerian figures and heroes known for their culture and spirit of peace and openness to the world.</p> <p><b>Citizenship :</b></p> <p>❖ He can share his knowledge of dietary restrictions for religious reasons for the sake of tolerance and acceptance of others.</p> <p><b>Openness to the world :</b> ❖ He is keen on communicating about outstanding figures (historians, scientists, artists, writers, champions,...) and any person ( well-known or anonymous) for their involvement in humanitarian action, at the national level or worldwide.</p>		<p><b>1. Intellectual competency:</b> The learner can use his critical thinking skills when gathering information for learning and project work -he can understand and interpret verbal and non-verbal messages ☞ He can solve problem situations using a variety of communication means ☞ He can show creativity when producing oral and written messages ☞ He can show some degree of autonomy in all areas of learning</p> <p><b>2. methodological competency :</b> ☞ He can work in pairs or in groups ☞ He can use strategies for listening and interpreting oral discourse ☞ He can develop effective study methods , mobilize his resources efficiently and manage his time rationally ☞ He can use information and communication technology whenever he needs it for learning and research ☞ He can evaluate himself ☞ He can evaluate his peers</p> <p><b>3. communicative competency:</b> ☞ He can use drama and role-play to communicate appropriately ☞ He can use information and communication technology such as blogs , websites page , discussion forums , platforms to interact with learners of other cultures -he can use information and communication technology such as blogs , websites page , forums of discussion , to interact with learners of other cultures ☞ He can process digital data</p> <p><b>4. personal and social competencies :</b> ☞ He is aware of his role and others' role in the development of projects ☞ He is keen in 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</p>	
<b>Domains</b>		<b>Oral- Written</b>	
<b>Target competencies</b>		☞ In a situation of meaningful communication, the learner will be able to <b>interact and produce oral messages/ texts</b> of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support.	
		☞ In a situation of meaningful communication, the learner will be able to <b>interpret oral or written messages/ texts</b> of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support	
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term	Projects	Topics	Learning Sequence	Planning Learning	Estimated Time												
1	Writing about one's personal experience	Me	Me And my Personality and Experiences	<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b>  <b>EXAMPLE:</b> You are celebrating a family event (wedding, anniversary,..). While looking at photos and watching some videos; you start talking about intense moments and emotional past events as well as experiences warmly kept in your heart. You come across some pictures or scenes that remind you of one of your family members who missed the event.</p> <p><b>Situation2 :learning ❖PPU/PDP lessons ( language &amp; reading and writing)</b></p> <table border="1"> <thead> <tr> <th>Learning objectives</th> <th colspan="2">Communicative tasks</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>-Make a portrait</li> <li>-Express likes and dislikes in arts, cinema, music, and the digital/ electronic devices</li> <li>- Talk about hobbies</li> <li>- Write a report on events, facts, experiences (embarrassing and positives ones)</li> </ul> </td> <td colspan="2"> <ul style="list-style-type: none"> <li>-A portrait</li> <li>-Writing a narrative account of your past experience.</li> <li>-Writing a journal</li> <li>-An interview</li> <li>-An oral presentation/</li> <li>-Monologue</li> </ul> </td> </tr> <tr> <th>Grammar</th> <th>Lexis</th> <th>Pronunciation</th> </tr> <tr> <td> <ul style="list-style-type: none"> <li>-The present simple, past simple and simple future(review)</li> <li>-The past continuous tense</li> <li>-The past continuous and past simple tense in a narrative</li> <li>-The present perfect with or without time markers ((always, ever, never, just)</li> <li>-Comparative of equality/ inferiority (as...as/not as...as)</li> <li>-Qualifiers(review and expansion)</li> <li>-Ing form after verbs of feeling (like/ love/ dislike/ hate)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>-topical lexis</li> <li>-Basic Lexis( words and expressions/formulaic language)</li> <li>-Polite forms/greetings -</li> <li>-Personality adjectives ( review and expansion)</li> <li>-Suffixes :adj / ful</li> <li>-Collocations (accident words: get hit/break a bone/ twisted ankle....to discuss dreamt misfortune: get lost/run out of money...)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>-/ŋ/ sound</li> <li>-Weak and strong forms of the auxiliaries was, were, can, do and have: /hæv/, /həv /, / əv/, /wɒz/, /wəz/, /wɜː/, /wə/.</li> </ul> </td> </tr> </tbody> </table>	Learning objectives	Communicative tasks		<ul style="list-style-type: none"> <li>-Make a portrait</li> <li>-Express likes and dislikes in arts, cinema, music, and the digital/ electronic devices</li> <li>- Talk about hobbies</li> <li>- Write a report on events, facts, experiences (embarrassing and positives ones)</li> </ul>	<ul style="list-style-type: none"> <li>-A portrait</li> <li>-Writing a narrative account of your past experience.</li> <li>-Writing a journal</li> <li>-An interview</li> <li>-An oral presentation/</li> <li>-Monologue</li> </ul>		Grammar	Lexis	Pronunciation	<ul style="list-style-type: none"> <li>-The present simple, past simple and simple future(review)</li> <li>-The past continuous tense</li> <li>-The past continuous and past simple tense in a narrative</li> <li>-The present perfect with or without time markers ((always, ever, never, just)</li> <li>-Comparative of equality/ inferiority (as...as/not as...as)</li> <li>-Qualifiers(review and expansion)</li> <li>-Ing form after verbs of feeling (like/ love/ dislike/ hate)</li> </ul>	<ul style="list-style-type: none"> <li>-topical lexis</li> <li>-Basic Lexis( words and expressions/formulaic language)</li> <li>-Polite forms/greetings -</li> <li>-Personality adjectives ( review and expansion)</li> <li>-Suffixes :adj / ful</li> <li>-Collocations (accident words: get hit/break a bone/ twisted ankle....to discuss dreamt misfortune: get lost/run out of money...)</li> </ul>	<ul style="list-style-type: none"> <li>-/ŋ/ sound</li> <li>-Weak and strong forms of the auxiliaries was, were, can, do and have: /hæv/, /həv /, / əv/, /wɒz/, /wəz/, /wɜː/, /wə/.</li> </ul>	<p>11 Weeks 37 H ( both sequences)</p>
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<p><b>Situation3 : Learning to Integrate ❖PPU ( I learn to Integrate) group work</b>  <b>Example:</b> You experienced an embarrassing moment in your sports club during an inter-school sports competition (match loss / unfair referee / player absence...). The sports teacher, who didn't attend the match, asked you to write a report.</p> <ul style="list-style-type: none"> <li>-a video of the match</li> <li>-pictures</li> <li>-investigation /-match statistics</li> </ul>																	

