

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

المديرية العامة للتعليم
مديرية التعليم الثانوي العام والتكنولوجي

التدرّجات السنوية
مادة اللغة الانجليزية

سبتمبر 2020

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vocabulary

المقدمة:

يشكل التخطيط لتنفيذ المناهج التعليمية عاملا مؤثرا في تحقيق أهداف العملية التعليمية /التعلمية و تنمية كفاءات المتعلمين، يرتبط هذا التخطيط بعامل الوقت الذي يجب أن ينظر إليه كمورد من الموارد المتاحة التي ينبغي استثمارها بالشكل الأمثل.

تحضيرا للموسم الدراسي 2020 . 2021، وسعيا من وزارة التربية الوطنية لضمان تنفيذ المناهج التعليمية في ظل الظروف الاستثنائية (كوفيد19) تضع مديرية التعليم الثانوي العام والتكنولوجي بين أيدي الممارسين التربويين التدرجات السنوية للتعلّيمات، كأدوات عمل، معدلة ومكيفة بصفة استثنائية بما يتماشى والحجم الزمني المتاح.

تضمن التدرجات السنوية المعدلة و المكيفة بناء المفاهيم المهيكلية للمادة بأقل الأمثلة والتمثيلات الموصلة إلى الكفاءات المستهدفة و تناول المضامين وإرساء الموارد مع مراعاة وتيرة التعلم وقدرات المتعلم واستقلاليته ، كما تقترح التدرجات السنوية للتعلّيمات فترات للتقويم المرحلي للكفاءة بما يضمن الانسجام بين سيرورة التعلّيمات و تقويم القدرة على إدماجها، من هذا المنطلق نطلب من جميع الأساتذة قراءة وفهم مبادئ و أهداف و آليات هذا التعديل البيداغوجي للتدرجات السنوية و التنسيق فيما بينهم بالنسبة لكل مادة وفي كل ثانوية من أجل وضعها حيز التنفيذ، كما نطلب من المفتشين مرافقة الأساتذة و تقديم التوضيح اللازم.

مذكرة منهجية:

تعد التدرجات السنوية للتعلّيمات أداة بيداغوجية أساسية توضح كيفية تنفيذ المناهج التعليمية، تضبط سيرورة التعلّيمات بما يكفل تنصيب الكفاءات المستهدفة في المناهج التعليمية، ولقد ترتب عن تطبيق التدابير الاحترازية المتعلقة بالحد من تفشي فيروس كورونا (كوفيد-19)، جملة من الإجراءات من بينها إنهاء السنة الدراسية 2019-2020 دون استكمال التعلّيمات المقررة في الفصل الثالث والضرورية لمواصلة الدراسة في المستويات الأعلى و كذا تأجيل الدخول المدرسي 2020-2021، اقتضت هذه الظروف تعديلا بيداغوجيا استثنائيا للتدرجات السنوية اعتمدت خلاله آليات منهجية وبيداغوجية بما يحقق جملة من المبادئ والأهداف.

الأهداف	المبادئ الأساسية
<p>تنصيب لدى المتعلم الكفاءات المسطرة في المناهج التعليمية؛</p> <p>تمدرس ناجح للتلاميذ يسمح بإرساء التعلّيمات الأساسية المستهدفة في المناهج التعليمية؛</p> <p>تزويد المتعلم بالأسس العلمية الضرورية لمتابعة الدراسة في المستويات الأعلى،</p> <p>إدراج التعلّيمات الأساسية غير المنجزة في السنة الدراسية 2020/2019 ضمن التدرجات السنوية؛</p>	<p>المحافظة على الكفاءات كمبدأ منظم؛</p> <p>المحافظة على المفاهيم الهيكلية للمادة؛</p> <p>المحافظة على تقويم القدرة على الإدماج لدى المتعلم من خلال وضعيات مشكلة مركبة تستهدف التقويم المرحلي للكفاءات؛</p> <p>التكفل بالتعلّيمات الأساسية غير المنجزة خلال السنة الدراسية 2020/2019</p>

آليات التعديل البيداغوجي		
الجانب البيداغوجي		الجانب المنهجي
<p>ب-الممارسات البيداغوجية:</p> <p>منهجية استغلال الوثائق (استغلالها ضمن مسعى لحل مشكل).</p> <p>بناء بطاقات منهجية، تقدم للمتعلم، توضح منهجية استغلال مختلف أنماط الوثائق(جداول، منحنيات، نصوص، أعمدة بيانية، خرائط...).</p> <p>مرافقة المتعلم أثناء إنجازه للمهمات بتقديم تعليمات تيسر الحل.</p>	<p>أ- الموارد المعرفية والنشاطات:</p> <p>تحديد الحد اللازم من الموارد الضروري لبناء الكفاءة (الموارد الهيكلية).</p> <p>استغلال الحد الأدنى من الوثائق، السندات و النشاطات لبناء الموارد،</p> <p>الدمج بين النشاطات في إطار حل المشكل،</p> <p>إدراج بعض النشاطات التي تستهدف البناء التحصيلي ضمن التقويم.</p>	<p>تحديد ملامح التخرج والكفاءات المستهدفة،</p> <p>توزيع التعلّيمات على 28 أسبوعا دون احتساب أسابيع التقويم،</p> <p>ضبط التقويم المرحلي للكفاءة؛</p> <p>وضع مخطط زمني يسمح بمتابعة مدى تنفيذ المناهج التعليمية.</p>

