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

الشعبة : آداب وفلسفة / لغات أجنبية

سبتمبر 2022

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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.

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Level: Secondary Education: Year Three (**SE3**)
Streams: Literature and Philosophy and Foreign Languages
Time devoted: 4 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. Ancient Civilizations	Exploring the past	7 weeks / 28 hours
2. Ill-gotten gains never prosper	Ethics in Business	7 weeks / 28 hours
3. Schools : Different and Alike	Education in the world	7weeks / 28 hours
4. We are a Family	Feelings and Emotions	5weeks / 20hours

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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**

Themeand Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
EXPLORING THE PAST **Unit 1 :** **Ancient civilizations**	**- Interact orally** **- interpret an oral / written message** **-produce oral /written messages**	**Students will be able to :** ***i**dentify the five major ancient civilizations *talk about the rise and fall of ancient civilizations * describe people's past habits, lifestyles and achievements *Speak/write about world heritage sites *write about the challenges faced by modern civilization * speak/write about the contributions of civilizations to the progress of mankind *present a historical account about the development of a civilization * recite a version of ancient beliefs and myths using related vocabulary and the past simple tense.	**Lexis related to :** *the rise and fall of civilizations (verbs) * beliefs and myths. **Grammar:** * Past simple / Past perfect (time conjunctions) ***Used to / Had to / Was/were able to …** ***Articles: the , a , an , zero a** ***Quantifiers: Few/little….** ***Comparatives and superlatives of quantifiers** *Expressing concession using: though, in spite of, but, however… **Morphology:** *Forming opposites of words using prefixes "**de**" and "**dis**" -Forming words using **suffixes –ic**, -**ment, -y , -able,** –ed…. ***Forming adjectives (well+ past participle) .** **Phonology:** * **Pronunciation of 'ch' and final "-ed**" ***Stress shift (nouns/verbs)**	*Reading a map to identify the represented ancient civilizations *Drawing the wheel of civilizations and ordering the civilizations chronologically *Gap-filling (use of verbs related to the rise and fall of civilizations) *Filling in a spider map about achievements in Islamic civilization *Completing a network tree about the major threats to our civilization	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 about the contributions of civilizations to the growth of man	**7 weeks** **28 hours**
Project Outcome	**The goal is to explore the rise and collapse of civilisations** **Examples : -draw the wheel of civilisation** **-make a timeline from the most ancient civilisations (Chinese, Sumerian, Aztek, Egyptian, etc)to the most modern ones** **-display the timeline on a bulletin board**					

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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** **28 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
Education in the World: Comparing Educational systems **Unit 3 :** **SCHOOLS DIFFERENT AND ALIKE**	**- Interact orally** **- interpret an oral / written message** **-produce oral /written messages**	**SWBAT :** ***** Discuss issues related to education and the choice of careers. *speak/write about ways to improve our educational system *****identify the characteristics of different educational systems *compare the different educational systems in the world * state what educational systems have in common at world level * write an expository article on the causes and effects of examination stress on students *identify the techniques of an oral summary.	* **Lexis** related to education ***Grammar:** ***If-conditional: types 1,2,3** *****Expressing warning using " unless" ***Expressing desire and wish: I wish I were/ I had** ***Asking for and giving advice: should, ought to, If I were you** ***Expressing obligation : must, have to** *Expressing similarities and differences with: like, unlike, whereas,…. * **Comparatives**. ***Reported speech** **Morphology:** *collocations with "**school**" and "education" * **Forming adjectives with suffixes : "ive"** and "**al"** **Phonology:** ***Pronouncing final "s"**	*Speaking/writing about one's ideal school using a spider map * Designing a home-page for the lycée. (describing my school) * Writing a checklist of recommendations for the Baccalaureate examination * Paragraphing ideas *making an oral summary based on note-taking	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 to compare between two different educational systems in the world.	**7 weeks** **28 hours**
Project Outcome	**The goal is to increase understanding of educational systems in the world** **Examples :-be involved in a panel discussion** **- make a survey on different systems of education in the same country (eg; USA) ; in countries from northern and southern hemispheres** **-write reports comparing different systems in the world** **-make "commercial" flyers on this theme**					

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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, some of us , 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** **20 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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