

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

المفتشية العامة للبيداغوجيا

التدرجات 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.

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 / Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
-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 to... -lexis related to peace, rights/duties... - lexis related to human rights: slavery-injustice – abuse- rights- blacks... - Homonyms...	-Initiate a debate about conflicts, peace, solutions, using pictures, video...) - Interact orally about daily conflicts and their context (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 problem-solving situation, through pair work or group work (project work).	7 weeks- 21hours
Project Outcome	Example: To write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.					

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 /Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
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 with new words related to the topic of the unit.	-Passive voice Modals: could/must/should/ ought to/ -Purpose in order to/so as to/ so that... -Sequencers: first, then... -Why don't you? if I were you... -You'd better... It would help if... -Present 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' pronounciaton	-Recognize the greatest conservation challenges -Explain the concept of sustainable development. -Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources -Analyse the impact of technological development on people -Write a press release -Write the presentation of solar home -Write a paragraph using the four types of sentences studied in the reading passage: □ advert / commercial □ newspaper / magazine 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- 21 hours
Project Outcome	Example : Write a charter against poverty Make a poster with alternative energies. Or refer back to the textbook for alternative projects.					

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Theme / Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Technology and Innovation -Budding Scientist/	Interactive Interpretive Productive	-Identify and discuss how advancements in technology have changed the world positively. -Discuss issues related to human discoveries. -Read and respond to an expository text about an experiment -Examine how technology is used for the welfare of human beings/ Explain the impact of technology. -Explain famous individual contributions - make suggestions - write a letter seeking and giving advice	- If conditional (type 0/1) - Comparative form of adjectives - Other functions of conditional type 1 (threat, advice, promise, prediction, offer) - Forming adjectives using suffixes (ial, ful, ical, ic, able, ous, ible) - Diphthongs -Stress in words ending with: -gy, -ical, -ics, -tion, -ic. - Intonation in complex sentences with if.	-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 famous individual contributions. -Write a paragraph to describe the physical properties of a natural resource (e.g. : water) -write letter to ask for advice -Write a reply making suggestions. -Write a reply revealing contingency plan.	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- 21 hours
Project Outcome	Example : Make and present/report on a scientific experiment / Write a report about the positive impact of technology on human being. Or refer back to the textbook for alternative projects.					

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Theme / Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Disasters and Safety No Man is an Island	Interactive Interpretive Productive	<ul style="list-style-type: none"> -List types of disasters and where they occur <ul style="list-style-type: none"> - Quote someone -Explain the importance of safety rules and conduct (especially in disasters) <ul style="list-style-type: none"> - 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. -Write an opinion article 	<ul style="list-style-type: none"> -Reporting statements / questions / orders (past tenses) <ul style="list-style-type: none"> -Had better-ought to-should-if I were you... -Link words expressing cause <ul style="list-style-type: none"> -Topical lexis -silent letters -Final /ed/ pronunciation 	<ul style="list-style-type: none"> -listening to a radio interview. -managing through a conversation. -taking turns in an interview. <ul style="list-style-type: none"> - reading a report -interpreting a pie chart. -writing a public announcement. -writing 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- 21 hours
Project Outcome	Example : Conduct a survey focusing on people's readiness to face natural or man made disasters. Or refer back to the textbook for alternative projects.					

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المفتشية العامة للبيداغوجيا

التدرجات 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
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 conflict. - Express obligation, prohibition, absence of obligation and deduction	-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 to... -lexis related to peace, rights/duties... - lexis related to human rights: slavery-injustice – abuse-rights- blacks... -Homonyms...	-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 problem-solving situation, through pair work or group work (project work).	7 weeks- 21hours
Make Peace	Interpretive	-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				
	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				
Project Outcome	Example : write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.					

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Theme and Unit	Targeted Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
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 with new words related to the topic of the unit.	-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 you... -You'd better... It would help if... -Present 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' pronounciaton	-Explain the concept of sustainable development. -Recognize 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 -newspaper / magazine 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
Project Outcome	Example : Write a charter against poverty Make a poster with alternative energies. Or refer back to the textbook for alternative projects.					

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Theme and Unit	Targeted Competences	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Disasters and Safety No Man is an Island	Interactive Interpretive Productive	-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. -Write an opinion article	-Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Link words expressing cause -Topical lexis -silent letters -Final /ed/ pronunciation	-listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing 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
Project Outcome	Example : Conduct a survey on people's readiness to deal with natural or man-made disasters. Or refer back to the textbook for alternative projects.					

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Theme and Unit	Targeted Competences	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 success. -List basic marketing principles. -List different forms of management: web-management vs pyramidal management. -Describe the positive spirit of management. -Explore 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 to...is I don't think... I can't agree on this point; You're right, but think... - Disagreeing : I'm sorry to disagree with you but... -Passive: the meeting will be held... point was disc -Past 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 problem-solving situation, through pair work or group work (project work).	7 weeks- 21hours
Project Outcome	Example: Write a business portfolio or the profile of a good manager. Or refer back to the textbook for alternative projects.					