		<p>My prospects and Initiatives</p>	<p><b>Situation4 : Integration ❖ PDP ( I Think and Write + self assessment) solo work</b>                  Your English teacher has just awarded you for the remarkable progress you’ve made. Prepare a speech to talk about your experience: efforts, challenges, strategies... in order to motivate your classmates.                  Support:</p> <ul style="list-style-type: none"> <li>Your portfolio (study plans, study skills, time management...)</li> </ul>					
<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b></p>								
<p><b>Example:</b>Your school guidance counselor asked all MS4 learners to fill in the stream-options form concerning their future education. After having made a choice inform your guidance counselor about your projects and dreams.</p>								
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<p><b>Example:</b> The teacher informs you about the UNESCO contest about the best project “The School of my Dreams”., Talk about your future plans in case you win.                  Support: UNESCO website</p>								

				<p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</b> It's the end of the term. Your teacher asks you to reflect on your learning experience. Write about expectations for the coming term. / Support : Learning log / quizzes/tests/exams/projects</p>													
2	Design an advert about charity campaign	My World	Healthy Food	<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b> <b>Example:</b> The town council has organized a school contest to raise children's awareness of the negative effects of junk food. From the set of materials provided(pictures, graphs, newspaper articles, CDs, videos ,etc) identify these effects, then devise a leaflet and give recommendations and advice to stop the excessive consumption of junk food by children (this can be for a balanced diet/ a low- calorie menu) or a poster with your comments to prevent food poisoning</p>	10weeks												
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<p><b>Situation3 : Learning to Integrate ❖ PPU ( I learn to Integrate)</b> <b>Example</b> Many unethical behaviours are daily witnessed during the fasting month (Ramadhan).More and more people complain about this situation but they do not act. The religious authorities of your town have decided to raise people's awareness about food waste and price rises during this sacred month. As an active citizen, you want to participate in this campaign .<b>Conduct a survey in your neighborhood /town about these bad manners.</b></p>																	
<p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</b> <b>Example:</b>Your schoolmates are very sad because of the poor scores of your football team in the local championship. Some players can't keep up with the rhythm of the game. They are very tired during the half time as they are addicted to unhealthy food habits. The head-teacher wants to improve the school team performance.He is seeking your advice to change the players'' eating habits. <b>Suggest an ideal balanced menu.</b> Support: food pyramid</p>																	



