الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للبيداغوجيا

التدرّجات السنوية مادة اللغة الانجليزية

السنة الثانية ثانوي علوم تجريبية/ رياضيات / تقني رياضي

جويلية 2019

موقع عيون البصائر التعليمي

Level: Secondary Education: Year Two (SE2)

Streams: Scientific

Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Theme	Unit
1- Peace and Conflict Resolution	- Make Peace
2- Poverty and World Resources	- Waste not ,want not
3- Technology and Innovation	- Budding scientist
4- Disasters and Safety	- No Man is an Island

Introduction:

In an attempt to improve the quality of both teaching and the pedagogical performance for the 2019/2020 academic year, the Ministry of National Education via the General Inspectorate of Pedagogy has issued the following learning progressions as a complementary tool to the reference documents in use. In addition to the accompanying documents, the present document is thus intended to facilitate understanding and implementation of the curriculum. These progressions also allow the achievement of coherence with the pedagogic assessment plan. Henceforth, practitioners (teachers, inspectors...) are requested to get an insight into the underlying principles of these progressions to put them into practice. The inspectors are expected to accompany teachers, particularly the newly appointed ones.

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.

- -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 / Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
-Peace and Conflict Resolution/	Interactive	-Define the word conflict and list types of conflicts (family, classroom, community, world)Recognize bias and prejudice - Identify and discuss the sources of	-acronyms and abbreviations -ability and possibility using "can" - verb idiom "be able to" in different tenses	-Initiate a debate about conflicts, peace, solutions, using pictures, video) - Interact orally about daily conflicts and their context	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated	
-Make Peace		conflict Express obligation, prohibition, absence of obligation and deduction -Express appreciation	-could/managed to" -Intonation in polite requests and QQ	(conflicts at school, between classmates) - write a poem for a UNESCO competition to denounce prejudice.	exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to	
1.2020	Interpretive	-Talk about abuse of human rights -Discover and use lexis related to peace and conflict -Discover and discuss the role of intern. Org. (UNO) in settling these issues	-primary stress in connected speech - Criticize/ apologize -Should (not) have + PP(v) - obligation: Must / have to / had to + stem	*Teacher may choose a video to clarify the theme (wrong actions.)	mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work (project work).	weeks-21hours
	Productive	-Figure on ways for conflicts resolutions -Analyse what a charter is; focusing on form and context/ analyse style - Distinguish between duties and rights -write a poem denouncing prejudice -set a list of school regulations	- deduction: Must be / have (or their negatives.) + adj / noun prohibition, abs of obligation: mustn't, don't have tolexis related to peace, rights/duties lexis related to human rights: slavery-injustice — abuse- rights- blacks Homonyms			7 wee
Project Outcome	Example: To w	rite a statement of achievements abo		s. Or refer back to the textboo	ok for alternative proje	ets.

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Theme	Targeted	Learning Objectives	Resources	Tasks	Assessment and	Time
/Unit	Competency				Remediation	
Poverty		-Identify natural resources in your	-Passive voice Modals:	-Recognize the greatest	1- Assessment should	
and	Interactive	country and in the world	could/must/should/ ought	conservation challenges	occur at regular intervals	
World		-Demonstrate awareness and	to/	-Explain the concept of sustainable	during the sequence and at	
		understanding of the issue of	-Purpose in order to/so as	development.	the end of the sequence in	
Resources	Interpretive	sustainable development	to/ so that	-Discuss the reasons of poverty in	addition to designated	hours
		-Explain the concept of sustainable	-Sequencers: first, then	the world and list reasons and ways	exam periods	hot
		development	-Why don't you? if I were	for the preservation of natural	2- After 3/4 weeks of	21
	Productive	and its relationship with	you	resources	teaching, learners must be	
		environmental issues	-You'd better It would	-Analyse the impact of	trained on how to mobilize	weeks-
		-Discuss and suggest a fair way of	help if	technological development on	their resources and	we
		sharing non-renewable sources of	-Present perfect; Present	people	reinvest them in a	7
		energy	and past simple	-Write a press release	problem-solving situation,	
		-Discuss the issue of equality and	-Suggesting: Could/	-Write the presentation of solar	through pair work or	
-Waste not,		sharing wealth (solidarity towards	May/might	home	group work (project	
Want not		deprived people).	-Form nouns (poor/	-Write a paragraph using the four	work).	
		- Explore ways natural resources are	poverty) hungry/scarce	types of sentences studied in the		
		shared in your country and in the	/homeless	reading passage:		
		world	- 'The' (before collective	advert / commercial		
		- Enrich their lexical memory with	nouns (the poor)	newspaper / magazine		
		new words related to the topic of the	-Final 's 'as /s/	article		
		unit.	-Final 'ed' pronunciaton			
Project	Example : W	rite a charter against poverty				
Outcome	_	ake a poster with alternative en	ergies. Or refer hack to	the textbook for alternative pro	niects.	
Sucome	141	and a poster with anternative en	orgics. Or refer buck to	me tempoon for diteriative pro	0,000	

