

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

Ministère de l'Education Nationale

INSPECTION GENERALE DE LA PEDAGOGIE

DIRECTION DE L'ENSEIGNEMENT FONDAMENTAL

YEARLY PLANS

ENGLISH

GRADE :1

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 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 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 ONE (MS1)

PLAN ANNUEL DES APPRENTISSAGES D'ANGLAIS – 1^{er} AM

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 descriptive type, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests. The learner can: -Understand simple messages related to concrete situations, his/her immediate environment and needs. -Ask and answer simple questions about topics related to their age and interest provided that the other person speaks clearly and is prepared to help -Use very basic phrases, short sentences to talk and write about personal experiences (family likes...)	
VALUES <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 ... <u>National conscience:</u> He can speak about our school days, weekend and national public holidays (historic, religious, etc) <u>Citizenship :</u> He shows respect for the environment and protects it continually <u>Openness to the world :</u> He is keen on learning about others' markers of identity	CROSS-CURRICULAR COMPETENCES 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 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 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 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 – Both
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>

Learning Sequences	Topics	Projects	Planning Learning					Estimated time
Sequence 1	MEAND MYFRIENDS	My Family	Situation1: Starting off / Initial					11 WEEKS FOR BOTH SEQUENCES- 28 hours
			Example:You want to join an international friendship blog . The members of the blog want to know about you. Introduce yourself to them.					
			Situation2: Installing Resources (PDP and PPU lessons)					
			Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks	
			* Greet people *Introduce myself *Give information/ * Respond to questions about me: my age, my	*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	*Lexis related to greeting : hi /hello... *Question words: What? /where ? *Glad/nice *Lexis related to colours	/a/ /ɪ/ /aɪ/ /ei /	- Labelling - Email - Role play - Songs - Games - Fill in an ID card family tree	
			Situation3: Integration (Learning to integrate - situation of integration)					
			Example: You are a new member of your school blog , your friends want to know more about you. Introduce yourself to them.					
			Situation4: Assessment					
			Remediation					
			Sequence 2	MEAND MY FAMILY	Profile	Situation1: Starting off / Initial		
Example: Jack is your new epal 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.								

			Situation2: Installing Resources (PDP and PPU lessons)							
			Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks			
			*Give information/respond to SE questions about me : - My age , class, hometown - My preferences(food, clothes) *Ask and give information about: My family (parents, brothers and sisters)	*Present simple tense with the verbs: to live, to go to like (I like / I don't like) *Numbers from 14 to 100 *Articles a/ an /the) *Use of simple sentence pattern (memorised/ modelled ones: affirmative and interrogative) *Use of question words (who ? , what ? , where ?) *Demonstratives : this / that, it	* Basic lexis (words and expressions) related to family, school things, clothes , food, jobs	/e/ /ɪ : / / θ/ / ð / Aspirated "h" Intonation in "wh" question.	- Email - Role play - Family tree/ Tagging - Songs - Poster - cartoons - Family game - information transfer			- - - - - - fam
			Situation3: Integration (Learning to integrate - situation of integration)							
			Example: You are a member in an international friendship blog. Your e-pals wants to know more about you and your family . Post your information to tell about you : name ; age , and your family : name , job , age ..							
			Situation4: Assessment							
			Remediation							

Sequence 3	ME AND MY DAILY ACTIVITIES	My school presentation	<p>Situation1: Starting off / Initial</p> <p>Example: You received a message from your e-pal Jack . He tells you about his leisure activities . He wants to know about your leisure activities .</p> <p>Send him a reply and tell him about your leisure activities at week ends.</p> <p>Situation2: Installing Resources (PDP and PPU lessons)</p> <table border="1"> <thead> <tr> <th>Learning Objectives</th><th>Grammar</th><th>Lexis</th><th>Pronunciation</th><th>Communicative Tasks</th></tr> </thead> <tbody> <tr> <td> *Tell the time *Talk about daily activities *Talk about leisure activities at school </td><td> *Discourse markers : today, every..., now *The present simple tense with concrete , routine actions *Wh' questions ,yes / no questions </td><td> *Lexis related to daily activities , digital time , leisure activities </td><td> The pronunciation of : /h/ ,/s/ , /z/ ,/vz/ </td><td> - Role play - Games - Email - Songs - Interview </td></tr> </tbody> </table> <p>Situation3: Integration (Learning to integrate - situation of integration)</p> <p>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.</p> <p>Situation4: Assessment</p> <p>Remediation</p>	Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks	*Tell the time *Talk about daily activities *Talk about leisure activities at school	*Discourse markers : today, every..., now *The present simple tense with concrete , routine actions *Wh' questions ,yes / no questions	*Lexis related to daily activities , digital time , leisure activities	The pronunciation of : /h/ ,/s/ , /z/ ,/vz/	- Role play - Games - Email - Songs - Interview	10 weeks for both sequences -25 hours
Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks										
*Tell the time *Talk about daily activities *Talk about leisure activities at school	*Discourse markers : today, every..., now *The present simple tense with concrete , routine actions *Wh' questions ,yes / no questions	*Lexis related to daily activities , digital time , leisure activities	The pronunciation of : /h/ ,/s/ , /z/ ,/vz/	- Role play - Games - Email - Songs - Interview										