-3- شعبة لغات أجنبية

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 theArts	- Fiction or Reality
6- Disasters and Safety	- No Man is an Island

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Diversity Lifestyles Unit 1: Signs of the Time	Interacting	-Identify and define the concept of diversity. <u>-narrating past events</u> - Explore, compare cultural differences among people and their lifestyles throughout time <u>-speak/write about means of intercultural exchanges.</u> <u>-write an e-mail</u>	- Used to... <u>- narrating past events: past simple and past continuous using when &while</u> -Going to + stem planning to + stem intend to + Stem Homophones/ Homonyms/ final "s" Stress shift from noun to adj -Formation of adj	-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	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
	Producing	-Explore the different contributions of people in the world in many fields. -Define the concept of twin towns. -Lexis related to the topic	- Degree of certainty: might/ might well, may... -Relative pronouns , defining vs non-defining relative clause - Comparatives and superlatives -Link words comparing / contrasting (Refer to the programme)	- 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		
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					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Peace and Conflict Resolution Unit 2: Make Peace:	Interacting Interpreting	-Define the word conflict and list types of conflicts (family, classroom, community,). -Discuss and identify the sources of conflict. - Discover and discuss the role of UNO <u>-state point of view and discuss it.</u> -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 -Express appreciation -set a list of school regulations -Analyse a charter; focusing on form and context/ analyse style -talk about abuse of human rights	- Ability and possibility using "can" - Verb idiom "be able to" in different tenses -could/managed to" - Criticize/ apologize -Should (not) have + PP(v) <u>-expressing concession: however, although</u> - Obligation: Must / have to / had to + stem/ need to -absence of obligation: mustn't, don't have to/ needn't to <u>-review Prohibition,</u> - Topical Lexis Phonology: <u>-Intonation in polite requests</u> (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.)	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 25hours
	Project Outcome	Example: Write a statement of achievements about Nobel Peace Prize winners. Or refer back to the textbook for alternative projects.				

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Poverty and World Resources Unit 3: Waste not, Want not	Interacting Interpreting Producing	<p><u>-express purpose</u></p> <p>- Demonstrate awareness and understanding of the issue of sustainable development</p> <p>-Explain the concept of sustainable development and its relationship with environmental issues</p> <p>- identify natural resources in your country and in the world</p> <p>- explore ways natural resources are shared in your country and in the world</p> <p>-Discuss and suggest a fair way of sharing non-renewable sources of energy</p> <p>-Discuss the issue of equality and sharing wealth (solidarity towards deprived people).</p> <p>- Enrich their lexical memory with new words related to the topic of the unit.</p>	<p>-Passive voice Modals: could/must/should/ ought to</p> <p>-in order to/so as to/ so that...</p> <p>Why don't you? If I were you... You'd better... It would help if...</p> <p>Present perfect; Present and past simple</p> <p>-Passive voice Modals could/must/should/ ought to/</p> <p>- in order to/so as to/ so that...</p> <p>-Suggesting: Could/ may/might</p> <p>-Form nouns (poor/poverty) hungry/scarce /homeless</p> <p>- 'The' (before collective nouns (the poor)</p> <p><u>-relative pronoun "whom"</u></p> <p>Pronunciation: <u>-stress in two syllable words</u></p> <p>(Refer to the programme)</p>	<p>-Recognize the greatest conservation challenges</p> <p>-Discuss the reasons of poverty in the world and list reasons and ways for the preservation of natural resources</p> <p>-Write a press release</p> <p>-Write the presentation of solar home</p> <p>-Analyse the impact of technological development on people</p> <p>-Write a paragraph using the four types of sentences studied in the reading passage</p> <p>- class debate</p> <p>- use advert / commercial</p> <p>-newspaper / magazine article</p>	<p>1- Assessment should occur at regular intervals during the sequence and at the end of the sequence in addition to designated exam periods.</p> <p>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.</p> <p>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</p>	<p>5 weeks</p> <p>25 hours</p>
Project Outcome	Example: Write a charter against poverty. Or refer back to the textbook for alternative projects.					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Technology and the Arts Unit 5 : Science or Fiction	Interacting Interpreting Producing	-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	<ul style="list-style-type: none"> • 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 <p>(Refer to the programme)</p>	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.					

Theme and Unit	Targeted Competency	Learning Objectives	Resources	Suggested Tasks	Assessment and Remediation	Time
Disasters and Safety Unit 6: No Man is an Island	Interacting	<ul style="list-style-type: none"> -Explain the importance of safety rules and conduct (especially in disasters) -List types of disasters and where they occur. 	<ul style="list-style-type: none"> -Reporting statements / questions / orders (past tenses) -Had better-ought to-should-if I were you... 	<p>Additional activities to:</p> <ul style="list-style-type: none"> 1-Discovering language (MCQ/ matching /cohesive markers/T-F) 2-listening and speaking: (table filling). 3-reading and writing: <ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> 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
	Interpreting	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> -Link words expressing cause -Topical lexis <p><u>Phonology:</u> <u>Intonation in indirect questions</u></p>			
	Producing	<ul style="list-style-type: none"> - 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 	(Refer to the programme)			
Project Outcome	Example: Conduct a survey.Or refer back to the textbook for alternative projects.					