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Theme /	Targeted	Learning Objectives	Resources	Tasks	Assessment and	Time
Unit	Competency				Remediation	
Technology and Innovation	Interactive Interpretive Productive	-Identify and discuss how advancements in technology have changed the world positivelyDiscuss issues related to human discoveriesRead and respond to an expository	- If conditional (type 0/1) - Comparative form of adjectives - Other functions of conditional type 1 (threat, advice, promise,	-Listen and analyse the structure and/ or take notes to write a summary -Read about scientific experiments and analyse/study the impact on people's life/ development/ Explain	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods	S.I
Dodd'r -	Troductive	text about an experiment -Examine how technology is used for the welfare of human beings/ Explain	prediction, offer) - Forming adjectives using suffixes (ial, ful,	famous individual contributionsWrite a paragraph to describe the physical properties of a natural	2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and	eeks- 21 hou
-Budding Scientist/		the impact of technologyExplain famous individual contributions - make suggestions - write a letter seeking and giving advice	ical, ic, able, ous, ible) - Diphthongs -Stress in words ending with: -gy, -ical, -ics, -tion, - ic Intonation in complex	resource (e.g.: water) -write letter to ask for advice -Write a reply making suggestionsWrite a reply revealing contingency plan.	reinvest them in a problem-solving situation, through pair work or group work (project work).	7 we
Project	Fyample • M	ake and present/report on a sci	sentences with if.	te a report about the positive in	nnact of technology on l	numan
Outcome	being.	take and present/report on a ser	enunc experiment/ wir	te a report about the positive in	inpact of technology on i	iuman
Outcome	O	k to the textbook for alternative	projects.			

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Theme /	Targeted	Learning Objectives	Resources	Tasks	Assessment and	Time
Unit	Competency				Remediation	
Disasters and Safety	Interactive	-List types of disasters and where they occur - Quote someone	-Reporting statements / questions / orders (past tenses)	-listening to a radio interviewmanaging through a conversationtaking turns in an interview.	1- Assessment should occur at regular intervals during the sequence and at	
Bulley	Interpretive	-Explain the importance of safety rules and conduct (especially in	-Had better-ought to- should-if I were you	- reading a report -interpreting a pie chart.	the end of the sequence in addition to designated	
No Man is an Island	Productive	disasters) - Express interest and surprise - Disagree politely - Ask for and give advice and information on the right behaviour during a disaster - conduct an interview and report its results (Write a report) -Write a report using a pie chart Write a public announcement on earthquake safety measures.	-Link words expressing cause -Topical lexis -silent letters -Final /ed/ pronunciation	-interpreting a pie chartwriting a public announcementwriting an opinion article.	exam periods 2- After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work (project work).	7 weeks- 21 hours
Project	Example : Co	-Write an opinion article onduct a survey focusing on peo	ple's readiness to face na	tural or man made disasters. (Dr refer back to the text	book
Outcome	for alternativ		r			

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

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المفتشية العامة للبيداغوجيا

التدرّجات السنوية مادة اللغة الانجليزية السنة الثانية ثانوي تسيير و اقتصاد

جويلية 2019

Level: Secondary Education: Year Two (SE2)

Streams: Economy and Management

Time devoted: 3 Hours a week

EXIT PROFILE

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Theme	Unit
1. Peace and Conflict Resolution	- Make Peace
2. Poverty and World Resources	- Waste not ,want not
3. Technology and Innovation	- Budding scientist
4. Management and Efficiency	- Business is Business

Introduction:

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Theme /Unit	Targeted Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
/OIIIt	Competences				Kemediadon	
Peace and Conflict Resolution Make Peace	Interactive Interpretive Productive	-Define the word conflict and list types of conflicts (family, classroom, community, world)Recognize bias and prejudice - Identify and discuss the sources of conflict Express obligation, prohibition, absence of obligation and deduction -Express appreciation -talk about abuse of human rights -discover and use lexis related to peace and conflict -discover and discuss the role of intern. Org. (UNO) in settling these issues -figure on ways for conflicts resolutions -Analyse what a charter is; focusing on form and context/ analyse style - distinguish between duties and rights -write a poem denouncing prejudice -set a list of school regulations	-acronyms and abbreviations -ability and possibility using "can" - verb idiom "be able to" in different tenses -could/managed to" -Intonation in polite requests and QQ -primary stress in connected speech - Criticize/ apologize -Should (not) have + PP(v) - obligation: Must / have to / had to + stem - deduction: Must be / have (or their negatives.) + adj / noun prohibition, abs of obligation: mustn't, don't have tolexis related to peace, rights/duties lexis related to human rights: slavery-injustice — abuse- rights- blacksHomonyms	-interact about conflicts, peace, solutions, using pictures, video) - oral interaction about daily conflicts and their context (toabout conflicts at school, between classmates) - write a poem for a UNESCO competition to denounce prejudice. *Teacher may choose a video to clarify the theme (wrong actions.)	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, learners must be trained on how to mobilize their resources and reinvest them in a problemsolving situation, through pair work or group work (project work).	7 weeks- 21hours
Project Outcome	Example : write	a statement of achievements	about Nobel Peace Prize w	inners. Or refer back to the t	textbook for alternative proje	ects.

