الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المفتشية العامة للتربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

التدرّجات السنوية

المادة: لغة إنجليزية

المستوى: السنة الثالثة ثانوي

الشعب :علوم تجريبية/رياضيات/تقني رياضي/تسيير و اقتصاد

سبتمبر 2022

مقدمة:

تعدّ التدرجات السنوية أداة بيداغوجية لتنظيم وضبط عملية بناء الموارد الضرورية وإرسائها وإدماجها وتقويمها من أجل تنصيب الكفاءات المستهدفة في المناهج التعليمية مع تحديد سبل ومعايير التقويم وطرق المعالجة.

وحتى تستجيب هذه التدرجات السنوية لمختلف المستجدات التنظيمية البيداغوجية، فإنه يتوجب مراجعتها وتحيينها عند الاقتضاء.

ضمن هذا السياق، وفي إطار التحضير للموسم الدراسي **2022 ـ 2023**، وسَعيا من وزارة التربية الوطنية لضمان جودة التّعليم وتحسين الأداء التربوي البيداغوجي،وإثر إقرار العودة إلى تنظيم التمدرس العادي بعد التنظيم الاستثنائي الذي فرضته الأوضاع الصحية جراء وباء كوفيد 19 الذي مسّ بلادنا على غرار بلدان العالم، تضع المفتشية العامة للتربية الوطنية بالتنسيق مع مديرية التعليم الثانوي العام والتكنولوجي، بين أيدي الممارسين التربويين التدرجات السنوية للتعلمات كأداة عمل مكمّلة للسّندات المرجعية المعتمدة، والمعمول بها في الميدان في مرحلة التعليم الثانوي العام والتكنولوجي، بغرض تيسير قراءة المنهاج وفهمه وتنفيذه، وتوحيد تناول مضامينه كما هو منصوص عليه.

وتجسيدا لهذه المعطيات، نطلب من الأساتذة قراءة وفهم مبدأ هذه التدرجات السنوية من أجل وضعها حيز التنفيذ، كما نطلب من السيدات والسادة المفتشين التدخّل باستمرار لمرافقة الأساتذة لتعديل أو تكييف الأنشطة التي يرونها مناسبة وفق ما تقتضيه الكفاءة المستهدفة.

Level: Secondary Education: Year Three (SE3) Streams: Common streams Time devoted: 3 Hours a week
EXIT PROFILE **At the end of SE3, the learner will be able to produce oral /written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 20 lines, using written or oral support.**

Unit	Theme / Topic	Time
1. Ill-Gotten Gains Never Prosper	Ethics in Business	7weeks / 21hours
2. Safety First	Advertising, Consumers and Safety	7weeks / 21hours
3. It's a Giant Leap for Mankind	Astronomy and the Solar System	7 weeks / 21 hours
4. We are a Family	Feelings and Emotions	5weeks / 15hours

Methodological note

The educational curricula and their accompanying documents state in their preambles important pedagogical orientations related to their implementation. However, the adoption by the Ministry of time-bound linear annual distributions of the programs and the field practices showed their limits. This led to the necessity to provide an alternative for effective learning by the implementation of learning progressions.

Unlike the yearly distributions, which impose the date, time, the number of sessions in order to respond to the desire to unify content, the pace of programs' achievement, deadlines for official exams, the learning progressions focus on the syllabus implementation methods. The latter take into account the learners' learning pace, their abilities and learning autonomy.

In these progressions, the pre-requisites are highlighted in order to draw teachers' attention to the importance of the learners' background knowledge while preparing lessons and help them regulate their teaching.

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Guidelines for implementation:
- The items in bold refer to pre-requisites.
- At the beginning of each unit, teachers are requested to check the level of assimilation of the pre-requisites through a diagnostic test and regulate their teaching accordingly

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Ethics in Business **Unit 1: ILL GOTTEN GAINS NEVER PROSPER**	**- Interact orally** **- interpret an oral / written message** **-produce oral /written messages**	**Students will be able to :** *discuss and define the concept of ethics in business *express wishes *make a public statement about how to fight corruption *raise awareness about the negative effects of counterfeiting *develop a sense of active citizenship (the pupil as a conscious consumer) * write an opinion article *debate on the importance of ethics in business * identify and define the concept of ethics in other professional contexts *speak/write about social auditing in business * write a policy statement to inform potential fund contributors about an ethical investment fund	**Lexis:** related **to** corruption, fraud and counterfeiting **Grammar**: ***** Expressing condition using: Provided/providing that/as long as *Expressing wish and desire with "wish" , "It's high time" ***Asking for / giving advice/ warning using: should, ought to, had better** ***Present simple and present continuous passive.** ***Expressing cause and result using**: **because, So, as a result, thus, consequently** *expressing result using: "so+ adj +that", "such+noun/noun phrase+that" ***Expressing obligation and necessity with must/have to** **Morphology:** **-** Forming nouns by adding suffix "**-ty**" and **"ity"** to adjectives - Forming opposites by adding prefixes: "**dis-**", "**il-**"… **Phonology:** - Pronouncing words ending in "ics". - stress shift .	* Interpreting a picture (identifying the unethical practice illustrated) * Gap-filling (definition of lexical items related to fraud and corruption *Writing a public statement using a spider map *Answering questions on a text about counterfeiting *Filling in a word map with words related to fraud *Writing an opinion article following the outlined procedure in the diagram provided *Expanding notes to make a speech in favour of ethics in business *Responding to a text on social auditing and ethics in business * Using guidelines contained in a diagram and a checklist of expanding note to write a policy statement	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written). eg: writing a policy statement or group work.	**7 weeks** **21 hours**
PROJECT OUTCOME	**Example: Writing a charter of ethics in business. Or refer back to the textbook for alternative projects.**					

