

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

Ministère de l'Education Nationale

INSPECTION GENERALE DE LA PEDAGOGIE

DIRECTION DE L'ENSEIGNEMENT FONDAMENTAL

YEARLY PLANS

ENGLISH

GRADE :4

MIDDLE SCHOOL

September 2018

INTRODUCTION

Dans le cadre de la rentrée scolaire 2018-2019, l'Inspection Générale de la Pédagogie met à la disposition des inspecteurs et des enseignants des outils de travail sous forme de plans pédagogiques annuels. Ces outils complètent les supports de référence officiels qui sont déjà utilisés dans les cycles primaire et moyen. Conformément à l'esprit et à la dynamique des réformes pédagogiques actuelles, ils visent à faciliter la lecture, la compréhension et l'exécution des programmes dans le but d'améliorer la qualité de l'enseignement. Ces planifications ont pour visée, également, d'unifier le mode de structuration des contenus lors de l'élaboration des séquences d'apprentissage dans l'esprit de ce que recommandent les nouveaux programmes et les orientations des documents d'accompagnement. D'un point de vue méthodologique, ces outils de planification pédagogique permettront d'asseoir une représentation commune du parcours d'apprentissage dans les séquences à travers les étapes de contextualisation des enseignements-apprentissages dans le cadre de situations de départ, d'installation, de mobilisation et d'intégration des ressources à des fins de transfert des compétences dans les situations de la vie.

Ces documents de travail complémentaires sont présentés ainsi :

- plans annuels de construction des apprentissages ;
- plans annuels de l'évaluation pédagogique ;
- plans annuels du contrôle continu.

Les différents plans sont conçus de façon à articuler de manière cohérente les dimensions liées à la préparation des apprentissages, à l'évaluation pédagogique et au contrôle continu. Il est attendu des inspecteurs qu'ils accompagnent les professeurs, notamment les enseignants débutants, dans la mise en œuvre effective de ces plans dans les classes d'anglais.

Methodological note

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 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.

re-written curriculum.

1- The annual learning plan

The annual learning plan is a comprehensive plan of a program of study within an educational project 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 annual pedagogic assessment plan

The annual 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.

YEARLY LEARNING PLAN

KEY STAGE 3 / MS 4

Level: Fourth Year Middle School (4MS) Keystage 3 Time devoted: Learners: 3 hours and a half (3 hours + 1 hour tutorial session once per 2 weeks) Teacher: 4 hours per class	
Exit Profile: 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 The learner can: <i>-Understand the main points of a familiar text on personal and cross-curricular topics.</i> <i>-Describe, in speech and writing, experiences and events giving some simple explanations for opinions or plans related to his/her background.</i> <i>-Produce short simple connected speech on familiar topics or personal interest.</i>	
<p style="text-align: center;">VALUES</p> <p><u>National identity:</u> The learner can use the markers of his identity when introducing himself to others: name, nationality , language, religion , flag, national currency ...</p> <p><u>National conscience:</u> He can speak about our school days, weekend and national public holidays (historic, religious, etc)</p> <p><u>Citizenship</u> :He shows respect for the environment and protects it continually</p> <p><u>Openness to the world</u> : He is keen on learning about others’ markers of identity</p>	<p style="text-align: center;">CROSS-CURRICULAR COMPETENCES</p> <p><u>1.Intellectual competency</u>/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</p> <p><u>2.methodological competency</u> : 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</p> <p><u>3.communicative competency</u>: 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</p> <p><u>4.personal and social competencies</u> : 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</p>
Domains	Oral- Written – Both
Target competencies	In a situation of meaningful communication, the learner will be able to interact and produce oral messages/ texts 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 interpret oral or written messages/ texts 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 produce oral or written messages/ texts of descriptive, narrative, prescriptive or argumentative type, using written, visual or oral support

FIRST TERM

Learning Sequence	Topics	Projects	Planning Learning			Estimated Time
Sequence One	ME AND MY PERSONALITY AND EXPERIENCES		EXAMPLE: 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.			11 weeks (both sequences) 37 hours
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			Learning objectives	Communicative tasks		
			-Make a portrait - Write a report on events, facts, experiences (embarrassing and positives ones -Express likes and dislikes in arts, cinema, music, and the digital/ electronic devices - Talk about hobbies	-A portrait -Writing a narrative account of your past experience. -Writing a journal -An interview -An oral presentation/ -Monologue		
			Grammar	Lexis	Pronunciation	
			-The present simple, past simple and simple future(review) -The past continuous tense -The past continuous and past simple	-topical lexis -Basic Lexis(words and expressions/formulaic language) -Polite forms/greetings -	-/ŋ/ sound -Weak and strong forms of the auxiliaries was, were, can, do and have:	