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- 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	Targeted	Learning Objectives	Resources	Tasks	Assessment and	Time
Unit	Competences				Remediation	
Poverty and World Resources Waste not, Want not	Interactive Interpretive Productive	-identify natural resources in your country and in the world -Demonstrate awareness and understanding of the issue of sustainable development -Explain the concept of sustainable development and its relationship with environmental issues -Discuss and suggest a fair way of sharing non-renewable sources of energy -Discuss the issue of equality and sharing wealth (solidarity towards deprived people) explore ways natural resources are shared in your country and in the world - Enrich their lexical memory	-Passive voice Modals: could/must/should/ ought to/ -in order to/so as to/ so thatSequencers: first, thenWhy don't you? if I were youYou'd better It would help ifPresent perfect; Present and past simple -Suggesting: Could/ May/might -Form nouns (poor/ poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) -Final 's 'as /s/ -Final 'ed' pronunciaton	-Explain the concept of sustainable developmentRecognize the greatest conservation challenges -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources -Write a press release -Write the presentation of solar home -Analyse the impact of technological development on people -Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial	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, learners must be trained on how to mobilize their resources and reinvest them in a problemsolving situation, through pair work or group work (project work).	7 weeks- 21hours
		with new words related to the topic of the unit.		-newspaper / magazine article		
Project	Example: Write	a charter against poverty				
Outcome	Make	a poster with alternative ene	ergies. Or refer back to the	textbook for alternative pro	jects.	

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Theme and	Targeted	Learning Objectives	Resources	Tasks	Assessment and	Time
Unit	Competence	G G			Remediation	
	s					
Disasters and Safety No Man is an Island	Interactive Interpretive	-List types of disasters and where they occur - Quote someone -Explain the importance of safety rules and conduct (especially in disasters) - Express interest and surprise - Disagree politely - Ask for and give advice and information on the right behaviour during a disaster - conduct an interview and report its results (Write a report) -Write a report using a pie chart Write a public announcement on earthquake safety measures.	-Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were youLink words expressing cause -Topical lexis -silent letters -Final /ed/ pronunciation	-listening to a radio interviewmanaging through a conversationtaking turns in an interview reading a report -interpreting a pie chartwriting a public announcementwriting an opinion article.	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, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work (project work).	7 weeks- 21hours
		-Write an opinion article				
Project	Example : Co	nduct a survey on people's re	adiness to deal with natura	al or man-made disasters. O	r refer back to the textbook f	for
Outcome	alternative pro	ojects.				

- The items in bold refer to pre-requisites.
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Theme and Unit	Targeted Competenc es	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Management and Efficiency Business is Business	Interactive Interpretive Productive	-Define and explain the concept of efficiency and explain how it helps in company successList basic marketing principlesList different forms of management: web-management vs pyramidal managementDescribe the positive spirit of managementExplore the concept of innovation in management -Enrich their lexical memory with new words related to the topic of the unit.	-Present perfect -The best way tois I don't think I can't agree on this point; You're right, but think Disagreeing: I'm sorry to disagree with you butPassive: the meeting will be held point was discPast and future Imperatives: do this/do that/ I want this to be done /want that to be done today -Be capable OF -Have confidence IN -Deal WITH - Conscious OF -Interested IN -Ready FOR Persuading/Convince/ Suggesting/Advising/ Agreeing/Reporting Making decisions Making previsions Instructing/ Negotiating)	-Identify types of correspondence -Read a text to deduce the meaning -Summarise a dialogue -Act out dialogues making comments -Write a facsimile and a reply -Write an annual report for a company -Write a business report.	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, learners must be trained on how to mobilize their resources and reinvest them in a problemsolving situation, through pair work or group work (project work).	7 weeks- 21hours
Project Outcome	Example: Writ	e a business portfolio or the profile	 e of a good manager. Or refer b	l pack to the textbook for alte	rnative projects.	