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Theme and unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Advertising, consumers and safety **Unit 2 : Safety First**	**- Interact orally** **- interpret an oral / written message** **-produce oral /written messages**	SWABT: *explore the impact of advertising on consumers. * make hypotheses about future changes *raise awareness about safety and consumption in modern societies. *write an expository article about food safety worry. * Write a consumer's report *debate issues related to the effects of advertising on people *prepare and deliver an argumentative speech. * interpret, react to and create an advert * Write a letter of complaint	* **Lexis:** **-** related to adverts and holidays - Language of persuasion. -opposite items related to consumption and safety. ***Grammar**: - may, might, could, can used to express hypotheses. -expressions of certainty &doubt. -dependent prepositions. **- present simple** **- gerund** **-because, since, as, because of, owing to,…** **-as a result, consequently, therefore,…** **-reported speech with simple tenses and modals.** **-reporting requests, orders...** **-expressions of concession**. **-conditional type 1**+unless - Imperative -excessive quantifiers (too many..) ***Morphology:** **-Forming adjectives with the suffix "y"** * **Phonology** - Silent letter	The tasks should be made more communicative providing opportunities for speaking. - Designing pie charts/ graphs/ posters - Writing an argumentative speech - Prescribing a set of rules - creating commercials - Writing a dialogue on pros and cons of advertising	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) eg: write an article about the pros and cons of advertising and state your personal opinion	**7weeks** **21 hours**
Project Outcome	**Example: Making a survey on the impact of advertising on Algerian consumers. Or refer back to the textbook for alternative projects.**					

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Theme and unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Astronomy and the Solar System **Unit 3 : "It's a Giant Leap for Mankind"**	**- Interact orally** **- interpret an oral / written message** **-produce oral /written messages**	- discuss the importance of satellites for present-day societies. -Use the metric system. -Make an oral presentation of a heavenly body. -discover how the universe/ outer space is organized -Compare and contrast - make suppositions and set hypotheses. -make a speech in defence of an opinion. - distinguish between different types of reasoning in argumentative texts - Use deductive and concessive reasoning to write a short article.	*Lexis related to: dimensions, size and weight *Grammar: - making suppositions using conditional type 2 OR "suppose / what if" - **Concession: however, even though, etc**. - expressing similarities and differences using: whereas, while, like, unlike, etc -state and action verbs *Morphology: -plural form - Word formation * Phonology: pronunciation of final "ed"	*Brainstorming *Whole class discussion *Information transfer *Cohesion (reference) *Sentence ordering using *cohesive devices to express: - Cause/effect - Purpose - Contrast - Concession *Selecting relevant ideas and drafting *Editing	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, provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) Eg: write a newspaper article about the pros and cons about the huge budget devoted to space exploration.	**7weeks 21hours**
Project Outcome	**Designing an astronomy booklet (a short presentation of the history of space travel, ID cards about two major planets in our solar system, a short imaginary dialogue with a famous astronomer). Or refer back to the textbook for alternative projects.**					

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Feelings, Emotions , Humour and related topics **Unit 4 :** **WE ARE A FAMILY**	**- Interact orally** **- interpret an oral / written message** **-produce oral /written messages**	SWABAT: *explore the concepts of love, happiness, friendship , generosity ,… *develop understanding of the concept of humour. *raise awareness about the importance of emotions/ feelings for the development of the individual. * develop understanding of the expression of feelings across different cultures and societies.	**Lexis : related to the theme.** **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…)** ***Quantifiers: a lot of, a great deal of , few, little, 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** ***Self + noun / adj** **Phonology:** **-Pronunciation of the final "ed"** **-Silent letters**	*Listening to a lecture about friendship and ordering the notes * Re-ordering paragraphs to get a coherent public statement *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 *comparing behaviours and attitudes	**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, , provide students with a situation where they mobilize and reinvest what has been learned in the unit (oral or written) Eg: write a speech to promote the values of fair play, tolerance and respect.	**5 weeks** **15 hours**
Project Outcome	**Examples: -design a webpage to establish contact with students of their age** **-have a panel discussion on friendship ,love, generosity, selfishness** **-write a play involving humour, sarcasm - write a love song/poem** **-select one or two characters of friendship and love from a play/ novel/ film and write about them** **-create a network of friends through the web -write an essay /a poem on the topic of "Love your country"**					

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