<b>3</b>	<i>The World</i>	<i>The Digital world: Online Travelling</i>	<p><b>Situation1 : Initial ❖PDP lesson(s) (listening &amp; speaking)</b>  <b>Example:</b> You are among the best learners who were selected by the Ministry of National Education for a trip to Los Angeles. You are curious to know about this city. Conduct a research on the net to find out more information about the places of interest, the landmarks, food...</p>			<b>7 weeks</b>						
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			<ul style="list-style-type: none"> <li>-Describe famous landmarks</li> <li>-Describe famous figures</li> <li>-The passive voice(past simple tense)-</li> <li>Compare cooking habits</li> <li>-The superlative</li> <li>-Discourse markers(review and expansion):</li> <li>-chronology, cause and effect, opposition</li> <li>-concession (unlike, whereas)</li> </ul>	<ul style="list-style-type: none"> <li>-Basic lexis( words and expressions/ formulaic language):- lexis related to travel/tourism</li> <li>-types of landmarks (monument /mosque/ tower / bridge /castle/temple...)</li> <li>-Names of international landmarks/ famous figures</li> <li>-strong adjectives to describe and value landmarks</li> <li>-word formation</li> </ul>	<ul style="list-style-type: none"> <li>-triphthongs</li> <li>-Consonant cluster</li> </ul>							
<p><b>Situation3 : Learning to Integrate ❖ PPU ( I learn to Integrate)</b>  <b>Example :</b> You are planning to travel abroad for your next Summer holidays. Your parents still hesitate on the destination but there is a country which you have always dreamed of visiting. Try to persuade them that it is the best destination. Write the conversation and act it out.                  Support/-pictures -videos</p>												
<p><b>Situation4 : Integration ❖ PDP (I Think and Write + self assessment) solo work</b>                  A group of foreign students are visiting your home town next month. Your teacher asked you to design a touristic leaflet about the best places, monuments, food, figures...                  Support/ -a sample of a touristic leaflet/-the map of your hometown</p>												

# **Yearly Plan of Assessment**

## **Key Stage 3/ MS4**

**Yearly Plan of Assessment/ MS 4**

Periods	Domains	Target Competencies	Descriptors Of Implementation
First term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support.	<p><b>The pupil can:-</b> ask questions and answer briefly</p> <ul style="list-style-type: none"> <li>- deal with situations related to his personal life and experience and his community.</li> <li>- use familiar expressions relating everyday situations , and simple sentences in a spontaneous way.</li> <li>-ask and Can speak about his plans and projects .</li> <li>- Can give his opinion , give and understand instructions, ask for and give help, etc.</li> </ul>
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>-understand instructions in easy classroom language</li> <li>- guess meaning of instruction from context.</li> <li>- understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interest (sports, hobbies), his needs ,wants, expectations..), current events occurring in the world ,etc</li> <li>- read, understand and anticipate meaning in clearly stated opinions and view points</li> <li>- understand a personal letter written in simple and easy English .</li> <li>- understand written texts and involving prediction of narration , personal stories, feelings, wishes.</li> </ul>
	Production of oral and written messages	In a situation of meaningful communication , the learner will be able to produce oral or written messages / text o descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.	<p><b>The pupil can:</b> -describe facts in short narrative texts relating to the learner’s environment, family ,school; work ,experiences and events (past and present )</p> <ul style="list-style-type: none"> <li>- produce different types of texts (descriptive, narrative , argumentative and prescriptive) of a medium length /complexity using a wide range of connectors and time sequencers (first, and, but, because, so, the, next ,finally)</li> <li>- write a personal letter or an email to describe his environment, his life...</li> </ul>
Second Term	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ text of descriptive, narrative prescriptive or argumentative type , using written, visual or oral support. .	<p><b>The pupil can:</b> - ask for and give information about food.</p> <ul style="list-style-type: none"> <li>-make recommendation for a healthy diet / table manners.</li> <li>-give instructions.</li> <li>-Compare and contrast food items.</li> <li>-describe food habits.</li> <li>-Ask for and give advice</li> <li>-Defend positive actions</li> </ul>