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للبيداغوجيا

التدرّجات السنوية مادة اللغة الانجليزية اللغة الانجليزية السنة الثانية ثانوي آداب و لغات أجنبية

جويلية 2019

Level: Secondary Education: Year Two (SE2)

Streams: Foreign Languages Time devoted: 5 hours/week

Exit Profile

At the end of SE2, the learner will be able to produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 150 words, using written or oral support.

Theme	Unit
1- Diversity / Lifestyles	- Signs of the time
2- Peace and Conflict Resolution	- Make Peace
3- Poverty and World Resources	- Waste not ,want not
4-Technology and Innovation	- Budding Scientist
5- Technology and the Arts	- Fiction or Reality
6- Disasters and Safety	- No Man is an Island

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
	Interacting	SWBATo: -Identify and define the	- used to	-read a text to study some	- Assessment should occur at	
Diversity		concept of diversity Explore, compare	-Going to + stem planning to + stem intend to + Stem	language points and use them talk about pre-arranged	regular intervals during the sequence and at the end of the sequence in addition to designated	
Lifestyles	Interpreting	cultural differences among people and their lifestyles throughout time -Compare people's values and accept them as they	Homophones/ Homonyms/final "s" Stress shift from noun to adj -formation of adj	plans or intentions -write a policy - Talk about weather predictions/medicine/dvpt to brainstorm the topic.	exam periods. 2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation,	
Unit 1 : Signs of the Time		areExplore the different contributions of people in the world in many fieldsDefine the concept of twin townsLexis related to the topic	 degree of certainty: might/ might well, may -Relative pronouns, defining vs non-defining relative clauses. - Comparatives and superlatives 	- Write a short dialogue predicting what might happen in different fields/ Make a short commentary on the radio talk - Write a paragraph about their town and possible	through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the	5 weeks- 25 hours
	Producing		-Link words comparing / contrasting (Refer to the programme)	changes in peoples' lifestyles in the future - Interact with pupils about the difference in food habits between the past and now - Identify techniques of avoiding repetition (Synonyms /antonyms /relative pronouns) - compare and contrast people's clothing style evolution.	following aspects: - the issue - the task - the audience- the objective.	
Project	Making a profile	including a list of things a	and thoughts which teenag	- write an email	at they no longer do and have, and pr	edictions

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Theme and	Targeted	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Unit	Competency					
Peace and	Interacting	SWBA to:	acronyms and abbreviations	- interact about conflicts,	- Assessment should occur	
Conflict		-Define the word conflict and	- ability and possibility using	peace, solutions, using	at regular intervals during	
Resolution		list types of conflicts (family,	"can"	pictures, video	the sequence and at the	
110501011011		classroom, community, world).	- verb idiom "be able to" in	- express ability and	end of the sequence in	
		-Discuss and identify the	different tenses	possibility (using «can")	addition to designated	
		sources of conflict.	-could/managed to"	- Use idiom "be able to" as	exam periods.	
		- Discover and discuss the role	- Intonation in polite	substitute to "can" (future,	2-After 3/4 weeks of	
	Interpreting	of intern. Org. (UNO) in	requests and QQ	present perfect, etc)	teaching, learners must be	
		settling these issues	-primary stress in connected	-Use "managed to" to	trained on how to mobilize	
		-Recognize bias and prejudice	speech	express the notion of	their resources and reinvest	
Unit 2:		- Distinguish between duties	- Criticize/ apologize	"achievement / fulfilment"	them in a problem-solving	
Make Peace:		and rights.	-Should (not) have + PP(v)	- identify the different	situation, through pair work	
THANG T CACC.		- Figure on ways for conflicts	- obligation: Must / have to /	functions of the modal	or group work.	
		resolutions	had to + stem	"can" and its substitutes	3- Integration: A situation of	
		-Discover and use lexis related	- deduction: Must be / have (or	(act 2 p is all right)	communication in which the	
		to peace and conflict.	their negatives.) + adj / noun	- write a poem for a	learners reinvest and make	5 weeks-
		-Write a poem denouncing	- prohibition, abs of obligation:	UNESCO competition to	use of the appropriate	25hours
		prejudice	mustn't, don't have to	denounce prejudice.	resources as knowledge,	
	Producing	- Apologise for and criticize	-lexis related to peace,	- oral interaction about	skills and attitudes, whether	
		wrong actions	rights/duties	daily conflicts and their	guided or free, and which	
		- Express obligation,	- Lexis related to human	context (to bring about	should comprise the	
		prohibition, absence of	rights: slavery-injustice –	conflicts at school, between	following aspects: - the issue	
		obligation and deduction	abuse- rights- blacks	classmates)	- the task - the audience- the	
		-Express appreciation	- Homonyms	The activities p 44 are quite	objective.	
		-set a list of school regulations	(Refer to the programme)	all right, so they can be		
		-Analyse a charter; focusing		kept		
		on form and context/ analyse		*Teacher may choose a		
		style		video to clarify the theme		
		-talk about abuse of human		(wrong actions.)		
		rights				
Project	Example: W	rite a statement of achievemen	nts about Nobel Peace Prize v	vinners. Or refer back to t	he textbook for alternative	pr ojects.
Outcome						