			<p>tense in a narrative</p> <p>-The present perfect with or without time markers ((always, ever, never, just)</p> <p>-Comparative of equality/ inferiority (as...as/not as...as)</p> <p>-Qualifiers(review and expansion)</p> <p>-Ing form after verbs of feeling (like/ love/ dislike/ hate)</p>	<p>-Personality adjectives (review and expansion)</p> <p>-Suffixes :adj / ful</p> <p>-Collocations (accident words: get hit/break a bone/ twisted ankle....to discuss dreamt misfortune: get lost/run out of money...)</p>	<p>/hæv/, /həv /, / əv/, /wɒz/, /wəz/, /wɜ:/, /wə/.</p> <p>-</p>	
<p>Week of Integration / Assessment and Remediation</p>						
<p>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> <p>-a video of the match</p> <p>-pictures</p> <p>-investigation /-match statistics</p> <p> </p> <p>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.</p> <p>Support:</p> <p>Your portfolio (study plans, study skills, time management...)</p>						

Learning Sequence	Topics	Project	Planning Learning			Estimated Time
Sequence Two	ME My prospects and Iniatitives	A Moudjahid Account	Example: Your school guidance counselor asked all MS4 learners to fill in the stream-options form concerning their future education. After having made a choice with the help of your parents, you want to inform your guidance counselor about your projects and dreams.			
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			Learning Objectives	Communicative Tasks		
			Give information/respond to question about me: -My dreams, my project -Career education - and the digital/ electronic devices -Speculating - Predicting future actions -Expressing condition	-An application letter -A letter of motivation -An interview -An oral presentation / monologue -Role play -Make a speech		
			Grammar	Lexis	Pronunciation	
			-Conditional type 1 -(Present simple / future simple) -Future simple (review) -Time conjunctions	-Basic lexis(words and expressions/ formulaic language) : polite forms / greetings../ -Topical lexis related to: career/projects /dreams/ hopes/expectation -Suffixes: ‘er’, ‘ist’,’ ian’ and ‘or’ to form -names of jobs and occupations.	-Rising and falling intonation in requests. /kən/, /kæn/, /du: / and /də/. -vowel sounds(review and expansion)	

			<p>genres of movies (fiction/nonfiction /adventure...)</p> <p>genres of music/books</p> <p>-Prefixing adjectives (negative meaning: dis /un/in/ <i>il/ir/im</i>)</p>	
			<p align="center">Week of Integration /Assessment and Remediation</p>	
			<p>Example: The teacher informs you about the UNESCO contest about the best project “The school of my dreams”. If you win a scholarship, talk about your future plans. Support: UNESCO website</p>	
			<p align="center">-</p> <p>It’s the end of the term; your teacher asks you to reflect on your learning experience. Write about your strengths, weaknesses and expectations for the coming term. <u>Support : Learning log / quizzes/tests/exams/projects</u></p>	
<p align="center">FIRST TERM EVALUATION</p>				

SECOND TERM

Learning Sequence	Topics	Project	Planning Learning		Estimated Time
Sequence Three	My World HEALTHY FOOD Healthy food and table manners Family advice <				

			Grammar	Lexis	Pronunciation	
			-comparative (regular &irregular adjs) -imperative (recipes) -Sequencers -should/shouldn't	-Topical lexis -Basic lexis(words and expressions/ formulaic language): polite forms/greetings../ Foods used in the Algerian dishes -Nouns and verbs used to describe and discuss Algerian dishes /	- -Diphthongs -Strong and weak form in polite forms - Silent letters	
			Week of Integration /Assessment and Remediation			
			Example:			
			<p>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.</p> <p>As an active citizen, you want to participate in this campaign .</p> <p>Conduct a survey in your neighborhood /town about these bad manners.</p>			
			<p><u>Example:</u></p> <p>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.</p> <p>The headteacher wants to improve the school team performance .He is seeking your advice to change the players' eating habits.</p>			

			Suggest an ideal balanced menu.	
			Support: food pyramid	
SECOND TERM EVALUATION				

