**Planning Learning**

**HINTS FOR IMPLEMENTATION OF PLANNING LEARNING/A GLOBAL FRAMEWORK**

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| **LEVEL** | **MS 4** |
| **Global competence/exit profile of the middle school** | **By the end of the middle school, the learner will be able to interact, interpret and produce oral and written messages/texts of average complexity ,of a descriptive, narrative ,argumentative and prescriptive type ,using verbal and non verbal supports, written texts ,audio and visual aids in meaningful situations related to his environment and interests**  **The learner can:**  -Understand the main points of a familiar text on personal and cross-curricular topics.  -Describe, in speech and writing, experiences and events giving some simple explanations for opinions or plans related to his/her background.  -Produce short simple connected speech on familiar topics or personal interest. |
| **Target competences(the competences are integrated)** | **In a situation of meaningful communication,using written,visual of oral support,the learner will be able to interact orally, interpret and produce oral and written messages of descriptive, narrative, argumentative and prescriptive type.** |
| **Domains** | **Oral/Written** |
| **Components of the competences** | |  |  |  | | --- | --- | --- | | **Oral interaction** | **Interpreting oral and written messages** | **Producing written messages** | | The learner makes contact with the interlocutor.  - She/he transmits a message.  - She/he reacts in a non verbal way to verbal messages.  - She /he maintains an oral interaction using listening strategies.  - she/he finds out the general meaning of an oral message | The learner reacts to a visual, audio or written text.  - She/he adapts her/his listening or reading skills to the text type.  She/he finds out the general meaning of a text ( its gist)  - She/ he calls up/ mobilizes for complementary strategies to understand a text.  - The learner makes contact with the interlocutor.  - She/he transmits a message.  - She/he reacts in a non verbal way to verbal messages.  - She /he maintains an oral interaction using listening strategies.  - she/he picks out the general meaning of an oral message | - The learner calls up for the resources she/ he has at her/ his disposal to develop her/ his language learning in order to produce very short and simple texts .  - She/he adapts her/his text to situations of communication.  She/he conceives writing as a tool of communication and learning.  - She/ he structures her/his text.  He mobilizes his writing strategies. | |
| **Crosscurricular competences** | **-Intellectual**  **-Methodological**  each situation requires a number of crosscurricular competences  **-Communicative**  **-Social and personal** |
| **Values** | * **- Respecting differences / respecting rules ( rights are as important as duties)** * **-being responsible ,taking care of one’s health** * **- solidarity with people in need** * **- table manners.** * **- fighting food waste.** * **- Solidarity with people in need.** * **-Raising people consciousness about the effects of unhealthy food.** * **- Good conduct.** |
| **Cultural dimension** | * **In Algeria / In the world** * **Cultural awareness** |
| **Contribution with other subjects** | **-Islamic Education**  **-Biology**  **-Physical Education**  **-Geography** |
| **Communicative task types** | **Cognitive , affective, psychomotor.**  **Performance, process, strategy focused.**  **Acting, role play, asking and answering questions ,classifying, completing , free writing, matching, playing games, problem solving, noticing, selecting, songs and chants, stories, transferring /transforming information ,projects ,presenting information.** |
| **Procedure** | **Declarative**  **Procedural**  **Pragmatic** |
| **Strategies** | **Related to the three competences** |
| **Learning styles** | **VAKT /Multiple intelligence** |
| **Assessment and remediation** | **-Focus on formative assessment (weeks of integration )**  **- Criteron based evaluation**  **- Focus on non-acquired criteria /remediation obeys to differentiating.**  **-The regulation of learning is expressed in *CAN DO STATEMENTS*** |

**The Sequence**

Objectives of each situation within the sequence

The sequence covers a period/a term /year

The sequencing of learning is adapted to the learner’s pace (the time is set by the learner)