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accordingly

accordingly						
Theme and	Targeted	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Unit	Competency					
	Interacting	SWBA to:	-Passive voice Modals:	-Recognize the greatest	1- Assessment should occur	
Poverty and		- Demonstrate awareness	could/must/should/ ought to/in	conservation challenges	at regular intervals during	
World		and understanding of the	order to/so as to/ so that	-Discuss the reasons of	the sequence and at the end	
Resources		issue of sustainable	-Sequencers: first, then	poverty in the world and list	of the sequence in addition	
		development	Why don't you? if I were	reasons and ways for the	to designated exam periods.	
		-Explain the concept of	you	preservation of natural	2-After 3/4 weeks of	
	Interpreting	sustainable development	You'd better It would help	resources	teaching, learners must be	
		and its relationship with	if	-Write a press release	trained on how to mobilize	
		environmental issues	Present perfect; Present and	-Write the presentation of	their resources and reinvest	
		- identify natural resources	past simple	solar home	them in a problem-solving	5
Unit 3:		in your country and in the	-Passive voice Modals	-Analyse the impact of	situation, through pair work or	weeks
Waste not,		world	could/must/should/ ought to/ in	technological development on	group work.	-
Want not		- explore ways natural	order to/so as to/ so that	people	3- Integration: A situation of	25
, , 6,210 2100		resources are shared in your	-Suggesting: Could/	-Write a paragraph using the	communication in which the	hours
		country and in the world	May/might	four types of sentences studied	learners reinvest and make use	
		-Discuss and suggest a fair	-Form nouns (poor/poverty)	in the reading passage	of the appropriate resources as	
		way of sharing non-	hungry/scarce /homeless	- class debate	knowledge, skills and attitudes,	
	Producing	renewable sources of	- 'The' (before collective	- use advert / commercial	whether guided or free, and	
		energy	nouns (the poor)	-newspaper / magazine article	which should comprise the	
		-Discuss the issue of	-Final's 'as /s/ (helps/meets)		following aspects: - the issue -	
		equality and sharing wealth	-Final 'ed' as /id/ (added),		the task - the audience- the	
		(solidarity towards	/d/(studied/wanted), /t/		objective	
		deprived people).	helped, worked;			
		- Enrich their lexical	(Refer to the program)			
		memory with new words				
		related to the topic of the				
		unit.				
Project	Example: Write a c	harter against poverty. Or refer	back to the textbook for alternati	ve projects.		
Outcome						

- -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

eracting	SWBA TO: -Discuss issues related to human discoveriesIdentify and discuss how advancements in technology have changed the world positivelyExamine how technology is used for the welfare of human beings/ Explain the impact of	- If conditional (type 0/1) - Comparative form of adjectives (revision) - Other functions of conditional type 1 (threat, advice, promise, prediction, offer) - Forming adjectives using suffixes (ial, ful, ical, ic, able, ous,	-Read a text to study the languageWrite a paragraph to describe the physical properties of water as a natural resourceListen and analyse the structure and/ or take notes to write a summary -write letter to ask for advice	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, learners must be	
oducing	technologyExplain famous individual contributions - Respond to an expository text about an experiment - make suggestions - Ask for/give advice through letter writing.	ible) - Diphthongs -Stress in words ending with: -gy, -ical, -ics, -tion, - ic Intonation in complex sentences with if. (Refer to the programme)	-Write a reply making suggestionsRead about scientific experiments and analyse /study the impact on people's life/ development/ Explain famous individual contributionsWrite a reply revealing contingency plan. Additional activities: -Match ideas with paragraphs -True /false -Word reference -Find synonyms and antonyms/match words with their synonyms-Table	trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the	4 weeks - 20 hours
			completion Gap filling -MCQ		
odı	g	ucing	ucing	contingency plan. Additional activities: -Match ideas with paragraphs -True /false -Word reference -Find synonyms and antonyms/match words with their synonyms-Table completion Gap filling -MCQ	contingency plan. Additional activities: -Match ideas with paragraphs -True /false -Word reference -Find synonyms and antonyms/match words with their synonyms-Table completion Gap filling contingency plan. resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective

- -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	Tasks	Assessment and Remediation	Time
Technology and the Arts Unit 5: Science or Fiction	Interacting Interpreting Producing	swbat -explain the concept of science fiction - describe book covers/ watch videos related to fiction -list and discuss the topics of sci-fi read a newspaper article about science fiction and identify the basis of sci-fi Give advice / express regrets/ wishes -Write a newspaper article speculating -Ask for and give explanations in a conversation and speculate -Write a commentaryWrite and recite a poem Write an autobiography/Tell about people who contributed to the welfare of humanity	☐ If conditional types 2&3 ☐ Present perfect ☐ Past perfect ☐ If only ☐ Adverbs: well+ past participle Well-informed ☐ Compound words ☐ Phrasal & prepositional words ☐ Emphatic stress(do/did) ☐ Rising & falling intonation with unfinished statement (Refer to the programme)	Past form of may/can is omitted - Review the past simple and past perfect tense -Note taking Instead of personal lament write about an environmental issue.	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, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the	4 weeks 20 hours
Project Outcome	Example: Wri	te a repertory of inventions and d	iscoveries. Or refer back to tl	he textbook for alternative pro	objective	

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Disasters and Safety	Interacting Interpreting	SWBA to: -Explain the importance of safety rules and conduct (especially in disasters) -List types of disasters and where they occur Ask for and give advice and information on the right behaviour during a	-Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were youLink words expressing cause -Topical lexis -silent letters	Additional activities to: 1-Discovering language (mcq/matching /cohesive markers/T-F) 2-listening and speaking:(table filling). 3-reading and writing: -choosing gist -reordering ideas	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, learners must be	
Unit 6 : No Man is an Island	Producing	disaster - Write a report - Quote someone - Express interest and surprise - Disagree politely - conduct an interview and report its results -Write a report using a pie chart Write a public announcement on earthquake safety measuresWrite an opinion article	-Final /ed/ pronunciation (Refer to the programme)	-True/false -find synonyms -close passagelistening to a radio interviewmanaging through a conversationtaking turns in an interview reading a report -interpreting a pie chartwriting a public announcementwriting an opinion article.	trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective	5 weeks 25 hours
Project Outcome	Example: Con	duct a survey. Or refer back to	the textbook for alternative	projects.		

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للبيداغوجيا

التدرّجات السنوية مادة اللغة الانجليزية السنة الثانية ثانوي آداب و فلسفة

جويلية 2019

Level: Secondary Education: Year Two (SE2) Streams: Literary and Philosophy Time devoted: 4 hours/week

Exit Profile

At the end of SE2, the learner will be able produce oral/written messages/texts of descriptive, narrative, argumentative, expository and prescriptive types of about 15 lines, using written or oral support.

Theme	Unit
1- Diversity / Lifestyles	- Signs of the time
2- Peace and Conflict Resolution	- Make Peace
3- Poverty and World Resources	- Waste not ,want not
4- Technology and the Arts	- Fiction or Reality
5 - Disasters and Safety	- No Man is an Island
	- 10 - 1

Introduction:

In an attempt to improve the quality of both teaching and the pedagogical performance for the 2019/2020 academic year, the Ministry of National Education via the General Inspectorate of Pedagogy has issued the following learning progressions as a complementary tool to the reference documents in use. In addition to the accompanying documents, the present document is thus intended to facilitate understanding and implementation of the curriculum. These progressions also allow the achievement of coherence with the pedagogic assessment plan. Henceforth, practitioners (teachers, inspectors...) are requested to get an insight into the underlying principles of these progressions to put them into practice. The inspectors are expected to accompany teachers, particularly the newly appointed ones. *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.

- -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	Targeted	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time				
Unit	Competency									
	Interacting	SWBATo:	- used to	-read a text to study some language	- Assessment should occur					
		-Identify and define the	-Going to + stem planning	points and use them.	at regular intervals during					
Diversity		concept of diversity.	to + stem	- talk about pre-arranged plans or	the sequence and at the					
•		- Explore, compare cultural	intend to + Stem	intentions	end of the sequence in					
Lifestyles		differences among people	Homophones/	-write a policy	addition to designated					
		and their lifestyles	Homonyms/final "s"	- Talk about weather	exam periods.					
		throughout time	Stress shift from noun to	predictions/medicine/dvpt to	2-After 3/4 weeks of					
	Interpreting	-Compare people's values	adj	brainstorm the topic.	teaching, learners must be					
		and accept them as they are.	-formation of adj	- Write a short dialogue predicting	trained on how to mobilize	6 weeks-				
		-Explore the different	- degree of certainty:	what might happen in different	their resources and reinvest	18 hours				
		contributions of people in	might/ might well, may	fields/ Make a short commentary on	them in a problem-solving					
		the world in many fields.	-Relative pronouns,	the radio talk	situation, through pair work					
		-Define the concept of twin	defining vs non-defining	- Write a paragraph about their town	or group work.					
		towns.	relative clauses.	and possible changes in peoples'	3- Integration: A situation of					
Unit 1:		-Lexis related to the topic	- Comparatives and	lifestyles in the future	communication in which the					
Signs of the			superlatives	- Interact with pupils about the	learners reinvest and make					
Time			-Link words comparing /	difference in food habits between the	use of the appropriate					
			contrasting	past and now	resources as knowledge,					
	Producing		(Refer to the	- Identify techniques of avoiding	skills and attitudes, whether					
			programme)	repetition (Synonyms /antonyms	guided or free, and which					
				/relative pronouns)	should comprise the					
				- compare and contrast people's	following aspects: - the issue					
				clothing style evolution.	- the task - the audience- the					
				- write an email	objective.					
Project	Evample: Mala	a a profile including a list of	things and thoughts which	 teenagers used to do and think that	they no longer do and have	and				
Outcome	_			•	they no longer do and have,	anu				
Outcome	predictions for	predictions for the future. Or refer back to the textbook for alternative projects.								