	<b>Interpretation of oral and written messages</b>	In a situation of meaningful communication, the learner will be able to interpret oral or written messages/ text of descriptive, narrative , prescriptive or argumentative type , using written, visual or oral support. ,	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>- read ,understand and anticipate meaning in clearly stated opinions and view points</li> <li>- understand a personal letter written in simple and easy English .</li> <li>- understand written texts and involving prediction of narration , personal stories, feelings, wishes.</li> <li>-read and understand general ideas and details in easy texts, written in simple language with familiar vocabulary and lexical expressions and related to healthy food</li> <li>-understand the gist of a story, the narrator’s ideas and opinions clearly expressed, a simple letter describing a person, narrating or predicting an event</li> </ul>
	<b>Production of oral and written messages</b>	In a situation of meaningful communication , the learner will be able to produce oral or written messages / text of descriptive, narrative, prescriptive or argumentative type , using written, visual or oral support.	<p><b>The pupil can.:</b></p> <ul style="list-style-type: none"> <li>- write simple instructions for recipes ,instructions for use, itinerary ;etc...</li> <li>- produce coherent writing and generate ideas</li> <li>- build conversation/role play/interview</li> <li>-defend positive actions</li> </ul>
<b>THIRD TERM</b>	<b>Oral interaction</b>	In a situation of meaningful communication, the learner will be able to <b>interact and produce orally very short messages/ texts</b> of descriptive types using written, visual or oral support.	<p><b>The pupil can:-</b>Describe famous landmarks / outstanding figures</p> <ul style="list-style-type: none"> <li>-compare coking habits / monuments</li> <li>-exchange information on the web</li> </ul>
	<b>Interpretation of oral and written messages</b>	In a situation of meaningful communication, the learner will be able to <b>interpret very short oral or written messages / texts</b> of descriptive type using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>- understand medium dialogues on familiar subjects ( the ones dealt with in the previous domain)</li> <li>- understand short texts with illustrations (audio or visual: picture, graph, map, etc.)</li> <li>Information transfer from a network research</li> </ul>
	<b>Production of oral and written messages</b>	In a situation of meaningful communication, the learner will be able to <b>produce very short oral or written messages / texts</b> of descriptive type using written, visual or oral support.	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>- write a medium length descriptive paragraph on environmental sites, Landmarks and monuments, outstanding figures in history , literature and arts</li> <li>-compare food and dishes around the world</li> <li>-express cause and effects / opposition / concession (unlike / whereas)</li> </ul>

# **Ongoing Assessment Plan**

**Key Stage 3 / MS4**

**Ongoing Assessment Plan ❖MS4**

ملاحظات	التعلم المستهدفة بالتقويم	المقطع	الميدان	الأسبوع	الفصل	المستوى
The situation is based on the learning objectives of sequences 1 and 2 and incorporates the topics and linguistic resources dealt with in these sequences.	A new complex situation that provides context for meaningful communication related to the learner's personality features and school life and experiences (ambarassing and positive ones) Prospects and initiatives(Career/education/ambitions/projects...). Hobbies : (Cinema, literature, theatre, , fashion, music , and the digital/ electronic devices)	<b>Me</b>  Me And my Personality and Experiences Prospects and Initiatives	Productive competence	Third week of November (3 <sup>ème</sup> semaine de novembre)	الأول	
The situation is based on the learning objectives of sequences 3 and incorporates the topics and linguistic resources dealt with in this sequence.	A new complex situation that provides context for meaningful communication related to the learner's personal world ( Citizenship / commitment with charity clubs/ helping hand /respect of others. Healthy food and table manners/Family advice )	<b>My World</b>  Healthy Food	Productive competence	Third week of February (3 <sup>ème</sup> semaine de février)	الثاني	السنة الرابعة متوسط
The situation is based on the learning objectives of <b>all sequences</b> and incorporates the topics and linguistic resources dealt with in these sequences.	A new complex situation that provides context for meaningful communication related to the learner's country and the world ( Travelling /compare food and dishes around the world /Landmarks and monuments /Outstanding figures in history, literature and arts)	<b>The World</b>  The Digital World On Line Travelling	Productive competence	Fourth week of April (4 <sup>ème</sup> semaine d'avril)	الثالث	