**\*Which knowledge is required in the global sequence ?**

Declarative

Pragmatic

Procedural

**\*How knowledge is acquired?**

**Objectives of each situation**

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| **Initial problem solving situation**  **Starting off / Input** | It gives a hint about the global competence / exit profile, and should allow to install a part of it.  Are we going to describe, narrate , prescribe, argue?  What is the communicative intention?  What are the learning objectives?  The starting off , input /situation should allow the identification of the target competences , the components of the competences , the crosscurricular competences and the values .  The values should be anchored in the situation.  It should be meaningful to the learner( useful, doable, achievable, related to a real life context ,based on a challenge, targetting an audience )  Which pedagogical approaches will be required (problem solving situations, projects)?  Which types of assessment will be used?  Which resources will be used?  Does it respect the three phases :   1. Preparation ( mobilization of the previous learning / pre- requisites) 2. Context of use ( the acquisition of new resources ) 3. Reinvestment and integration ( a new situation ) | |
| **Initial problem solving situation**  **Starting off / Input** | * **Situation 1:** * **The town council has organised a school contest to raise children’s awareness of the negative effects of junk food.** * **From the set of materials provided (pictures , graphs , diagrams, newspaper articles, CDs, videos, etc) identify these effects, then devise a leaflet and give recommendations and advice to stop the excessive consumption of junk food by children (this can be for a balanced diet / a low -calory menu) or a poster with your comments to prevent food poisoning.** * **Supports: leaflets, posters, video segments, surveys, questionnaires** * **-The use of a video segment (interacting /interpreting) about healthy and unhealthy food, cut outs of different menus (interpreting reading), use the results of the survey /questionnaire to produce a leaflet/commercial advert about a healthy menu.** * **-Learning objectives : making recommendations, giving advice, talking about healthy and unhealthy food /classifying food/ making prohibitions** | |
| **Situation 2** | | | Installing resources /Learning process : ( presentation of the linguistic content related to grammar, lexis and pronunciation )  Selection of text types  PDP  Contextualised learning  PPU  The 3 competences should be covered in an integrative way  The teacher should select the strategies ,learning styles and multiple intelligence accordingly  Assessment of resources through activities  Remediation ( The teacher identifies the strengths and weaknesses of the learners for the sake of formative assessment and regulation ) |
| **Learning situation to install the resources/**  **apprenticeship** | | | **Your head teacher held a meeting with the delegates of your school about the problems he noticed in the refectory and the way your schoolmates behave during the different meals of the day. He sensitized you and asked you to get involved in the school life.**  **Your role is to present a speech in the weekly school assembly and talk about the changes you want to bring in your school regulations about table manners**  **1 Supports:**  **Use your school regulations**  **Pictures of misbehaviour and bad table manners**   |  |  |  | | --- | --- | --- | | **knowledge :** | **Skills:** | **attitudes:** | | **Structures:**  **-Simple present tense**  **-comparatives**  **-imperative**  **- Making prohibitions**  **- The modal verbs**  **Should /not**  **must /mustn’t**  **have to/don’t have to**  **Like /dislike**  **Lexis related to food and eating habits/Healthy and unhealthy food/school regulations** | **design a poster/leaflet /video segment on healthy food.**   * **Conduct an investigation on eating habits in Algeria and in the world**   **Describe eating habits ,giving advice ,giving arguments and making recommendations** | * **Good conduct , respecting others , rights and duties, being responsible** | |
| **Strategies**  **Learning styles.** | | | 1. **oral strategies.( pair work – small group discussion- whole class discussion, facing an audience )**   **2- Reading strategies ( getting ready to read / engaging in reading/ reacting to reading/ reading different text forms)**   1. **Writing strategies ( generating ideas – developing and organizing ideas / revising and editing / writing for a purpose )**   **VAKT/ multiple intelligence** |