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Theme and	Targeted	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Unit	Competency					
Peace and	Interacting	SWBA to:	acronyms and abbreviations	- interact about conflicts,	- Assessment should occur at	
Conflict		-Define the word conflict and list	- ability and possibility using	peace, solutions, using	regular intervals during the	
Resolution		types of conflicts (family,	"can"	pictures, video	sequence and at the end of	
Resolution		classroom, community, world).	- verb idiom "be able to" in	- express ability and	the sequence in addition to	
		-Discuss and identify the sources of	different tenses	possibility (using «can")	designated exam periods.	
		conflict.	-could/managed to"	- Use idiom "be able to" as	2-After 3/4 weeks of	
	Interpreting	- Discover and discuss the role of	- Intonation in polite	substitute to "can" (future,	teaching, learners must be	
		intern. Org. (UNO) in settling these	requests and QQ	present perfect,	trained on how to mobilize their	
		issues	-primary stress in connected	-Use "managed to" to express	resources and reinvest them in a	
		-Recognize bias and prejudice	speech	the notion of "achievement /	problem-solving situation,	6 weeks- 18
		- Distinguish between duties and	- Criticize/ apologize	fulfilment"	through pair work or group	hours
		rights.	-Should (not) have $+ PP(v)$	- identify the different	work.	
Unit 2:		- Figure on ways for conflicts	- obligation: Must / have to /	functions of the modal "can"	3- Integration: A situation of	
Make Peace:		resolutions	had to + stem	and its substitutes (act 2 p is	communication in which the	
Make I cace.		-Discover and use lexis related to	- deduction: Must be / have	all right)	learners reinvest and make use	
		peace and conflict.	(or their negatives.) + adj /	- write a poem for a UNESCO	of the appropriate resources as	
		-Write a poem denouncing	noun	competition to denounce	knowledge, skills and attitudes,	
	Producing	prejudice	- prohibition, abs of	prejudice.	whether guided or free, and	
		- Apologise for and criticize wrong	obligation: mustn't, don't	- oral interaction about daily	which should comprise the	
		actions	have to	conflicts and their context (to	following aspects: - the issue -	
		- Express obligation, prohibition,	-lexis related to peace,	bring about conflicts at school,	the task - the audience- the	
		absence of obligation and	rights/duties	between classmates)	objective.	
		deduction	- Lexis related to human	The activities p 44 are quite all		
		-Express appreciation	rights: slavery-injustice –	right, so they can be kept		
		-set a list of school regulations	abuse- rights- blacks	Teacher may choose a video		
		-Analyse what a charter is;	- Homonyms	to clarify the theme (wrong		
		focusing on form and context/	(Refer to the programme)	actions.)		
		analyse style				
		-talk about abuse of human rights				
Project Outcome	Example: Writ	e a statement of achievements abou	it Nobel Peace Prize winner. (Or refer back to the textbook f	or alternative projects.	