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المفتشية العامة للبيداغوجيا

التدرّجات السنوية
مادة 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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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.

Guidelines for implementation:

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Diversity Lifestyles Unit 1 : Signs of the Time	Interacting Interpreting Producing	SWBATo: -Identify and define the concept of diversity. - Explore, compare cultural differences among people and their lifestyles throughout time -Compare people's values and accept them as they are. -Explore the different contributions of people in the world in many fields. -Define the concept of twin towns. -Lexis related to the topic	- used to... -Going to + stem planning to + stem intend to + Stem Homophones/ Homonyms/final "s" Stress shift from noun to adj -formation of adj - degree of certainty: might/ might well, may... -Relative pronouns, defining vs non-defining relative clauses. - Comparatives and superlatives -Link words comparing / contrasting (Refer to the programme)	-read a text to study some language points and use them. - talk about pre-arranged plans or intentions -write a policy - Talk about weather predictions/medicine/dvpt to brainstorm the topic. - 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 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. - write an email	- 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 objective.	5 weeks-25 hours
Project Outcome	Making a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have , and predictions for the future					

-The items in bold refer to pre-requisites.

Guidelines for implementation:

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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 Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 2 : Make Peace:	Interacting Interpreting Producing	SWBA to: -Define the word conflict and list types of conflicts (family, classroom, community, world). -Discuss and identify the sources of conflict. - Discover and discuss the role of intern. Org. (UNO) in settling these issues -Recognize bias and prejudice - Distinguish between duties and rights. - Figure on ways for conflicts resolutions -Discover and use lexis related to peace and conflict. -Write a poem denouncing prejudice - Apologise for and criticize wrong actions - Express obligation, prohibition, absence of obligation and deduction -Express appreciation -set a list of school regulations -Analyse a charter; focusing on form and context/ analyse style -talk about abuse of human rights	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 to... -lexis related to peace, rights/duties... - Lexis related to human rights: slavery-injustice – abuse- rights- blacks... - Homonyms... (Refer to the programme)	- interact about conflicts, peace, solutions, using pictures, video... - express ability and possibility (using «can”) - Use idiom “be able to” as substitute to “can” (future, present perfect, etc...) -Use “managed to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes (act 2 p is all right) - write a poem for a UNESCO competition to denounce prejudice. - oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...) The activities p 44 are quite all right, so they can be kept *Teacher may choose a video to clarify the theme (wrong actions.)	- 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 objective.	5 weeks-25hours
Project Outcome	Example: Write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative pr ojects.					

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Theme and Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 3 : Waste not, Want not	Interacting Interpreting Producing	SWBA to: - Demonstrate awareness and understanding of the issue of sustainable development - Explain the concept of sustainable development 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.	- 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 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 that... - Suggesting: Could/ May/might - Form nouns (poor/poverty) hungry/scarce /homeless - 'The' (before collective nouns (the poor) - Final's 'as /s/ (helps/meets) Final 'ed' as /id/ (added), /d/(studied/wanted), /t/ helped, worked; (Refer to the program)	- Recognize 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 - newspaper / magazine 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. 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: Write a charter against poverty. Or refer back to the textbook for alternative projects.					

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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 Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Technology and Innovation Unit 4 : Budding Scientist	Interacting Interpreting Producing	SWBA TO: -Discuss issues related to human discoveries. -Identify and discuss how advancements in technology have changed the world positively. -Examine how technology is used for the welfare of human beings/ Explain the impact of technology. -Explain famous individual contributions - Respond to an expository text about an experiment - make suggestions - Ask for/give advice through letter writing.	- 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, ible) - Diphthongs -Stress in words ending with: -gy, -ical, -ics, -tion, -ic. - Intonation in complex sentences with if. (Refer to the programme)	-Read a text to study the language. -Write a paragraph to describe the physical properties of water as a natural resource. -Listen and analyse the structure and/ or take notes to write a summary -write letter to ask for advice -Write a reply making suggestions. -Read about scientific experiments and analyse /study the impact on people's life/ development/ Explain famous individual contributions. -Write 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 completion Gap filling -MCQ	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 objective	4 weeks - 20 hours
Project Outcome	Example: Write a report about the positive impact of technology on humanity. Or refer back to the textbook for alternative projects.					

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	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 commentary. -Write and recite a poem Write an autobiography/Tell about people who contributed to the welfare of humanity	<input type="checkbox"/> If conditional types 2&3 <input type="checkbox"/> Present perfect <input type="checkbox"/> Past perfect <input type="checkbox"/> If only <input type="checkbox"/> Adverbs: well+ past participle Well-informed <input type="checkbox"/> Compound words <input type="checkbox"/> Phrasal & prepositional words <input type="checkbox"/> Emphatic stress(do/did) <input type="checkbox"/> 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 objective	4 weeks 20 hours
Project Outcome	Example: Write a repertory of inventions and discoveries. Or refer back to the textbook for alternative projects.					