| **Remediation** | | | **-Identification of problems related to linguistic analogy and interferences**  **- discrimination between giving advice ( should ) and prohibition ( must / must not)**  **Formative assessment ( MCQ / interview / tutoring ,differentiation )**  **Regulation expressed in *CAN DO STATEMENT*** |
| **Situation 3 (group work)** | | | **Objective:**  Reinvestment of previous learning in terms of :  What do learners need to mobilize to learn how to integrate ?   |  |  |  | | --- | --- | --- | | **knowledge :** | **Skills:** | **attitudes:** | |  |  |  | |
| **Situation related to training for integration** | | | **Many unethical behaviours are daily witnessed during the fasting month (Ramadhan).More and more people complain about this situation but they do not act. The religious authorities of your town have decided to raise people’s awareness about food waste and price rises during this sacred month.**  **As an active citizen, you want to participate in this campaign.**  **Conduct a survey in your neighborhood /town about these bad manners.** |
| **Task types** | | | **Role play, Acting, asking and answering questions ,classifying, completing , free writing, matching, playing games, problem solving, noticing, selecting, songs and chants, stories, transferring /transforming information ,projects ,presenting information** |
| **Situation 4: ( Individual work)** | | | **Objectives**  **-**Assessing the ability of the learner to select and reinvest in an integrated way   * This situation measures the level of performance of the learner * Criterion – based assessment * Remediation obeys to differentiating.   -Regulation |
| **Target situation for assessment /Integration**  **Individual work** | | | **Your schoolmates are very sad because of the poor scores of your football team in the local championship. Some players can’t keep up with the rhythm of the game. They are very tired during the half time as they are addicted to unhealthy food habits.**  **The head teacher wants to improve the school team performance .He is seeking your advice to change the players’ eating habits .**  **Suggest an ideal balanced menu.**  [**food\_pyramid.jpg**](file:///C:\Users\F.Bensemmane\Desktop\Downloads\food_pyramid.jpg)  [**videos\Childhood Obesity\_ Austin's Story.mp4**](file:///C:\Users\F.Bensemmane\Desktop\Downloads\videos\Childhood%20Obesity_%20Austin's%20Story.mp4)**,**[**videos\Benefits of eating fruits and vegetables - For kids (children).mp4**](file:///C:\Users\F.Bensemmane\Desktop\Downloads\videos\Benefits%20of%20eating%20fruits%20and%20vegetables%20-%20For%20kids%20(children).mp4) |
| **REMEDIATION / Regulation** | | | **Identify the non acquired criteria.**  **Design activities related to non acquired criteria for the sake of remediation and regulation**  **Evaluation grid with criteria**   |  |  | | --- | --- | | **Criteria** | **Indicators** | | **1.Relevance** | **1.**  **2.**  **3.**   |  |  |  |  | | --- | --- | --- | --- | | **Full mastery** | **Minimum mastery** | **Partial mastery** | **No mastery** | | **3/3** | **2/3** | **1/3** | **0/3** | | | **2. Use of correct linguistic tools** | **1.**  **2.**  **3.**   |  |  |  |  | | --- | --- | --- | --- | | **Full mastery** | **Minimum mastery** | **Partial mastery** | **No mastery** | | **3/3** | **2/3** | **1/3** | **0/3** | | | **3.Coherence** | **1.**  **2.**  **3.**   |  |  |  |  | | --- | --- | --- | --- | | **Full mastery** | **Minimum mastery** | **Partial mastery** | **No mastery** | | **3/3** | **2/3** | **1/3** | **0/3** | | | **4.Excellence** | **1.**  **2.** | |

**Evaluation grid of the target situation of integration**

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| --- | --- | --- | --- |
| **Characteristics and components of the situation** | **yes** | **no** | **Suggested regulation** |
| **Does the situation fits the learners’ interests and environment (me, my world, the world)?** |  |  |  |
| **Does the language used belong to the learners’ repertoire ?** |  |  |  |
| **Is it in conformity with the exit profile ?** |  |  |  |
| **Is the situation doable with the resources at hand ?** |  |  |  |
| **Does it include values ?** |  |  |  |
| **Does it require the mobilization of different types of knowledge?** |  |  |  |
| **Is there a context of use?** |  |  |  |
| **Is the situation new for the learner and allows critical thinking ?** |  |  |  |
| **Is there a task to accomplish and not drills for restitution?** |  |  |  |
| **Are the formulations /tasks adapted to the cognitive level of the learners ?** |  |  |  |
| **Do they describe exactly what the learner should do ?** |  |  |  |
| **Is the situation complex ? Does it require the mobilization of the acquired resources and the information contained in the supports?** |  |  |  |
| **Does it suggest a problem solving (a challenge) that can be solved by the learner ?** |  |  |  |