Support: food pyramid

SECOND TERM EVALUATION

THIRD TERM

Learning Sequence	Topics	Project	Planning Learning			Estimated Time
Sequence Four	Online Travelling: Forums of discussion Networks and Web sites on: Food and dishes around the world Landmarks and monuments Outstanding figures in history, literature and arts		Example: 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. So, you conduct a research on the net to find out more information about the places of interest, the landmarks, food...			7 weeks 25 hours
			Learning Objectives	Communicative Tasks		
			-Seek exchange information on the web -Compare cooking habits -Describe famous landmarks -Describe famous figures	-information transfer -e-mailing -chatting/networking -forums/blogs -leaflets/ads		
			Grammar	Lexis	Pronunciation	
			-Describe famous landmarks -Describe famous figures -The passive voice(past simple tense)- Compare cooking habits -The superlative -Discourse markers(review and expansion): -chronology, cause and effect, opposition -concession (unlike, whereas)	-Basic lexis(words and expressions/ formulaic language):- lexis related to travel/tourism -types of landmarks (monument /mosque/ tower / bridge /castle/temple...) -Names of international landmarks/ famous figures -strong adjectives to describe and value landmarks -word formation	-triphthongs -Consonant cluster	

			Week of Integration /Assessment and Remediation	
			<u>Example:</u> 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	
			- 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	
THIRD TERM EVALUATION				

Yearly plan of Assessment
key stage Three (MS4)

Middle School Key stage 3 (**MS4**)

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>Can:</p> <ul style="list-style-type: none"> - ask questions and answer briefly - deal with situations related to his personal life and experience and his community. - use familiar expressions relating everyday situations , and simple sentences in a spontaneous way. -ask and Can speak about his plans and projects . - Can give his opinion , give and understand instructions, ask for and give help,etc.
	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>Can:</p> <ul style="list-style-type: none"> -understand instructions in easy classroom language - guess meaning of instruction from context. - 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 - read, understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of naration , personal stories, feelings ,wishes. -

	Production of oral and written messages	<p>.</p> <p>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>	<p>Can:</p> <ul style="list-style-type: none"> -describe facts in short narrative texts relating to the learner’s environment, family ,school; work ,experiences and events (past and present) - 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) - write a personal letter or an email to describe his environment, his life...
SECOND TERM	Oral interaction	<p>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>	<p>Can:</p> <ul style="list-style-type: none"> - ask for and give information about food. -make recommendation for a healthy diet / table manners. -give instructions. -Compare and contrast food items. -describe food habits. -Ask for and give advice -Defend positive actions(
	Interpretation of oral and written messages	<p>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>	<ul style="list-style-type: none"> - can : - read ,understand and anticipate meaning in clearly stated opinions and view points - understand a personal letter written in simple and easy English . - understand written texts and involving prediction of narration , personal stories, feelings ,wishes. - Can: * 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 * 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

	Production of oral and written messages	<p>.</p> <p>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>	<p>Can:</p> <ul style="list-style-type: none"> - write simple instructions for recipes ,instructions for use, itinerary ;etc... - produce coherent writing and generate ideas - build conversation/role play/interview -defend positive actions
THIRD TERM	Oral interaction	In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/ texts of descriptive types using written, visual or oral support.	<p>- Can:</p> <ul style="list-style-type: none"> -Describe famous landmarks / outstanding figures -compare coking habits / monuments -exchange information on the web
	Interpretation of oral and written messages	In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of descriptive type using written, visual or oral support.	<p>- Can:</p> <ul style="list-style-type: none"> * understand medium dialogues on familiar subjects (the ones dealt with in the previous domain) * understand short texts with illustrations (audio or visual: picture, graph, map, etc.) <p>Information transfer from a network research</p>
	Production of oral and written messages	In a situation of meaningful communication, the learner will be able to produce very short oral or written messages / texts of descriptive type using written, visual or oral support .	<p>- Can :</p> <ul style="list-style-type: none"> - write a medium length descriptive paragraph on environmental sites, Landmarks and monuments, outstanding figures in history , literature and arts -compare food and dishes around the world -express cause and effects / opposition / concession (unlike / whereas)

ONGOING ASSESSMENT PLAN
KEY STAGE THREE (MS4)

المخطط السنوي للمراقبة المستمرة لمادة اللغة الإنجليزية- السنة الرابعة من التعليم المتوسط

المستوى	الفصل	الأسبوع	الميدان	المقطع	التعلمات المستهدفة بالتقويم	ملاحظات
السنة الرابعة متوسط	الأول	Third week of November (3ème semaine de novembre)	Productive competence	ME AND MY PERSONALITY AND EXPERIENCES Prospects and Initiatives	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)	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.
	الثاني	Third week of February (3ème semaine de février)	Productive competence	MY WORLD Citizenship	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)	The situation is based on the learning objectives of sequences 3 and incorporates the topics and linguistic resources dealt with in this sequence.
	الثالث	Fourth week of April (4ème semaine d'avril)	Productive competence	THE WORLD The digital world On line travelling	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)	The situation is based on the learning objectives of sequence 4 and incorporates the topics and linguistic resources dealt with in this sequence.