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	Tasks	Assessment and Remediation	Time
Disasters and Safety Unit 6 : No Man is an Island	Interacting Interpreting Producing	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 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 measures. -Write an opinion article	-Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Link words expressing cause -Topical lexis -silent letters -Final /ed/ pronunciation (Refer to the programme)	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 -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing 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. 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: Conduct 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

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.

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	Tasks	Assessment and Remediation	Time
Diversity Lifestyles Unit 1 : Signs of the Time	Interacting Interpreting Producing	SWBATo: -Identify and define the concept of diversity. - Explore, compare cultural differences among people and their lifestyles throughout time -Compare people’s values and accept them as they are. -Explore the different contributions of people in the world in many fields. -Define the concept of twin towns. -Lexis related to the topic	- used to... -Going to + stem planning to + stem intend to + Stem Homophones/ Homonyms/final “s” Stress shift from noun to adj -formation of adj - degree of certainty: might/ might well, may... -Relative pronouns, defining vs non-defining relative clauses. - Comparatives and superlatives -Link words comparing / contrasting (Refer to the programme)	-read a text to study some language points and use them. - talk about pre-arranged plans or intentions -write a policy - Talk about weather predictions/medicine/dvpt to brainstorm the topic. - 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 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. - write an email	- 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 objective.	6 weeks-18 hours
Project Outcome	Example: Make a profile including a list of things and thoughts which teenagers used to do and think that they no longer do and have, and predictions for the future. Or refer back to the textbook for alternative projects.					

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	Tasks	Assessment and Remediation	Time
<div>Peace and Conflict Resolution</div> <div>Unit 2 : Make Peace:</div>	<div>Interacting</div> <div>Interpreting</div> <div>Producing</div>	SWBA to: -Define the word conflict and list types of conflicts (family, classroom, community, world). -Discuss and identify the sources of conflict. - Discover and discuss the role of intern. Org. (UNO) in settling these issues -Recognize bias and prejudice - Distinguish between duties and rights. - Figure on ways for conflicts resolutions -Discover and use lexis related to peace and conflict. -Write a poem denouncing prejudice - Apologise for and criticize wrong actions - Express obligation, prohibition, absence of obligation and deduction -Express appreciation -set a list of school regulations -Analyse what a charter is; focusing on form and context/ analyse style -talk about abuse of human rights	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 to... -lexis related to peace, rights/duties... - Lexis related to human rights: slavery-injustice – abuse- rights- blacks... - Homonyms... (Refer to the programme)	- interact about conflicts, peace, solutions, using pictures, video... - express ability and possibility (using «can”) - Use idiom “be able to” as substitute to “can” (future, present perfect, -Use “managed to” to express the notion of “achievement / fulfilment” - identify the different functions of the modal “can” and its substitutes (act 2 p is all right) - write a poem for a UNESCO competition to denounce prejudice. - oral interaction about daily conflicts and their context (to bring about conflicts at school, between classmates...) The activities p 44 are quite all right, so they can be kept Teacher may choose a video to clarify the theme (wrong actions.)	- 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 objective.	6 weeks- 18 hours
Project Outcome	Example: Write a statement of achievements about Nobel Peace Prize winner. Or refer back to the textbook for alternative projects.					

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	Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 3 : Waste not, Want not	Interacting Interpreting Producing	SWBA to: - Demonstrate awareness and understanding of the issue of sustainable development -Explain the concept of sustainable development 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.	-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 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 that... -Suggesting: 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)	-Recognize 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 -newspaper / magazine 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. 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 Miscellanies /Writing a repertory of inventions and discoveries					

Guidelines for implementation:

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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 Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Technology and the Arts Unit 4 : 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 commentary. -Write and recite a poem Write an autobiography/Tell about people who contributed to the welfare of humanity	<input type="checkbox"/> If conditional types 2&3 <input type="checkbox"/> Present perfect <input type="checkbox"/> Past perfect <input type="checkbox"/> If only <input type="checkbox"/> Adverbs: well+ past participle Well-informed <input type="checkbox"/> Compound words <input type="checkbox"/> Phrasal & prepositional words <input type="checkbox"/> Emphatic stress(do/did) <input type="checkbox"/> 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 objective	5 weeks - 20 hours
Project Outcome	Example: Write a charter against poverty. Or refer back to the textbook for alternative projects.					

Guidelines for implementation:

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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 Unit	Targeted Competency	Learning Objectives	Resources	Tasks	Assessment and Remediation	Time
Disasters and Safety Unit 5 : No Man is an Island	Interacting Interpreting Producing	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 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 measures. -Write an opinion article	-Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... -Link words expressing cause -Topical lexis -silent letters -Final /ed/ pronunciation (Refer to the programme)	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 -True/false -find synonyms -close passage. -listening to a radio interview. -managing through a conversation. -taking turns in an interview. - reading a report -interpreting a pie chart. -writing a public announcement. -writing 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. 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 20 hours
Project Outcome	Example: Conduct a survey. Or refer back to the textbook for alternative projects.					