Sequence 4	ME <
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Sequence 5	ME, MY COUNTRY AND THE WORLD	My Country Profile/ A Tourist Brochure	Situation1: Starting off / Initial				
			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				
			Situation2: Installing Resources (PDP and PPU lessons)				
			Learning Objectives	Grammar	Lexis	Pronunciation	Communicative Tasks
			*Ask and give information about : • My country • (currency/ flag/national and religious days * Other countries (nationalities/ Flags / currencies/celebration days)	*The articles : -indefinite / a/ an – definite/the * Plural forms *Recycling: Preposition of location :in *The auxiliaries to be / to have *The present simple with related concrete details about countries and celebrations	*Basic lexis (words and expressions) related to countries : flags , currencies , celebrations (national , religious and others)	/p /, /b/ “ph” /f:/ *Silent “p” *Silent “ b” / n/ ,ɔ:/ , / ao/	- Interview Email - Role play - Songs - Poster - leaflets
			Situation3: Integration (Learning to integrate - situation of integration)				
			Example: this an e-mail from Kathleen . Read it and help your partner to write a reply to Kathleen.				
			<ul style="list-style-type: none">Give them an e-mail				
Situation4: Assessment							

7weeks -18 hours

7weeks -18 hours

YEARLY PLAN OF ASSESSMENT
KEY STAGE ONE (MS1)

PLAN DE L'EVALUATION PEDAGOGIQUE D'ANGLAIS- 1^{ER} PALIER1°AM

Middle School Year One (**1AM**)

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 orally very short messages/texts of descriptive types using written, visual or oral support.	- Can: *Greet people, introduce himself/herself, * Respond to questions about himself/herself : name, age, class , hometown, preferences (food and clothes),family *Ask about a new friend's name
	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.	– Can: * Interpret significant details in a conversation and in simple short texts on topics dealt with in the previous domain *understand short texts with illustrations (audio or visual: picture, graph, map, etc.)
	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 .	– Can: *Give information/respond to questions about himself/ herself : age, class, family (parents, brothers sisters) etc. using simple phrases and sentences * fill out a form and give simple details *Maintain a conversation with an interlocutor
SECOND 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.	- Can: *Tell the time *Talk about daily activities *Talk about leisure activities at school
	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.	– can : *understand significant details in a conversation and in short texts dealing with topics dealt with in the previous domain *use paraphrases to make himself understood

	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 .	<ul style="list-style-type: none"> – can : * write about his preferences, daily activities , leisure activities , etc. on a postcard or in an email using short phrases and sentences (subject + verb + object)
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.	<ul style="list-style-type: none"> - Can: *ask and give information about: <ul style="list-style-type: none"> - Algeria (currency/ flag/national and religious days - Other countries (nationalities/ Flags / currencies/celebration days)
	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.	<ul style="list-style-type: none"> – Can: * understand very short dialogues on familiar subjects (the ones dealt with in the previous domain) * understand short texts with illustrations (audio or visual: picture, graph, map, etc.)
	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 .	<ul style="list-style-type: none"> – Can : * write a simple message on a postcard or in an email about Algeria using *short phrases with simple vocabulary Transform messages from verbal to nonverbal and vise versa

ONGOING ASSESSMENT PLAN
KEY STAGE ONE (MS1)

PLAN ANNUEL DU CONTROLE CONTINU 1^{er} PALIER (1AM)

remarks	Targeted learnings for assesement	Sequence	domain	week	term	grade
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 personal life (name, age, address , school, likes, friends and relatives)	ME AND MY FAMILY	Productive competence	Third week of November (3 ^{ème} semaine de novembre)	First	Year one
The situation is based on the learning objectives of sequences 3 and 4 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 personal environment (school, school regulations; house; habits and preferences) .	ME AND MY SCHOOL	Productive competence	Third week of February (3 ^{ème} semaine de février)	second	
	A new complex situation that provides context for meaningful communication related to the learner's enlarged environment (common places in her/his town, famous places in our country, national days and religious celebrations....)	ME , MY COUNTRY AND THE WORLD	Productive competence	Fourth week of April (4 ^{ème} semaine d'avril)	third	