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Poverty and World Resources	Competency Interacting	SWBA to: - Demonstrate awareness and understanding of the issue of sustainable development -Explain the concept of sustainable development	-Passive voice Modals: could/must/should/ ought to/in order to/so as to/ so that -Sequencers: first, then Why don't you? if I were	-Recognize the greatest conservation challenges -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural	1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.	
Unit 3 : Waste not, Want not	Interpreting	and its relationship with environmental issues - identify natural resources in your country and in the world - explore ways natural resources are shared in your country and in the world -Discuss and suggest a fair way of sharing non-renewable sources of energy -Discuss the issue of equality and sharing wealth (solidarity towards deprived people) Enrich their lexical memory with new words related to the topic of the unit.	you You'd better It would help if Present perfect; Present and past simple -Passive voice Modals could/must/should/ ought to/ in order to/so as to/ so thatSuggesting: Could/ May/might -Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) -Final's 'as /s/ -Final 'ed' (Refer to the program)	resources -Write a press release -Write the presentation of solar home -Analyse the impact of technological development on people -Write a paragraph using the four types of sentences studied in the reading passage - class debate - use advert / commercial -newspaper / magazine article	2-After 3/4 weeks of teaching, learners must be trained on how to mobilize their resources and reinvest them in a problem-solving situation, through pair work or group work. 3- Integration: A situation of communication in which the learners reinvest and make use of the appropriate resources as knowledge, skills and attitudes, whether guided or free, and which should comprise the following aspects: - the issue - the task - the audience- the objective	6 weeks 24 hours
Project Outcomes	Writing Misce	ellanies /Writing a repertory of invent	tions and discoveries	1		

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Technology	Interacting	SWBAT	☐ If conditional types 2&3	Past form of may/can is	1- Assessment should	
and the Arts		-explain the concept of	☐ Present perfect	omitted	occur at regular intervals	
		science fiction	Past perfect		during the sequence and at	
		- describe book covers/	☐ If only	- Review the past	the end of the sequence in	
		watch videos related to	Adverbs: well+ past	simple and past perfect	addition to designated	
		fiction	participle	tense	exam periods.	
		-list and discuss the topics	Well-informed	-Note taking	2-After 3/4 weeks of	
	Interpreting	of sci-fi.	☐Compound words		teaching, learners must be	
		- read a newspaper article	☐Phrasal & prepositional		trained on how to mobilize	
Unit 4:		about science fiction and	words	Instead of personal	their resources and reinvest	5 weeks
Science or		identify the basis of sci-fi.	☐ Emphatic stress(do/did)	lament	them in a problem-solving	-
Fiction		- Give advice /	☐ Rising & falling	write about an	situation, through pair work	20 hours
		express regrets/ wishes	intonation with	environmental issue.	or group work.	
		-Write a newspaper article	unfinished statement		3- Integration: A situation of	
		speculating			communication in which the	
		-Ask for and give	(Refer to the programme)		learners reinvest and make	
		explanations in a			use of the appropriate	
		conversation and speculate			resources as knowledge,	
	Producing	-Write a commentary.			skills and attitudes, whether	
		-Write and recite a poem			guided or free, and which	
		Write an			should comprise the	
		autobiography/Tell about			following aspects: - the issue	
		people who contributed to			- the task - the audience- the	
		the welfare of humanity			objective	
Project	Example: Write	a charter against poverty. Or r	efer back to the textbook for a	Iternative projects.		1
Outcome	•			1 0		

-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	Learning Objectives	Resources	Tasks	Assessment and	Time
	Competency				Remediation	
	Interacting	SWBA to:	-Reporting statements /	Additional activities to:	1- Assessment should	
		-Explain the importance of	questions / orders (past	1-Discovering language (mcq/	occur at regular intervals	
		safety rules and conduct	tenses)	matching /cohesive	during the sequence and	
Disasters		(especially in disasters)	-Had better-ought to-	markers/T-F)	at the end of the sequence	
and		-List types of disasters and	should-if I were you	2-listening and speaking:(table	in addition to designated	
Safety		where they occur.	-Link words expressing	filling).	exam periods.	
		- Ask for and give advice	cause	3-reading and writing:		
	Interpreting	and information on the	-Topical lexis	-choosing gist	2-After 3/4 weeks of	
		right behaviour during a	-silent letters	-reordering ideas	teaching, learners must be	
Unit 5:		disaster	-Final /ed/ pronunciation	-True/false	trained on how to mobilize	
No Man is an		- Write a report	(Refer to the programme)	-find synonyms	their resources and reinvest	
Island		- Quote someone		-close passage.	them in a problem-solving	
		- Express interest and		-listening to a radio interview.	situation, through pair work	
		surprise		-managing through a	or group work.	
		- Disagree politely		conversation.		
		- conduct an interview and		-taking turns in an interview.	3- Integration: A situation of	5 weeks
		report its results		- reading a report	communication in which the	20 hours
		-Write a report using a pie		-interpreting a pie chart.	learners reinvest and make	
	Producing	chart.		-writing a public	use of the appropriate	
		- Write a public		announcement.	resources as knowledge,	
		announcement on		-writing an opinion article.	skills and attitudes, whether	
		earthquake safety			guided or free, and which	
		measures.				
		-Write an opinion article			should comprise the	
					following aspects: - the issue	
					- the task - the audience- the	
					objective	
Project Outcome	Evample: Con	duct a survey. Or refer back to	the taythook for elternative	projects		1